## CALIFORNIA STATE LIBRARY
### LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA) SAMPLE GRANT APPLICATION

### ELEMENT 1: BASIC INFORMATION (please see application instructions for additional information)

<table>
<thead>
<tr>
<th>Applicant Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Library/Organization</strong></td>
</tr>
<tr>
<td><strong>2. Library’s DUNS Number</strong></td>
</tr>
<tr>
<td><strong>3. Project Coordinator Name &amp; Title</strong></td>
</tr>
<tr>
<td><strong>4. Email Address</strong></td>
</tr>
<tr>
<td><strong>5. Business Phone Number</strong></td>
</tr>
<tr>
<td><strong>6. Mailing Address</strong></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Project Information</th>
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</thead>
<tbody>
<tr>
<td><strong>7. Project Title</strong></td>
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<tr>
<td><strong>8. LSTA Funds Requested</strong></td>
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<tr>
<td><strong>9. Cash Contributions</strong></td>
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<tr>
<td><strong>10. In-Kind</strong></td>
</tr>
<tr>
<td><strong>11. Total Project Cost</strong></td>
</tr>
<tr>
<td><strong>12. California’s LSTA Goals</strong> (Check one goal that best describe the project)</td>
</tr>
<tr>
<td>☒ Literate California</td>
</tr>
<tr>
<td>☐ 21st Century Skills</td>
</tr>
<tr>
<td>☐ 22nd Century Tools</td>
</tr>
<tr>
<td><strong>13. Number of persons served</strong> (The number of persons who use or will benefit directly from this project)</td>
</tr>
<tr>
<td><strong>14. Primary Audience for project</strong> (Select all that apply.)</td>
</tr>
<tr>
<td>☐ Adults</td>
</tr>
<tr>
<td>☐ Families</td>
</tr>
<tr>
<td>☐ Immigrants/Refugees</td>
</tr>
<tr>
<td>☐ Intergenerational Groups (Excluding Families)</td>
</tr>
<tr>
<td>☒ Library Staff, Volunteers and/or Trustees</td>
</tr>
<tr>
<td>☐ Low Income</td>
</tr>
<tr>
<td>☐ Non/Limited English Speaking Persons</td>
</tr>
<tr>
<td>☐ People with Disabilities</td>
</tr>
<tr>
<td>☐ People with Limited Functional Literacy</td>
</tr>
</tbody>
</table>

**15. This signature certifies that I have read and support this LSTA Grant Application.**

<table>
<thead>
<tr>
<th>Library Director Name:</th>
<th>Susan Hildreth</th>
<th>Title: Director</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mailing Address</strong> (if different from above)</td>
<td>2471 Flores St</td>
<td>City: San Mateo</td>
</tr>
<tr>
<td><strong>Library Director Signature:</strong></td>
<td></td>
<td><strong>Date:</strong></td>
</tr>
</tbody>
</table>
ELEMENT 2: PROJECT BACKGROUND AND SUMMARY

Describe how this project was identified as a need, how it relates to your library’s strategic plan, what will be accomplished if this project is implemented, and how you will know whether your project is successful. Summary should relate to activities in the timeline (Element 4) and include statistical info to support the project.

Background: In a world where the only constant is change, and the pace of that change is constantly accelerating, the need for a population of lifelong learners is not just something to wish for, it is a critical requirement. According to the American Library Association “Continuous learning is critical to renewing the expertise and skills needed to assist patrons in this information age. Library workers must continually expand their knowledge in order to keep up with the rate of change.” For library workers, continuing education provides the best and often only way to gain practical workplace skills that can be immediately applied on the job. Infopeople provides subsidized continuing education/professional development opportunities that address the critical need for library staff to gain the knowledge and skills necessary to remain relevant to, and as savvy as, the communities they serve. Infopeople also supports other LSTA and statewide library projects, develops and shares resources and original web content, and facilitates statewide communication among libraries. The mission of the Infopeople Project, identified by the Advisory Board (Element 6, Attachment #1), is “to improve the quality of life of the people of California by upgrading the performance and effectiveness of California libraries,” and the goal of the Project is “to provide the California library community with the skills, tools, and resources needed to deliver high-quality service in a rapidly changing world.”

Infopeople traditionally develops its continuing education program after an annual needs assessment that utilizes a variety of analytical tools. This year’s program used data from online surveys and online focus groups conducted in January-March 2016. (Element 6, Attachment #2). Additional information was gathered from over 3,000 user evaluations of courses offered in 2015/2016 and by input from instructors, Advisory Board members, and State Library staff, as well as feedback gathered on the Infopeople website. The 2016/2017 needs assessment report identified the following areas of greatest need and interest for training: Community Engagement; Culture of Learning; Customer Service; Innovation and Change Management; Interpersonal Skills; Keeping Libraries Safe and Sane; Leadership; Partnerships; Supervision and Management; Technology. The Infopeople training calendar developed for 2016/2017 addresses all of these topics. California State Library high priorities, including immigration, mental health and digitization, will also be addressed in both online courses and webinars offered in 2016/2017.

Summary: The 2016-17 Infopeople work plan contains the following components: a broad-based continuing education program that addresses needs identified by Infopeople with direction from the State Library. The program will include: 29 live one-hour webinars, 44 instructor-led asynchronous online courses, 2 self-paced online courses, screencasts, podcasts (Element 6, Attachments #3-4); a collaboration with WebJunction to develop a new online learning series (Element 6, Attachment #5); the development of a future sustainability plan that will help guide Infopeople’s efforts toward greater market penetration and visibility (please note that fees charged for online courses will pay for this effort – no LSTA funding will be used); support for partner projects and State Library initiatives, including website support, discussion list hosting, and free seats in online courses for rural library staff (Element 6, Attachment #6).
ELEME NT 3: PLANNING AND EVALUATION

Please answer each area concisely and completely. For section A-F limit to four pages and use 12 point font.

A. Project Intent (Check only one intent that best describe the project)

Institutional Capacity
- Improve the library workforce
- Improve the library’s physical and technology infrastructure
- Improve library’s operations

Information Access
- Improve users’ ability to discover information
- Improve users’ ability to obtain information resources

Lifelong Learning
- Improve users’ formal education
- Improve users’ general knowledge and skills

Human Services
- Improve users’ ability to apply information that furthers their personal, family, or household finances
- Improve users’ ability to apply information that furthers their personal or family health & wellness
- Improve users’ ability to apply information that furthers their parenting and family skills

Employment & Economic Development
- Improve users’ ability to use resources and apply information for employment support
- Improve users’ ability to use and apply business resources

Civic engagement
- Improve users’ ability to participate in their community
- Improve users’ ability to participate in community conversation around topics of concern

B. Project Purpose – Short statement which answers the questions: we will do what, for whom, for what expected benefit(s).

Infopeople provides continuing education/professional development opportunities for California library staff; supports other LSTA and statewide library projects, offers various kinds of technical assistance to libraries, develops and shares resources and original web content, and facilitates statewide communication among libraries. Infopeople addresses California library staff’s need at all levels for skills, knowledge, attitudes, and tools sufficient to provide excellent library services to their communities. Benefits to learners include documented improvement in library services as a result of training, initiation of new library services, creation of extensive and publicly available online resources, and leadership in library applications of new services and technologies.

C. Anticipated Project Outputs – Measures of services and/or products to be created/provided.

- In 2016/17, Infopeople will create and deliver over 70 continuing education events including 44 online courses (instructor-led asynchronous, live online, and blended), 29 live webinars and an equal number of archived webinars, and 2 ongoing self-paced courses.
- Infopeople will provide over 200 hours of support to partner projects and State Library Initiatives (see Element 6, Attachment #6 for a complete list of partner projects), which will include: hosting of 4 partner project websites and media; hosting of over 10 electronic discussion lists and hosting of webinars as requested for a cost recovery fee.
- Over 4,800 learners will participate in open registration online courses and live webinars during 2016-2017.
• Over 200 rural library staff in California will participate in fully subsidized online training during 2016-2017 at an estimated value of $15,000.
• The Infopeople website will be accessed over 700,000 times.
• A future sustainability plan funded by fees from online courses will help guide Infopeople’s efforts toward greater market penetration and visibility.

D. Anticipated Project Outcome(s) – What change is expected in the target audience’s skills, knowledge, behavior, attitude, and/or status/life condition? How will you measure these outcomes? (for examples see attachment B of the application instructions)
Outcome 1: The CA Library workforce is knowledgeable, skilled, and vital in supporting strong communities. Participants in Infopeople learning opportunities increase their knowledge and skills, and change their attitude and behaviors in order to better serve their communities.
Outcome 2: Programs and services will be initiated and meet the needs of individual communities.
Outcome 3: CA libraries demonstrate success in application of new technologies and creation of publicly available online resources used by community members.
Outcome 4: Rural library staff will have opportunities otherwise not available to expand their knowledge, skills and abilities.
Outcome 5: Partner library organizations in CA and the US have improved knowledge and skills as Infopeople shares best practices and expert training strategies.

Outcomes will be measured by using a newly designed Outcomes Based Evaluation survey that will be completed by learners immediately after finishing a course. Follow-up surveys will also be sent via email to learners in selected courses three months after a course has ended, in order to measure changed behaviors and practice. Over 2,000 evaluations will be collected at live webinars. A needs assessment will be conducted in Spring 2017 and high-priority learning areas of focus will be identified for CA Libraries to support the current and future needs of their community members. Learning opportunities will be aligned with the current and future needs of the CA library workforce (Element 6, Attachment #7).

E. Briefly describe how this project will be financially supported in the future.
At present, the Infopeople Project is supported in large part by LSTA funding. The State Library has indicated a funding reduction plan that will lead to zero LSTA funding by 2018/2019. Currently, revenue is generated by user participation in online training events, and from cash match contributions from partners who utilize our services and from occasional special grants. In 2016/2017 Infopeople will actively explore ideas for partnerships and increased revenue generation. These ideas include: increasing the number of organizations that purchase bulk seats and/or set up deposit accounts; expanding the market by offering some courses/workshops to other governmental agencies; exploring partnerships with other organizations; adjusting and increasing fees charged for training; and offering Infopeople expertise in webinar production and online learning as contracted services. Infopeople has also reduced operating costs through reducing the number of contract consultants involved in the project as well as reducing fees paid to instructors (Element 6 Attachment #8).

F. Activity Information. Activities are action(s) through which the intent or objective of a project are accomplished. Four activity types have been identified, each with select methods to help you describe how you will carry out this project. Any activity type must account for at least 10% of the total amount of resources committed to the project.

I. ☑ Instruction - Involves an interaction for knowledge or skill transfer. (Check all that apply and provide a description including whether the format will be in-person, virtual, or both)
Program - Formal interaction and active user engagement (e.g., a class on computer skills).

Presentation - Formal interaction and passive user engagement (e.g., an author’s talk),

Consultation - Informal interaction with an individual or group of individuals (library staff or other professional) who provide expert advice or reference services to individuals, units, or organizations.

Description: The primary component of the Infopeople grant for 2016/2017 is a comprehensive continuing education program for all levels of library staff. This program is developed after analyzing information from needs assessment surveys and feedback from focus groups (Element 6, Attachment #2), as well as consultation with the Infopeople Advisory Board and the California State Library. Infopeople will provide over 70 learning opportunities covering more than 10 broad topics (Element 6, Attachments #3-4). 44 online courses are planned for this year; 21 will be new, as shown in Element 6, Attachment #3. 2 ongoing self-paced courses also will be available throughout the year. 29 live one-hour webinars will be presented and all webinar content will also be converted to podcast format. A partnership with WebJunction will offer library staff a new blended learning series on Building an Effective Learning Culture (Element 6, Attachment #5). Library best practices and expert training strategies will be shared through the Infopeople website, Twitter account, and Facebook page. Infopeople will provide over 200 hours of support to partner projects and State Library Initiatives, which will include: hosting of 4 partner project websites and media; hosting of over 10 electronic discussion lists (Element 6, Attachment #6). Infopeople will share best practices and training models with library support organizations such as CLA, WebJunction, State Libraries, and library consortiums.

II. ☑ Content - Involves the acquisition, development, or transfer of information. (Check all that apply and provide a description including whether the format will be physical, digital, or both)

☐ Acquisition - Selecting, ordering, and receiving materials for library or archival collections by purchase, exchange, or gift, which may include budgeting and negotiating with outside agencies (i.e. publishers, vendors) to obtain resources. May also include procuring software or hardware for the purposes of storing and/or retrieving information or enabling the act of experiencing, manipulating, or otherwise interacting with an information resource.

☑ Creation - Design or production of an information tool or resource (e.g., digital objects, curricula, manuals). Includes digitization or the process of converting data to digital format for processing by a computer.

☐ Description - Apply standardized descriptive information and/or apply such information in a standardized format to items or groups of items in a collection for purposes of intellectual control, organization, and retrieval.

☐ Lending - Provision of a library’s resources and collections through the circulation of materials (general circulation, reserves). May also refer to the physical or electronic delivery of documents from a library collection to the residence or place of business of a library user, upon request.

☐ Preservation - Effort that extends the life or use life of a living or non-living collection, the individual items or entities included in a collection, or a structure, building or site by reducing the likelihood or speed of deterioration.
Description: Infopeople will create original course content for 21 new online courses and 29 webinars during 2016/2017. Additionally, new content will continue to be added to the Infopeople Resources section of the website and the Infopeople blog on topics of current interest to library staff.

III. **Planning & Evaluation** - Involves design, development, or assessment of operations, services, or resources. *(Check all that apply and provide a description)*

- **Retrospective** - Research effort that involves historical assessments of the condition of a project, program, service, operation, resource and/or user group.

- **Prospective** - Research effort that projects or forecasts a future condition of a project, program, service, operation, resource, and/or user group.

Retrospective: Infopeople collects evaluations at all training events, including all online courses and live webinars. An estimated 3,000 evaluations will be gathered at all Infopeople events during 2016/2017.

Prospective: A needs assessment survey will be conducted in Spring 2017 to gather data on current training needs for California public libraries. Focus groups will also be convened to gather more "soft" data on our learners. Both the needs assessment survey and the focus groups will be conducted in Feb-Mar 2017. This data will be used to assist Infopeople consultants in the planning for training offered in 2017-2018.
### ELEMENT 4: GRANT TIMELINE/ACTIVITIES

Show each major project activity and when it will be started and/or completed throughout the project. The timeline should correspond to the activities described in Planning and Evaluation. Please put an X in each pertaining month.

<table>
<thead>
<tr>
<th>Activity</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July</td>
</tr>
<tr>
<td>Develop work plans for ongoing consultants¹</td>
<td>X</td>
</tr>
<tr>
<td>Contract with ongoing consultants</td>
<td></td>
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<tr>
<td>Produce and distribute list of planned CE events for FY</td>
<td>X</td>
</tr>
<tr>
<td>Identify and recruit instructors²</td>
<td>X</td>
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<tr>
<td>Schedule CE events</td>
<td>X</td>
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<tr>
<td>Announce CE events</td>
<td>X</td>
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<tr>
<td>Provide mentoring and assistance to instructors</td>
<td>X</td>
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<tr>
<td>Provide instructional design for online courses</td>
<td>X</td>
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<tr>
<td>Complete upgrade to version 3 of the Moodle LMS</td>
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<tr>
<td>Conduct instructor-led online courses (standard, 4-week)</td>
<td>X</td>
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<tr>
<td>Evaluate instructor-led online courses</td>
<td>X</td>
</tr>
<tr>
<td>Provide instructional design for short format online courses</td>
<td></td>
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<tr>
<td>Conduct short format online courses</td>
<td>X</td>
</tr>
<tr>
<td>Evaluate short format online courses</td>
<td></td>
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<tr>
<td>Post selected materials from online courses on website</td>
<td>X</td>
</tr>
<tr>
<td>Continue to offer/update existing self-paced online courses³</td>
<td>X</td>
</tr>
<tr>
<td>Deliver Infopeople webinars</td>
<td>X</td>
</tr>
<tr>
<td>Evaluate Infopeople webinars</td>
<td>X</td>
</tr>
<tr>
<td>Archive webinars and make available through website</td>
<td>X</td>
</tr>
<tr>
<td>Convert webinars to podcasts/make available through iTunes</td>
<td>X</td>
</tr>
<tr>
<td>Transforming Adult Services (oc)⁴</td>
<td>X</td>
</tr>
<tr>
<td>Useful and Free Online Tools (oc)</td>
<td></td>
</tr>
<tr>
<td>Customizing Vendor Interfaces for Better UX (oc)</td>
<td>X</td>
</tr>
<tr>
<td>Creating a Makerspace for Authors (w)⁵</td>
<td>X</td>
</tr>
<tr>
<td>Conversation Clubs (w)</td>
<td>X</td>
</tr>
<tr>
<td>Course Title</td>
<td>Type</td>
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<tr>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Readers Advisory: Books and Beyond (oc)</td>
<td>x</td>
</tr>
<tr>
<td>Communication is More Than Words (oc)</td>
<td>x</td>
</tr>
<tr>
<td>Emotional Intelligence (Part 1) (oc)</td>
<td>x</td>
</tr>
<tr>
<td>New Twists on Storytime (w)</td>
<td>x</td>
</tr>
<tr>
<td>Cultural Literacy @ Your Library (w)</td>
<td>x</td>
</tr>
<tr>
<td>Children’s Services Fundamentals (oc)</td>
<td>x</td>
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<tr>
<td>Parent Engagement Workshops (oc)</td>
<td>x</td>
</tr>
<tr>
<td>Multicultural Programs and Services (oc)</td>
<td>x</td>
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<tr>
<td>Budgeting for the Right Brained (oc)</td>
<td>x</td>
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<tr>
<td>Community Led Programming (w)</td>
<td>x</td>
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<tr>
<td>Building an Effective Learning Culture (w)</td>
<td>x</td>
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<tr>
<td>Using Puppets in Children’s Programming (oc)</td>
<td>x</td>
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<tr>
<td>Adult Programming (oc)</td>
<td>x</td>
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<tr>
<td>Transferring Skills and Knowledge in the Workplace (oc)</td>
<td>x</td>
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<tr>
<td>Effective Social Media Skills for Your Library (oc)</td>
<td>x</td>
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<tr>
<td>Asset Based Community Development (ABCD) (w)</td>
<td>x</td>
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<tr>
<td>Emerging Tech Trends in Libraries (w)</td>
<td>x</td>
</tr>
<tr>
<td>Sensory Storytimes (oc)</td>
<td>x</td>
</tr>
<tr>
<td>Teen Reader’s Advisory (oc)</td>
<td>x</td>
</tr>
<tr>
<td>Introduction to Library Management (oc)</td>
<td>x</td>
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<tr>
<td>Using Technology or Community Engagement (oc)</td>
<td>x</td>
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<tr>
<td>Tabletop Games and 21st Century Skill Development (w)</td>
<td>x</td>
</tr>
<tr>
<td>Active Shooter Policies for Your Library (w)</td>
<td>x</td>
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<tr>
<td>Libraries Embedded in Local Businesses (w)</td>
<td>x</td>
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<tr>
<td>Basic Cataloging and Classification (oc)</td>
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<tr>
<td>Weeding for Your Library’s Health (oc)</td>
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<tr>
<td>Data Based Decision Making (w)</td>
<td>x</td>
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<tr>
<td>Core Reference Fundamentals (oc)</td>
<td>x</td>
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<tr>
<td>Library Services for Patrons Experiencing Homelessness (oc)</td>
<td>x</td>
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<tr>
<td>Content Marketing and Strategy (oc)</td>
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<tr>
<td>Course Title</td>
<td>Type</td>
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<td>------------------------------------------------------------------------------</td>
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<tr>
<td>Strategic Planning in Libraries</td>
<td>oc</td>
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<tr>
<td>Organizational Resiliency</td>
<td>w</td>
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<tr>
<td>Digital Public Library of America</td>
<td>w</td>
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<tr>
<td>Teen Services Fundamentals</td>
<td>oc</td>
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<tr>
<td>Conflict Resolution in the Workplace</td>
<td>oc</td>
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<tr>
<td>ABCD Community Engagement</td>
<td>oc</td>
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<tr>
<td>Using Social Media for Reader’s Advisory</td>
<td>oc</td>
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<tr>
<td>Adult Storytimes</td>
<td>w</td>
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<tr>
<td>Setting Up a Citizenship Corner in Your Library</td>
<td>w</td>
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<tr>
<td>Emerging Tech Trends in Libraries</td>
<td>w</td>
</tr>
<tr>
<td>Emotional Intelligence (Part 2)</td>
<td>oc</td>
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<tr>
<td>After School and Out-of-School Programming</td>
<td>oc</td>
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<tr>
<td>Adult Literacy Programs</td>
<td>oc</td>
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<tr>
<td>Technology Planning</td>
<td>oc</td>
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<tr>
<td>Historypin: Connecting Communities with Local History</td>
<td>w</td>
</tr>
<tr>
<td>Service to Foster Youth</td>
<td>w</td>
</tr>
<tr>
<td>What’s New in Children’s Literature 2017</td>
<td>w</td>
</tr>
<tr>
<td>Improving Customer Service to Those with Mental Illness</td>
<td>oc</td>
</tr>
<tr>
<td>Developing Effective Library Partnerships</td>
<td>oc</td>
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<tr>
<td>New Customer Service Models</td>
<td>oc</td>
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<tr>
<td>User Experience (Part 2)</td>
<td>oc</td>
</tr>
<tr>
<td>Beyond Cataloging: RDA</td>
<td>oc</td>
</tr>
<tr>
<td>Coding for Kids</td>
<td>w</td>
</tr>
<tr>
<td>Reader’s Advisory for Immigrants</td>
<td>w</td>
</tr>
<tr>
<td>All Work Is Team Work</td>
<td>oc</td>
</tr>
<tr>
<td>Keeping the Library Safe and Sane</td>
<td>oc</td>
</tr>
<tr>
<td>Pop-Up Services</td>
<td>oc</td>
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<tr>
<td>Supervisory Success</td>
<td>oc</td>
</tr>
<tr>
<td>Multigenerational Workplaces</td>
<td>w</td>
</tr>
<tr>
<td>What’s New in Young Adult Literature 2017</td>
<td>w</td>
</tr>
<tr>
<td>Project Management Skills (oc)</td>
<td></td>
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<td>--------------------------------</td>
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<tr>
<td>Staying on Top of Technology (oc)</td>
<td></td>
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<tr>
<td>Bilingual Storytimes (oc)</td>
<td></td>
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<tr>
<td>Customer Service Challenges (oc)</td>
<td></td>
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<tr>
<td>Creative Aging @ Your Library (w)</td>
<td></td>
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<tr>
<td>Microlearning and Staff Training (w)</td>
<td></td>
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<tr>
<td><strong>Start development of Building an Effective Learning Culture (BELC) training plan</strong></td>
<td>X</td>
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<tr>
<td>Offer first BELC webinar</td>
<td></td>
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<tr>
<td>Develop BELC courses</td>
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<tr>
<td>Deliver BELC courses</td>
<td></td>
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<tr>
<td>Evaluate BELC training</td>
<td></td>
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<tr>
<td>Provide website hosting &amp; support for partner projects</td>
<td>X</td>
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<tr>
<td>Website hosting for SCLC and SERRA systems, Berkeley PL</td>
<td>X</td>
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<tr>
<td>Media hosting for partner projects</td>
<td>X</td>
</tr>
<tr>
<td>Discussion list management for State Library &amp; partner projects</td>
<td>X</td>
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<tr>
<td>Produce webinars for partner projects</td>
<td></td>
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<tr>
<td><strong>Represent CA at CONTED Forum in Charlotte, NC</strong></td>
<td></td>
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<tr>
<td>Future sustainability planning</td>
<td>X</td>
</tr>
<tr>
<td>Prepare and send to libraries reports on Infopeople training their staff have taken</td>
<td></td>
</tr>
<tr>
<td><strong>Maintain Infopeople registration system</strong></td>
<td>X</td>
</tr>
<tr>
<td>Maintain and improve Infopeople website</td>
<td>X</td>
</tr>
<tr>
<td>Produce regular content for Infopeople blog</td>
<td>X</td>
</tr>
<tr>
<td>Update social media presence (Twitter, Facebook)</td>
<td>X</td>
</tr>
<tr>
<td>Renegotiate/renew contracts with technology vendors</td>
<td></td>
</tr>
<tr>
<td>Advisory Board meets</td>
<td></td>
</tr>
<tr>
<td>Collect, compile, interpret statistical/evaluative data</td>
<td>X</td>
</tr>
<tr>
<td><strong>Submit reports to State Library</strong></td>
<td></td>
</tr>
</tbody>
</table>
See Element 6, Attachment #9 for contract consultant descriptions.

See Element 6, Attachment #10 for instructor bios. Unlike most library training organizations, which rely on a permanent training staff to teach a wide variety of subjects, Infopeople has a unique training model that has a number of distinguishing characteristics: Infopeople works with dozens of different trainers from all over the United States, selecting a subject matter expert for any given topic; a team of instructional designers, coordinators, and technical support staff ensures the quality and consistency in training; Development and delivery of content is done by subject matter experts.

Current self-paced online courses are Health and Wellness Competencies and Core Reference Subject Modules.

oc = online course

w = webinar
**ELEMENT 5: BUDGET** (please see application instructions for additional information)

The budget should clearly identify the amounts requested and from what sources.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>LSTA</th>
<th>Cash Contributions</th>
<th>In-Kind</th>
<th>Total (B+C+D=E)</th>
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<tbody>
<tr>
<td><strong>Salaries/Wages/Benefits</strong></td>
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<td>$0</td>
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<td>$18,720</td>
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<tr>
<td>Advisory Board</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>$0</td>
<td>$0</td>
<td>$18,720</td>
<td>$18,720</td>
</tr>
</tbody>
</table>

**Description:** Infopeople does not use any LSTA funds for salaried employees. All activities are carried out by independent contract consultants who are hired based on specific areas of expertise and receive no benefits. In-kind support for Infopeople is provided by the Advisory Board. The Advisory Board consists of 12 members, who are library directors or assistant directors broadly representative of the California library community. They each spend an estimated 18 hours per year on meetings (in-person and virtual) to support the project, plus an average of 2 hours each on other support activities (one-on-one conversations with Project consultants, participation in evaluation, reading and reacting to documents), for a total of 240 hours. The average hourly salary for Board members is calculated at $60, plus 30% for benefits, for a total of $78 per hour.

<table>
<thead>
<tr>
<th>Equipment (Items over $5,000 per unit)</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subtotal</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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**Description:**

<table>
<thead>
<tr>
<th>Library Materials</th>
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<th>$0</th>
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<tbody>
<tr>
<td><strong>Subtotal</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tbody>
</table>

**Description:**

<table>
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<tr>
<th>Consultant Fees</th>
<th>$157,800</th>
<th>$0</th>
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<th>$159,300</th>
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<tbody>
<tr>
<td>Instructors</td>
<td>$303,900</td>
<td>$0</td>
<td>$0</td>
<td>$303,900</td>
</tr>
<tr>
<td>Instructional design consultants</td>
<td>$265,179</td>
<td>$45,000</td>
<td>$0</td>
<td>$310,179</td>
</tr>
<tr>
<td>Infopeople Project Consultants</td>
<td>$726,879</td>
<td>$45,000</td>
<td>$1,500</td>
<td>$773,379</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$726,879</td>
<td>$45,000</td>
<td>$1,500</td>
<td>$773,379</td>
</tr>
</tbody>
</table>

**Description:**

**Instructors:** This line item covers fees for instructors and presenters who develop and deliver online courses and present one-hour webinars. For 2016/17, the planned training includes 44 online courses, 22 of which are new; 29 one-hour webinars; and continuous offering of at least 2 self-paced courses. It also includes a collaborative project with WebJunction that will produce 1-2 new online courses during 2016/2017. Fees for instructors of online courses range from $2,200 for delivery of a recurring online course to $4,000 for development and delivery of a new course. Paid webinar presenters receive $750 per webinar. Some webinar presenters, such as Kelli Hamm from the National Network of Libraries of Medicine, Pacific Southwest Region, are not paid and will represent an estimated in-kind support of $1,500 in 2016/17. A list of instructors for 2016/17 with brief resumes is included in Element 6, Attachment #10.

**Instructional Design Consultants:** Infopeople training is nationally renowned for its quality. Quality control is maintained by three part-time consultants who have training and experience in adult learning, continuing education, and instructional design, along with a technical support consultant who is expert in the learning management system. They ensure that Infopeople training is on a par with graduate level instruction, but with the difference that Infopeople training is practical, real-world-based and can be applied immediately in the workplace in order to improve library service in California communities. A description of the Instructional Design roles and a list of the instructional designers & online support consultants is included in Element 6, Attachment #9.

**Infopeople Project Consultants:** In 2016/2017, 6 contract consultants will carry out most of the ongoing and new work of the Infopeople Project. These individuals have annual contracts with the Califa Group that specify their scope of work and indicate a maximum number of hours. They do not receive benefits and are paid for the number of hours worked. Position descriptions of contract consultants for 2016/2017 are included in Element 6, Attachment #9. This line also includes costs for a financial sustainability consultant. NO LSTA money will be used for this consultant; all costs will be paid by fees charged for online courses.

<table>
<thead>
<tr>
<th>Travel</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subtotal</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tbody>
</table>
### Supplies/Other

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>General office supplies</td>
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</tr>
<tr>
<td>Postage/shipping</td>
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<td>Photocopy/printing</td>
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<td><strong>Subtotal</strong></td>
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**Description:**

**General Office Supplies:** Costs for general office supplies for the Project Assistant and to support training have declined because of more efficient and less costly office equipment and the fact that Infopeople is doing no on-ground training or event management in 2016/17.

**Postage/shipping:** Based on 2015/16 costs, but taking into account the elimination of on-ground events.

**Photocopy/printing:** Covers all photocopying and printing for Infopeople training. Based on 2015/16 costs, taking into account the elimination of on-ground events.

### Operating Expenses: Contracted Services

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Technology vendors</td>
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</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$62,615</td>
</tr>
</tbody>
</table>

**Description:**

**Technology Vendors:** Infopeople annually contracts with a variety of technology vendors to provide services including server space, webinar hosting, media storage, a learning management system, discussion list management, closed captioning for webinars, and online surveys. The services are used not only by Infopeople in support of its continuing education program, but also by the State Library, other statewide projects, and partner projects. The current list of vendors with costs for each is detailed in Element 6, Attachment #11. LSTA costs are supplemented by fees paid by partners (e.g., CLA, SCLC, Berkeley Public) that use Infopeople server space, reflected in this budget as a $7,410 cash contribution.

### Project Total

<table>
<thead>
<tr>
<th>Project Total</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$791,694</td>
<td>$52,410</td>
</tr>
<tr>
<td>$20,220</td>
<td>$864,324</td>
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</table>

**Indirect Cost Rate:** 10%

<table>
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<th>Indirect Cost</th>
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<tbody>
<tr>
<td>$79,169</td>
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</tr>
<tr>
<td>$0</td>
<td>$79,169</td>
</tr>
</tbody>
</table>

**Description:**

The Infopeople grant is administered by the Califa Group which acts as its fiscal agent and manages all grant funds and contracts.

### Grand Total

<table>
<thead>
<tr>
<th>Grand Total</th>
<th>Amount</th>
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<tbody>
<tr>
<td>$870,863</td>
<td>$52,410</td>
</tr>
<tr>
<td>$20,220</td>
<td>$943,493</td>
</tr>
</tbody>
</table>
ELEMEN T 6: ATTACHMENTS

Attachment 1: Infopeople Advisory Board, 2016-2017
Attachment 3: Infopeople Planned Training Calendar, 2016-2017
Attachment 4: Infopeople Planned Online Courses by Topic, 2016-2017
Attachment 5: Building an Effective Learning Culture
Attachment 6: Infopeople Partner Projects, 2016-2017
Attachment 7: Infopeople 2016-2017 Logic Models & Outcomes
Attachment 8: Infopeople Instructor/Presenter Fees & Course Fee Changes for 2016/17
Attachment 10: Infopeople Instructors & Presenters, 2016-2017
Attachment 11: Infopeople Technology Vendors, 2016-2017
ELEMENT 7: INTERNET CERTIFICATION FOR APPLICANT PUBLIC LIBRARIES FY 2016/17

Check the Appropriate Library Type

☐ Public Library  ☐ Academic  ☐ K-12  ☐ Multi-Type  ☒ Special/Other

As the duly authorized representative of the applicant public library, public elementary school library or public secondary school library applying for LSTA funding, I hereby certify that the library is (check only one of the following boxes)

A. ☐ An individual applicant that is CIPA compliant.
   The applicant library, as a public library, a public elementary school library or public secondary school library, has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act.

B. ☐ Representing a group of applicants. Those applicants that are subject to CIPA requirements have certified they are CIPA compliant.
   All public libraries, public elementary school libraries, and public secondary school libraries, participating in the application have complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. The library submitting this application has collected Internet Safety Certifications from all other applicants who are subject to CIPA requirements. The library will keep these certifications on file with other application materials, and if awarded funds, with other project records.

C. ☒ Not Subject to CIPA Requirements.
   The CIPA requirements do not apply because no funds made available under this LSTA grant program will be used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet.

Califa Group
Library/Organization

Infopeople
Project Name

Susan Hildreth
Library Director Name

Director
Title

Library Director Signature
Date
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Kelley Worman-Landano
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Kelley.Worman-Landano@fresnolibrary.org

Revised Apr 2016
Element 6, Attachment 2:
Infopeople Training Needs Assessment
2016

Final Report

Completed by Stephanie Gerding and Brenda Hough
February – March 2016
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<tr>
<td>Infopeople Course Evaluation Input</td>
<td>21</td>
</tr>
</tbody>
</table>
INTRODUCTION

Infopeople contracted with Stephanie Gerding and Brenda Hough to implement a 2016 Infopeople Library Training Needs Assessment. The key goals include: 1) identify priority training topics, 2) recommend areas for change and improvement, and 3) assess training needs for library staff and ways to meet those needs. This is the final report, describing methodology, recommendations, and analyzed summaries of all data sources.

METHODOLOGY

A multiple-source study was performed with data collection from Infopeople’s primary constituencies, employing a multi-method design that included:

- Analysis of online surveys
- Stakeholder telephone interviews
- Notes from an in-person focus group conducted at the CLA conference held in Pasadena in November 2015
- Four online focus groups
- Course evaluations
- Responses from the Infopeople website suggestion form.

The focus groups and interviews provided an opportunity to ask questions and probe topic areas to complement the surveys conducted by Infopeople in early February 2016. The use of this multi-method design and multiple sources provides data that is credible, convergent, and actionable.

SURVEYS

Two online surveys were administered during January-February 2016. The surveys were open from January 19, 2016 until February 12, 2016.

1) A general training needs survey was promoted using several email lists (including Calibk12, Calix, CRL listserv, Ifptraining, LearnRT, PLSstaff dev, and PubLib) and the California Libraries group on Facebook. 368 responses were received.

2) A survey for California Public Library Directors was also distributed with 39 responses received.

FOCUS GROUPS

Four online focus groups and one in-person focus group were conducted with the following stakeholders:
1. **CLA Conference Attendees** (in-person) An Infopeople discussion session was held at the California Library Association conference in November 2015. Notes from this group were analyzed and used to develop questions for online focus groups.

2. **CLA Conference Attendees** (anonymous online focus group) At the November 2015 in-person CLA session, volunteers were solicited who were willing to provide more input and ideas during Infopeople’s spring 2016 needs assessment activities. 17 individuals volunteered during that CLA session and 6 of them were able to participate anonymously in a 45-minute focus group on February 10th.

3. **California Library Services Act (CLSA) System Administrators and Board Chairs** (anonymous online focus group)
   
   Five were able to participate in an anonymous 45-minute focus group on February 8th.

4. **Infopeople Advisory Board** (anonymous online focus group)
   
   5 members of Infopeople’s Advisory Board participated in a 45-minute online focus group on February 11th.

5. **Continuing Education (CE) Coordinators** (online focus group)
   
   CE Coordinators from other State Library Agencies were invited to participate in an online focus group. 9 attended a 50-minute session on Tuesday, February 16th. This was not an anonymous group.

Adobe Connect was used to conduct the four online focus group sessions. Participants responded via chat. Participants in three groups were asked to keep their identities anonymous by using code names. Each focus group was asked the same set of questions, with a few variations depending on the target audience. The evaluators facilitated the sessions and created a flexible, open discussion and probed deeper into initial comments made by participants. Participants were also encouraged to respond to statements made by others.

### INTERVIEWS

Staff with the California State Library Development Services Bureau were invited to participate in either a focus group or interview for the needs assessment. Three individuals were available and interviews were conducted. Each interviewee had focus areas and specific subject expertise and this data source does not provide a conclusive representation of the entire organization.

The evaluators conducted separate phone interviews with each of the three state library development consultants, using a variation of the same questions that were asked during the online focus groups. In order to simulate the participant interaction that is a vital component of focus groups, the interviewers shared examples and responses from others with the interviewees and asked them to respond to the ideas.
OTHER DATA SOURCES

Infopeople is continuously seeking input regarding training topics. Other input that has been collected was also used as data sources for this report. These included:

- **Infopeople Course Evaluation Input**: For every Infopeople course, learners complete an evaluation form, which solicits feedback about the course they are taking, and also solicits suggestions for future training they would like Infopeople to provide. For this assessment, evaluation forms from July 2015 – December 2015 were analyzed (17 courses).

- **Infopeople Website Suggestion Form**: On the Infopeople website, people are encouraged to share training suggestions. The suggestions made in this way were analyzed.

RECOMMENDATIONS

Focus group participants expressed positive perceptions of Infopeople’s current training and trainers. It is clear that Infopeople is an exemplary training program with a strong reputation for offering a wide variety of learning opportunities for library staff.

The recommendations section of this report has been divided into two parts:

1) Process issues: formats, delivery, target audiences, etc.
2) Specific content and priority training topics.

RECOMMENDATIONS: PROCESS

- **On-demand Webinars**
  Offer on-demand webinars that can be run when groups meet. These could be repeats of live webinars so that an instructor could provide the same content, but with personalized interactivities with one group.

- **State-specific Webinars**
  Allow a state to purchase a course that could be offered for their state. Instructors could provide the same content, but personalized to individual states.

- **Webinar Series**
  Offer webinar series as a way to provide more in-depth training, but in quick segments.

- **Train-the-trainer**
  Implement a train-the-trainer model – one person attends the training and then teaches others in their library.
• **Build Learning Organizations** (see section below)
  Help administration in libraries understand the need for staff time for training.

• **Improve Communication Strategies** (see section below)
  o Proactively promote content from the Infopeople website, especially the "planned training calendar"
  o Provide regular opportunities for two-way conversation with stakeholder groups.

• **Include Expert Instructors from Other Fields**
  Provide opportunities for library staff to learn from those outside the library field.

• **Serve All Target Audiences**
  Consider incorporating outreach and specialized content for groups not currently being served (see section below)

---

**IMPROVE COMMUNICATION STRATEGIES**

How effective is communication between Infopeople and stakeholder groups? Are there ways to improve communication? The evaluators asked participants in each of the four online focus groups for their perspective regarding things Infopeople could do to improve communication about training. The consensus seems to be that Infopeople does a good job with promoting courses and webinars that will be offered soon (within a month or two). However, each group had ideas for improvement in other areas.

• **Proactively promote content from the Infopeople website.**
  o Promote the planned training calendar. Several people mentioned wanting to see what courses are in the works. On their website, Infopeople does provide a planned training calendar, which is regularly updated and covers planned courses for the entire year. Regularly mention this calendar in communications to help heighten awareness that it exists. Another related suggested was made to provide, “Monthly notice on CALIX/Facebook that lists all confirmed trainings in the next 6 months.”
  o Promote the archived webinars, “I think people forget to check.”
  o Promote the “Training Suggestions” form on the Infopeople website. Several people cited a desire to provide input regarding upcoming training topics. Infopeople does provide a training suggestion form on their website. Regularly include this form in communications to heighten awareness that it exists.

• **Provide regular opportunities for two-way conversation with stakeholder groups.**
  - Continue to include focus groups and interviews as part of regular needs assessment activities. In every focus group, participants expressed appreciation for being asked for their input.
• Conduct regularly scheduled meetings with the CLSA System Administrators and Chairs (Annually? Semiannually? Quarterly?). This group cited their ability and willingness to provide input on trending issues and potential training topics and to help communicate training information to their members.

• Conduct regularly scheduled meetings or focus groups with the Continuing Education coordinators from other states (annually?). One person suggested a need for, “More dialogue - right now communications are all one-way. Would like more discussion about what training might be useful, what needs we see in our states, more info about what’s in the pipeline, etc.

• **Openly and regularly communicate about Infopeople’s operations.** In the focus groups, a couple of mentions were made regarding a desire for transparency and communication regarding Infopeople’s “inner workings – finances, governance, etc.” One participant from the CLA volunteers group concurred, “It would be nice to continue to have updates on the organization itself regularly.” A couple of participants expressed appreciation that more of this type of communication has been happening in the past year. A number of State Library staff also requested more meetings with Infopeople.

---

**SERVE ALL TARGET AUDIENCES**

In the four online focus groups, each group was asked if there are groups who are not being served by current training that is offered. Responses included:

- Part-time staff
- Paraprofessional staff
- Small and rural library staff
- Front-line staff
- Technical services staff
- People needing in-depth training – there are a lot of introductory level training options
- People in specialized positions (government documents, local history, etc.)
- Midlevel management
- Budget personnel
- Innovators (who want to learn from those outside of libraries)
- School librarians
- Board members

---

*Are there any groups that are not being served/reached?*
- Commissioners and other city officials
- Volunteers
- Friends of the Library groups

This list of groups that are not being reached by training represents the perceptions of the focus group participants. Verification of whether or not these groups are being served is beyond the scope of the data collected as part of this needs assessment. We suggest that Infopeople examine this list from the focus groups and consider it in terms of other data they may already have. Are these groups currently being served by Infopeople training? If not, are these groups that should be targeted in some way? Further data collection and analysis as needed is recommended.
RECOMMENDATIONS: CONTENT AND PRIORITY TRAINING TOPICS

Hot Topics
Many topics were recommended. These are the ten topics that were repeatedly requested by all stakeholders (in alphabetical order):

- Community Engagement
- Culture of Learning
- Customer Service
- Evaluation
- Innovation and Change Management
- Keeping Libraries Safe and Sane
- Leadership
- Partnerships
- Supervisor/Management
- Technology

Online focus groups identified the four topics most important to address in training. This chart shows the overlap in 4 areas:

- Community Engagement (4 groups)
- Leadership (4 groups)
- Customer Service (3 groups)
- Evaluation Skills (2 groups)
Library directors who took the online survey identified the top three continuing education and professional development needs for their library. The open ended question responses were categorized and the top 9 topics are represented in this chart:

**CULTURE OF LEARNING**

Infopeople provides opportunities for staff to improve their knowledge, skills, and abilities. There are many factors beyond the availability of a course or webinar that impact whether or not successful staff learning takes place in a library workplace, however. Organizational support for learning has a big impact that was mentioned by several sources. Infopeople expressed to the evaluators that they would like to provide training opportunities that address how to create a culture of learning in a library. This was also a recommendation from the last Needs Assessment. To inform their efforts, questions about a “culture of learning” were asked in the director survey and in the focus groups.

**Director Survey**

A question in the Director Survey asked, “Supporting staff participation in courses and workshops is a great idea, but the most effective organizations go beyond that and create a sustainable culture in which learning is an everyday activity that supports self-directed learning.
and collaborative team-based learning, as well as library innovation. Would you and your management staff be interested in participating in learning events around the topic of “How to Create a Culture of Learning in Your Library”?

Of the 39 director survey respondents, 67% said YES, this is a current priority. 5% said NO, this is not a current priority or interest. 28% indicated they were not sure.

Respondents were asked to indicate which topics they would be interested in from the following list of potential culture of learning topics. Here are the topics and the responses:

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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<tr>
<td>Supporting Learning: Resources and Activities to Foster Staff Development</td>
<td>78.57%</td>
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<tr>
<td>Engaged Learners: Adult Learners and Motivation</td>
<td>42.86%</td>
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<tr>
<td>Overcoming Barriers to Workplace Learning: Time, Motivation, and Your Team</td>
<td>71.43%</td>
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<td>Committed to Learning: The Leader’s Role in Staff Development</td>
<td>67.86%</td>
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<td>Staff and Patrons Learning Together</td>
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<td>Gamification in the Library Workplace</td>
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<td>Increasing Impact: What happens before and after staff training</td>
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<tr>
<td>Staff learning to drive transformative strategic change</td>
<td>71.43%</td>
</tr>
<tr>
<td>Other (please describe the relevant topic(s) that you would find useful)</td>
<td>3.57%</td>
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</table>

The three most popular topics selected were:

- Supporting Learning: Resources and Activities to Foster Staff Development
- Overcoming Barriers to Workplace Learning: Time, Motivation, and Your Team
- Staff Learning to Drive Transformative Strategic Change

A respondent also commented, “Anything that helps us transmit learning through the library; e.g. when one or two people attend training, how do we help them bring that knowledge back in a way that benefits more people and the organization as a whole?”

**Focus Groups**

In the four focus groups, participants were first asked to describe the characteristics of a library with a strong culture of learning. Then they were asked to brainstorm the types of training that would be useful to libraries seeking to build a strong culture of learning.
Several themes came up again and again with each focus group. When discussing the characteristics of a strong culture of learning, the following things were repeatedly cited as important:

- **There is administrative buy-in.** In a library with a strong culture of learning, time, money, and encouragement are provided for staff to pursue learning. Some groups also mentioned the value of recognition and incentives for staff learning.
- **Clear expectations are communicated.** Performance standards and competencies were mentioned as ways to communicate expectations. Several groups mentioned the value of having management meet with staff individually to set goals and find resources.
- **It is a safe environment for risk taking and change.** In a library with a strong culture of learning, staff are not afraid to try new things and make mistakes. Failure is seen as part of the process. Pilot projects and rapid prototyping are part of these organizations that support change and innovation.
- **Learning is social and actionable.** In a library with a strong culture of learning, there are opportunities for staff to interact with one another around learning. Peer to peer learning occurs. There is an emphasis on putting training ideas into action. What comes next after the class or webinar? Staff share ideas from continuing education and professional development and then apply them.
- **Learning is for everyone.** From the director to part-time aides, all staff are participating in learning opportunities. Library commissioners and library users are considered part of the learning environment, too.

What types of training would be useful to libraries seeking to build a strong culture of learning? The training topics suggested by focus group participants are directly related to the characteristics of a strong culture that they mentioned. Training could help library directors, managers and others learn to:

- Create a staff development plan
- Find resources and support development, even with limited resources
- Support a culture of change without fear
- Foster social learning among staff
- Find ways to motivate staff to improve abilities, skills, and knowledge

This input from the focus groups supports the input from the director survey, in which “Supporting Learning: Resources and Activities to Foster Staff Development”, “Overcoming Barriers to Workplace Learning: Time, Motivation, and Your Team” and “Staff Learning to Drive Transformative Strategic Change” were the most popular potential culture of learning training topics.
SUMMARY OF RESPONSES

While the previous section focused on the common topics identified by all the sources, this section provides more detail on input from each stakeholder groups. The priority topics identified in six data sources will be described:

1. Four Online Focus Groups
2. State Library Interviews
3. General Training Needs Survey
4. Library Director Survey
5. Infopeople Website Training Recommendations
6. Infopeople Course Evaluation Input

1. FOCUS GROUPS PRIORITY TOPICS

In the four online focus groups, participants shared the top four priority training topics for the next year. Summaries of each group’s priority topics are included below.

Advisory Board Focus Group Priority Topics
The top topics cited by the Infopeople advisory board were (most frequently cited topics are listed first):

- Community engagement, advocacy, and partnerships
- Leadership skills – including applying the library’s mission at all levels of the organization and creating a culture of ongoing learning
- Management skills – including dealing with difficult decisions and setting priorities, time management, project management, and budgeting
- Customer service – including dealing with challenging people
- Tech trends

CE Coordinators Priority Topics
The top topics cited by the Continuing Education Coordinator’s group were (listed in order of frequency):

- Leadership and Management
- Customer Service
- Advocacy
- Community Engagement
- Partnerships
- Sustainability
- Staff competencies
- Adult Programming
- Cultural Competencies for library staff
CLA Session Volunteers Priority Topics
The top topics cited by the volunteers from the CLA session were (most frequently cited topics are listed first):

- Being politically savvy and how to think and act strategically
- Collaboration – including facilitating statewide/regional collaboration
- Serving in nontraditional roles (social worker, etc)
- Training for managers on how to cultivate a staff that is open to change and can do big-picture thinking. Not so much how to do those things, but how to give your staff room to grow (such as allowing them time at work to take webinars)
- Partnerships are key for doing more with less, hard to do in reality. Skills here are needed labor unions, contract negotiation, civil service rules, etc.
- Evaluation skills – including how to conduct a needs assessment/program assessment, evaluation, and data analysis skills
- Since there will be a California Harwood Public Innovators Lab for Public Libraries in May, have follow-up support for people implementing that method
- Training for new librarians - technology, reference review, customer service

CLSA Administrators and Chairs Priority Topics
The top topics cited by the CLSA System Administrators and Chairs session were (most frequently cited topics are listed first):

- Safety – including problem patrons/safety and workplace safety
- Funding – including funding options, budgeting, talking to funders (external & internal)
- Politics and speaking to power with information
- Metrics metric-based decision making
- Serving homeless populations
- Branding
- Supervisory skills
- Early literacy
- Technology and basic IT troubleshooting
- Facility planning

2. STATE LIBRARY PRIORITY TOPICS
While the intention was to have a focus group with State Library development staff, only three individuals were available/interested. These staff were instead interviewed as there were not enough people for a focus group. As each interviewee had focus areas and specific subject
expertise, this data source does not provide a conclusive representation of the entire organization.

State Library staff who were interviewed shared the following priority training topics:

- Leadership - developing next round of strong leaders
- Community Engagement
- Keeping up with trends and best practices
- Networking and building a cohort
- Strategic planning
- STEM/STEAM
- DIY
- Makerspaces
- Creating videos
- Mobile libraries (bicycles, pop up tents)
- Veterans program
- Literacy
- Active shooter response training – for staff and community
- Immigrant outreach
- How societies are changing and how libraries can keep up, choosing ideas to follow
- Partnerships with other organizations, schools, museums
- Early literacy
- Engaging with families
- Understanding children at each age
- Storytime beyond the basics
- Data collection and communication
- Makerspace for Museums
- Play in libraries (not crafts, but activities with no adults in charge of the outcome)
- New library directors training

3. GENERAL TRAINING NEEDS SURVEY PRIORITY TOPICS

A general training needs survey was promoted using several email lists and the California Libraries group on Facebook. 368 responses were received.

77% of survey respondents work in public libraries.
General training needs survey respondents identified the following four topics as high priorities:

- Community Engagement
- Customer Service
- Keeping Libraries Safe and Sane
- Partnerships

The survey asked respondents to rate the importance of various training topics. The topics that received the most high priority ratings were under the broad topic “Community Outreach.”

Of the 362 respondents who responded to the question, 78% rated community engagement as a high priority and 72% rated developing partnerships as a high priority.

A small percentage of survey respondents were from academic libraries, however, their responses to the survey indicate an interest in community engagement, as well. In the comments for the question regarding community engagement, two different respondents emphasized the need from community engagement training from an academic library perspective.
Of the 365 respondents who responded to the question, 74% rated new models of customer service as a high priority, 69% rated keeping the library safe and sane as a high priority, and 62% rated dealing with difficult situations as a high priority.

4. DIRECTOR SURVEY PRIORITY TOPICS

39 California Library Directors completed the director survey. Directors were asked to describe an example of the kind(s) of continuing education and professional development of greatest benefit to their library in the coming year. The following topics were cited most often:

- **Staff Development:** A number of directors pointed out that they want to help guide staff regarding how to transfer what they learn in a workshop or training into their workday to help staff implement what they learn. Directors would also like to see training to help staff become self-starters, problem solvers, and change agents.
- **Customer Service:** Many directors cited a need for training to help library staff provide even better service. New service models were mentioned several times. Conflict resolution and troubleshooting skills were also mentioned.
- **Safety:** Emergency procedures and best practices.
- **Programming:** Directors would like to see training that helps inspire new programming, including “Non-traditional activities that will draw a new audience.” STEM programming and programming for the business community were also mentioned.
- **Technology:** Technological skills remain a priority. Directors mentioned these types of technology training: training patrons, social media, and developing infographics.
• **Managerial and Supervisory Skills:** Directors cited a need for introduction to management training, as well as training regarding team building and volunteer management.

• **Change and Innovation:** In addition to wanting to stay on top of trends, directors specifically mentioned training that helps develop piloting or rapid prototyping skills, “something that gets people used to the idea of iterative models, where there's not an expectation of getting things exactly right the first time.” Design thinking was mentioned. Changing the culture in your organization was also mentioned.

• **Other:** Other training topics mentioned as priorities in the survey include strategic planning and library redesigns.

5. INFOPEOPLE WEBSITE TRAINING RECOMMENDATIONS

On the Infopeople website, people are encouraged to share training suggestions. The suggestions made in this way were considered for this report.

Topics recently suggested via the website suggestion forum include:

• adult Latino programming
• afterschool programs
• basic graphic design
• cataloging
• copyright
• financial & budget management
• inclusive sensory storytimes
• library metrics/data
• maker learning
• school age child programming
• storytimes
space planning for children (not teens)
STEAM programs for school age groups
teen services
time management
troubleshooting computers

In addition to these suggestions, people also used the training suggestion form to request that specific courses be offered again (especially LSSC courses) and people used the form to indicate their interest in teaching a class or delivering a webinar for Infopeople.

6. INFOPEOPLE COURSE EVALUATION INPUT

Infopeople course participants complete an evaluation form and provide course feedback and also suggestions for future training.

Evaluation forms from July 2015 – December 2015 were analyzed (17 courses) for this training needs assessment.

Top Topics requested in the course evaluations were:

- Programming
- Youth Services
- Cataloging
- Collection Development
- Management/Supervisory
- Community Outreach
- Customer Service
- Technology
- Grants and Fundraising
- Change and Innovation
- Interpersonal and Intrapersonal Skills
CONCLUSION

In conclusion, the results of the research indicate that participants have a very positive impression of the training provided by Infopeople. These needs assessment activities were conducted to ensure the ongoing relevance of Infopeople’s training by assessing library training needs, identifying the priority training topics to meet those needs, and recommending areas for change and improvement in Infopeople’s training program. Conducting this needs analysis connects Infopeople’s planning to the knowledge, skills, and abilities that library staff need to serve their communities. Infopeople can use the findings of this assessment to direct resources to areas of greatest demand.

All the focus groups were very engaged and provided enthusiastic support for Infopeople’s training program. One participant in the CE Coordinator focus group expressed, “Everything they do is high quality.” There were also many comments expressing appreciation for the opportunity to give input. Most groups also suggested there be more ways to communicate with Infopeople.

The findings revealed priority training topics and areas for improvement that are provided in the recommendations sections. The priority training topics most commonly identified by the stakeholder groups are: community engagement, culture of learning, customer service, evaluation, innovation and change management, keeping libraries safe and sane, leadership, partnerships, supervisor/management, and technology. Suggestions for improving Infopeople’s training program include process recommendations such as format changes, proactive communication techniques, and continued exploration of audiences who may not be reached with current training.
INFOPEOPLE COURSE EVALUATION INPUT

Infopoeple course participants complete evaluation forms, which not only ask for feedback about the course they are taking, but also ask for suggestions for future training. Training suggestions made in evaluation forms from July 2015 – December 2015 were analyzed (17 courses) for this needs assessment. Top Topics requested in the course evaluations were:

- Programming
- Youth Services
- Cataloging
- Collection Development
- Management/Supervisory
- Community Outreach
- Customer Service
- Technology
- Grants and Fundraising
- Change and Innovation
- Interpersonal and Intrapersonal Skills

Specific suggestions are:

Programming topics, including...

- Programming on a Shoestring Budget
- Effective Program Promotion/Marketing
- Adult Programming
- Programming for seniors
- Field trips led by the library... and other programming outside the box
- Managing large programs in small branches

Youth services topics, including...

- Young Adult Culture and Trends
- Tween Culture and Trends
- Afterschool programming for tweens and teens
- Children's literature
- How to engage teens at the library
- Community partnerships for children’s and teen departments
- Differences in programming for different age levels
- Program planning
- Outreach Outcomes-based programming
- Using social media to promote programs
- How to think outside the box, such as offering pop-up libraries
- Child development
- Reader's advisory for 'Tweens
- Grant writing course aimed at Youth Services
- Library robotics programs for kids and teens
- Communicating with teens
- Working with parents
- Increasing SRP participation
- Different kinds of school visits

**Cataloging topics, including...**

- Basic cataloging
- Advanced Cataloging
- Technical Processing Workflows
- Basic RDA

**Collection Development topics, including...**

- Current trends and challenges in collection development
- Collection development for non-fiction
- Collection analysis

**Supervisor/Manager topics, including...**

- Managing employees and making difficult decisions
- Team building
- Budgeting for middle managers
- Building trust between management and staff
- Dealing with difficult supervisors
- Giving constructive feedback
- Having difficult conversations
- Improving morale
- Doing more with less staff, less money

**Community Outreach topics, including...**

- Community Engagement
- Promotion/marketing on a budget and new approaches/ideas
- Setting up an outreach program for patrons (not staff driving and delivering library materials)
- Community partnerships and outreach
- Community assessment and surveying your community
- Fostering "the Library" as an Integral Value in our Communities
- Advocacy

**Customer Service topics, including...**

- Dealing with library patrons in general
- Serving people with mental illness
- Dealing with difficult people
- How to provide outstanding customer service

**Technology related topics, including...**

- Self-hosting eMedia
- Evaluating an ILS vendor
- Wearables in the library's future
- Mobile Tech trends/uses in libraries
- Mobile apps
- Coding
- Website design
- Virtual services
- Advanced power searching
- Effective use of social media
- Technology troubleshooting
- Google Forms and Google Drive
- Makey makey
- RFID

**Reader’s Advisory**

**Grant Writing and Fundraising**

**Change and Innovation, including...**

- Staying creative in your job
- Moving your library forward - positive change
- Change management
- New trends in library services

**Interpersonal and Intrapersonal Skills, including...**

- Personalities in the workplace
- Workplace psychology in libraries (introvert v. extrovert, working together with different personalities as a team, etc.)
- Emotional Intelligence in Libraries

**And numerous other topics, including...**

- Volunteer Management
- Safety in the library workplace
- Copyright
- Disability in the library workplace
- Time management
- Project management
- Leadership
- Long term planning
- Moodle
- Makerspaces
- Using databases
- Extreme Googling
- Helping frontline staff provide technical assistance (ebook downloads, etc.)
- Managing creativity and ideas of coworkers against realistic parameters (for managers)
- User experience and design thinking
- Personal development plans
- How to handle angry or negative people both public and staff
- Dealing with workplace conflict
- Workplace communication
- Adult literacy in the library
- Diversity in the workplace
- Graphic design
- Marketing
- Creating a good newsletter
- Ergonomics for library staff
- Book displays
# Element 6, Attachment 3: Infopeople Planned Training Calendar, 2016/17

<table>
<thead>
<tr>
<th>Online Courses (regular font)</th>
<th>Recurring Courses (23)</th>
<th>Webinars (italics)</th>
<th>New Courses (21)</th>
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<td><strong>October</strong></td>
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<td>Transforming Adult Services</td>
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<td>Useful and Free Online Tools (2016) SF</td>
<td>Adult Programming</td>
<td>Teen Reader’s Advisory</td>
<td>Weeding for Your Library’s Health</td>
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<td>Customizing Vendor Interfaces for Better User Experience</td>
<td>Transferring Skills and Knowledge in the Workplace</td>
<td>Introduction to Library Management</td>
<td>Data Based Decision Making</td>
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<td>Creating a Makerspace for Authors</td>
<td>Effective Social Media Strategies for Your Library</td>
<td>Using Technology for Community Engagement (SF)</td>
<td>Tabletop Games and 21st Century Skill Development</td>
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<td>Conversation Clubs</td>
<td>New Books for Storytime</td>
<td>Active Shooter Policies for Your Library Libraries Embedded in Local Businesses</td>
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<td>Building an Effective Learning Culture</td>
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<td>Data Based Decision Making</td>
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<td>- Transforming Adult Services: Engaging and Serving those over 50</td>
<td>- Staying on Top of Technology</td>
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<td>- Multicultural Programs and Services</td>
<td>- Effective Social Media Strategies for Your Library</td>
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<td>- Sensory Story times</td>
<td>- Technology Planning</td>
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<td>- Library Services for Patrons Experiencing Homelessness</td>
<td>- Customizing Vendor Interfaces for Better User Experience</td>
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<td>- Improving Customer Service to those with Mental Illness</td>
<td>- Using Technology for Community Engagement</td>
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<td>- Adult Literacy Programs</td>
<td>- User Experience (Part 2)</td>
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<td>- Adult Literacy Programs</td>
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<td>- Developing Effective Library Partnerships</td>
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<td>- Supervisory Success</td>
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<td>Technical Services (3)</td>
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<td>- Basic Cataloging and Classification</td>
<td>- Staying on Top of Technology</td>
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<td>- Beyond Cataloging: RDA</td>
<td>- Effective Social Media Strategies for Your Library</td>
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<td>- Weeding for Your Library’s Health</td>
<td>- Technology Planning</td>
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Element 6, Attachment 4: Infopeople Planned Online Courses by Topic, 2016/17
Background: Supporting staff participation in continuing education is important in any library. The most effective organizations go beyond that and create a sustainable culture in which learning is an everyday activity that supports self-directed learning and collaborative team-based learning, as well as library innovation. Infopeople is collaborating with WebJunction to deliver a series of trainings around this concept that we are calling “Building an Effective Learning Culture.” This idea of a learning culture was identified as a high priority in the 2016/2017 Infopeople Needs Assessment. Specifically, the top two areas of interest were:

- Supporting Learning: Resources and Activities to Foster Staff Development
- Overcoming Barriers to Workplace Learning: Time, Motivation, and Your Team

A focus group at PLA in April 2016 solicited ideas and feedback on the planned training. The focus group will be available as planning continues throughout 2016/2017. In addition, Infopeople will participate in 2016 ALA Learn RT Training Showcase. At the showcase there will be additional opportunities for feedback from the potential audience and promotion of the training.

Audience: The intended audience for this training are library directors, managers and training coordinators interested in building strong staff support for lifelong learning.

Overview: One of the challenges for this training is how to reach a busy audience that rarely has time for training or continuing education. Recognizing this problem, it is our goal to directly tie the content of the training to strategic goals of the library in order for learners to see the benefits for themselves and their staff. The two courses that will be offered in 2016/2017 will therefore not follow a traditional 4-week asynchronous model.

Each course will be comprised of brief (15-30 minute) segments that can be listened to or watched by the learner as time permits. After listening to a segment, the learners will be encouraged to participate in online discussions about that segment, developing a relationship both with the Subject Matter Expert, the course facilitator and their fellow learners. Following this model each learner can then become a mentor, essentially building a learning culture within the framework of the course. At the end of each course the learners will be given a digital badge that they can post on their LinkedIn pages or websites as an indication of their participation and membership in this new cohort of learners.

The training will utilize both traditional and less traditional delivery formats in order to reach this targeted audience. Some of these include:

- Podcasts
- Short readings
- NPR style mashups
- Recorded feedback (via telephone)
- Google hangouts/Social Media
Element 6, Attachment 5:
Building an Effective Learning Culture

- Broadcasts
- Webinars
- Videos and screencasts
- Personal mentoring
- Training Kits

Planned Timeline:

July - Oct 2016: Start development of overall training plan, identify subject matter experts, consult with focus group for feedback

Oct 2016: Offer webinar on BELC training plan

Nov 2016 – Jan 2017: Start development of training topic content

Jan – Apr 2017: Offer training

May 2017: Evaluate training

Estimated Budget: The idea for this training came from an in-person workshop delivered by Kixal consultant Crystal Schimpf. Because of this, Crystal will serve as a lead for both development and delivery.

Crystal Schimpf: 125 hours @ $75/hr = $9,375

Scope of work:
- Participate in development meetings to determine topics, delivery formats and timing
- Development, delivery and mentoring with learners
- Review and documentation of the training format and delivery for future similar trainings

Consultant Stephanie Gerding will act as the primary assistant to Crystal in the development and delivery of this training and will also develop the evaluation measures of the training.

Stephanie Gerding: 50 hours @ $75/hr = 3,750

Scope of work:
- Participate in development meetings to determine topics, delivery formats and timing
- Deliver at least one portion of the training
- Assist in mentoring learners
- Assist in review and documentation of the training format and delivery for future similar trainings

Subject Matter Experts
Element 6, Attachment 5:
Building an Effective Learning Culture

Developing and delivering the actual training for learners will involve the use of subject matter experts. These SME’s will help guide learners through the course content and facilitate discussions about the course materials.

SME budget: 30 hours per kit @ $75/hr = $4,500

TOTAL PROJECT COSTS: $17,625
Element 6, Attachment 6:  
Infopeople Partner Projects 2016/2017

Definition: An Infopeople “partner project” is a statewide or multistate project or organization that has a mutually agreed upon working relationship with Infopeople. Infopeople provides some type of service to the partner project, either as part of its overall mission or sometimes at cost.

1. ALA/APA Library Support Staff Certification (LSSC) Program – Infopeople offers 7 online courses each year that fulfill LSSC requirements.
2. California Library Association – Infopeople hosts some of the CLA websites for a cost recovery fee and also hosts webinars as requested for a cost recovery fee for CLA’s Summer Reading Program.
3. California Center for the Book – Infopeople hosts webinars as requested for a cost recovery fee.
4. California Library Literacy Services – Infopeople hosts and supports the CLLS website, and hosts discussion lists and hosts webinars as requested for a cost recovery fee.
5. California Preservation Program – Infopeople hosts webinars as requested for a cost recovery fee.
6. California Public Library Advocates (CPLA formerly CALTAC) – Infopeople provides website support for CPLA.
7. California State Library – Infopeople hosts webinars as requested for a cost recovery fee and hosts discussion lists.
8. Early Learning with Families 2.0 – Infopeople hosts webinars as requested by ELF 2.0 for a cost recovery fee.
9. Get Involved: Powered by Your Library – Infopeople hosts the Get Involved Clearinghouse website, hosts discussion lists and hosts webinars as requested for Get Involved for a cost recovery fee.
10. National Network of Libraries of Medicine – Infopeople has partnered with NNLM to present webinars on health-related topics.
11. Rural Library Initiative – Infopeople offers free seats to California rural libraries in every online course, (at an estimated value of $15,000) and hosts the old rural website (http://rurallibraries.info).
12. Santa Clara County Library Smart Financing Project – Infopeople hosts media created for the Santa Clara County Library Smart Financing Project.
13. Serra Cooperative Library System – Infopeople hosts the Serra and also hosts Serra discussion lists website for a cost recovery fee.
14. Southern California Library Cooperative (SCLC) – Infopeople hosts the SCLC website and also hosts SCLC discussion lists for a cost recovery fee.
15. Transforming Life After 50 Project – Infopeople hosts the TLA50 website.
16. Veterans Connect @ the Library – Infopeople hosts and maintains the Veterans Connect website.
17. WebJunction – Infopeople participates in joint projects with WebJunction. Archived Infopeople webinars are also linked on the WebJunction website.
**Infopeople’s Purpose:** To provide the California library community with the skills, tools, and resources needed to deliver high-quality service in a rapidly changing world.

**Infopeople’s Mission statement:** To improve the quality of life of the people of California by upgrading the performance and effectiveness of California libraries.

How well do Infopeople’s training activities contribute to our purpose and mission? This logic model links outcomes with our activities.

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<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes -- Impact</th>
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<tbody>
<tr>
<td></td>
<td>Activities</td>
<td>Participation</td>
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<tr>
<td>Our resources:</td>
<td>44 instructor-led online courses</td>
<td>4800 Library staff will be trained</td>
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<tr>
<td>Expertise</td>
<td>29 Webinars</td>
<td>200 rural staff trained at no cost to them</td>
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<tr>
<td>Money</td>
<td>2 self-paced online courses</td>
<td>700,000 website visits</td>
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<tr>
<td>Time</td>
<td>Screencast and podcasts</td>
<td>70 grantees supported for SL grants and project management</td>
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<tr>
<td>Technology</td>
<td>CA CE Needs Assessment</td>
<td>Library support orgs in CA and US</td>
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<tr>
<td>Materials</td>
<td>Infopeople website and social media activity</td>
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<td>Support for partners</td>
<td>Support for partners</td>
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<tr>
<td>Share Best Practices and Expert Training Strategies</td>
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**Learning:**
- Greater Awareness
- Informed Opinions
- New Knowledge
- Changed Attitudes
- Improved Skills
- Demonstration of best practices

**Action:** Behavior/Practice
- Library staff demonstrate they have the skills to build strong communities.
- Service to the public is improved.
- Libraries can meet the current needs of their communities.

**Changes in organizations and communities:**
- The CA Library workforce is knowledgeable, skilled, and vital in supporting strong communities.
- Initiation of new library services.
- Creation of extensive and publicly available online resources.
- Libraries demonstrate success with new technologies.
- Partner organizations will implement library training best practices.
When staff are well-trained and competent, they are able to provide services that make a difference in the lives of their library patrons.

**Outcome 1:** The CA Library workforce is knowledgeable, skilled, and vital in supporting strong communities. Participants in Infopeople learning opportunities increase their knowledge and skills, and change their attitude and behaviors in order to better serve their communities.

**Outcome 2:** Programs and services will be initiated and meet the needs of individual communities.

**Outcome 3:** CA libraries demonstrate success in application of new technologies and creation of publicly available online resources used by community members.

**Outcome 4:** Rural library staff will have opportunities otherwise not available to expand their knowledge, skills and abilities.

**Outcome 5:** Partner library organizations in CA and the US have improved knowledge and skills as Infopeople shares best practices and expert training strategies.

**Activity: Webinars**
Evaluations will be collected via a survey immediately after the webinar.

- **Greater awareness:** Over 85% of the respondents will report greater awareness regarding the topic after a webinar.
- **Increased knowledge:** When surveyed, 90% of participants will report they increased their knowledge and skills.
- **Improved skills:** Additionally, over 90% will be able to apply what they learned in their work.

**Activity: Online Courses**
Course topics support the priority training needs identified in the *2016 Infopeople Training Needs Assessment*. A newly designed Outcomes Based Evaluation survey will be completed immediately after finishing a course. Follow-up surveys will also be sent via email to learners in selected courses three months after a course has ended, in order to measure changed behaviors and practice.

- **Increased knowledge:** When asked to report the increase in their knowledge of a topic, learners will report on average an increase in knowledge of the topic of 50%.
- **Improved skills:** Over 85% of learners will find the course materials, assignments and instructors' knowledge of value and will apply what they learned in their work.
- **Change in behavior, practice:** Follow-up evaluations sent via email three months after a course ends will measure whether or not the things learned in the course were put into practice at the library or in the community (for example, conducted a program, developed a partnership, offered a new service, etc.).

**Activity: California Continuing Education Needs Assessment**
Annual Needs Assessment conducted through the use of focus groups, surveys, interviews, and data review of course feedback.

- High-priority learning areas of focus for CA Libraries to support the current and future needs of their community members will be identified.
- Learning opportunities will be aligned with the current and future needs of the CA library workforce.
- Input will be used from all stakeholder groups supporting CA Library Continuing Education.
Activity: Infopeople Shares Library Best Practices and Expert Training Strategies

- Library best practices and expert training strategies will be shared through the Infopeople website, Twitter account, and Facebook page.
- Grant & Project Management Training Consultants will provide guidance and project management assistance for an estimated 70 Pitch an Idea and Staff Innovation Fund grants.
- Infopeople will provide over 200 hours of support to partner projects and State Library Initiatives, which will include: hosting of 4 partner project websites and media; hosting of over 10 electronic discussion lists.
- Infopeople will share best practices and training models with library support organizations such as CLA, WebJunction, State Libraries, and library consortiums.
Online Courses (new)
Current: 4-week new content current Instructor fees are $3,000 for development and $2,000 for delivery
Approved Change
- Reduce the development fee to $2000
- Keep the delivery fee at $2,000
Total New Fee: $4,000

Online Courses (recurring)
Current (no change): $2,200 for delivery with the possible option of updates at $75/hr.

Online Courses (short format)
Current: 2-week new content current instructor fees are $2,000 for development and $1,000 for delivery
Approved Change
- Reduce the development fee to $1,500
- Keep the current delivery fee at $1,000
Total New Fee: $2,500

Online Courses (short format, recurring)
Current (no change): 2-week recurring content instructor fees are $1,200 for delivery with option of updates at $75/hr.

Webinars
Current: $1,000 per webinar
Approved change: Lower the Presenter fee to $750

Note: While no on-ground courses are planned for 2016/2017, fee changes have been approved for on-ground courses as well.
Current: 1-day workshop on-ground current trainer fees are $2,000 for development and a sliding scale of $1,200 - $1,700 per day for delivery + travel expenses. Average of $3,500/event
Approved Change: Lower the development fee to $1,200, standardize the delivery fee to $1,500/day for all workshops, including rural, keep travel expenses the same at up to $700 per event and mileage rate of $.54 per mile for 2016.
Total New Fee: $2,700 plus the expenses for travel

Infopeople Course Fee Changes for 2016/17

Online Courses
Current: 4-week course = $75 in state, $150 out of state
Approved change = $125 in state, $200 out of state
Current: 2-week course = $55 in state, $110 out of state
Approved change = $75 in state, $150 out of state
Instructors:

Infopeople trainers are independent contractors. Once Infopeople determines that training is needed in a particular area, the Instructional Coordinator identifies experts in that area and contacts them in regard to training for Infopeople. The Instructional Design team then works with each trainer through all initial stages of training development. While some instructors teach more than one course for Infopeople, the majority of instructors, as subject experts, teach only one course or a series of related courses on a single topic. Biographies of Infopeople trainers for 2016/2017 are included as Attachment #.

Instructional Design Consultants:

Training Coordinator

Duties: Works closely with the Interim Director to conduct training needs assessments and determine training priorities. Acts as primary recruiter for Infopeople trainers and presenters. Assists in development of specific training topics. Assists in the development of policies and procedures related to training. Maintains content of Tracker. Working closely with Interim Director, guides trainers through initial steps of curriculum development including creation of outlines and announcements. Develops training schedule. Directly supervises the other instructional designers. Provides instructional design for many courses, especially those dealing with technology. Suggests and implements marketing strategies for training. 2016/2017 focuses:

- Take lead in exploring new partnership opportunities for Infopeople.
- Assess the implications of political and economic developments at the national and state levels for library grant programs in general and Infopeople in particular.
- Participate in various national conferences and meetings to raise awareness of the Infopeople brand and its course offerings.
- Implement special projects as assigned by Interim Director.

Requirements: MLS degree and at least five years of professional library experience, including experience in continuing education/staff development. Needs excellent oral and written communication skills, strong organizational skills; ability to work with many different types of people; good judgment and ability to make decisions. Knowledge of California and national library landscape essential.

Instructional Designers

Duties: Work with Infopeople employees as a team to ensure the effective design and delivery of online courses. As assigned by the Instructional Coordinator, provide instructional design services for Infopeople online courses, giving constructive feedback to instructors in all areas of course content and activities. Proofread and edit own work and work of others to improve quality, readability, consistency, and effectiveness of courses. Review and recommend instructional improvements in all aspects of online courses, including the writing of learning objectives and course outlines, learner activities, pre- and post-assessments of learning, and course evaluations. Participate in regular Infopeople team communications and meetings. Stay current in online learning trends and technology in order to evaluate and recommend
improvements to the Infopeople LMS, and synchronous and asynchronous tools for online course delivery.

Requirements: MLS degree preferred. Graduate degree or coursework in online instructional design highly desirable. Excellent computer skills, including Windows, Microsoft Office, email, and web searching; excellent oral and written communication skills; strong people skills; efficient and organized; good judgment and ability to make decisions.

Online Technical Support
Duties: Under direction of the instructional designers, responsible for providing comprehensive support to the trainers and students in online courses, including putting trainers’ materials into the Moodle courseware, providing quality control for Moodle course content, assisting with technical issues related to Moodle, and analyzing course evaluations and providing reports. Develop new course elements and provide analysis of new Learning Management Systems.

Requirements: At least two years of website management experience; strong computer/technical skills; good judgment and decision-making abilities; excellent copywriting skills.

Project Consultants:

Interim Director
Duties: Responsible for overall Project planning and development, organization, coordination, reporting, and evaluation. Serves as primary contact with the assigned grant monitor from Library Development Services, other State Library staff, partner projects and the Advisory Board. Establishes policies and procedures. Works with the instructional design staff and other contract consultants to select trainers and to develop specific topical curricula and training materials; and evaluates the training program. Works with Web Manager on website content and development. Supervises Project Assistant, Training Coordinator, and Web Manager. Compiles, analyzes, interprets, and reports activity measures. Prepares funding requests and project reports. Monitors the Project budget and works closely with the fiscal officer at the Califa Group. Works with outside consultants on Project-related activities, such as evaluation. 2016/2017 focuses:

- Supervise the ongoing training program and take the lead in the development and evaluation of new training topics and directions.
- Implement new policies and procedures to control costs.
- Evaluate new fee structures to increase revenues.
- Investigate new revenue opportunities.
- Plan and supervise the production of training tools/products.
- Provide leadership in collaborative activities with other projects and organizations.

Requirements: MLS degree and at least five years of professional library experience, including supervision and management. Must have experience in project management and grant preparation. Needs excellent oral and written communication skills and ability to work with large numbers of people. Must have solid knowledge of California libraries and library politics and history. Needs good organizational skills and sensitivity to organizational and professional
politics. Good budget skills are essential. Demonstrated ability to be innovative is highly desirable. Knowledge of computer applications in libraries is essential.

Project Assistant

**Duties:** Responsible for the organization and operation of the basic support functions for Infopeople, which include:

- Serves as the main public contact for Infopeople via telephone and email.
- Manages the registration system and handles registration for continuing education events.
- Produces all documents, including grant applications and reports.
- Compiles and reports on learner evaluations.
- Conducts, compiles, and reports on surveys.
- Handles contracting of instructors.
- Handles general correspondence independently.
- Promotes Infopeople events via multiple electronic and other means.

**Requirements:** Excellent computer skills, including Windows, Microsoft Office, email, and Internet; excellent oral and written communication skills; strong people skills; organizational ability; strong general office skills (ability to file, operate fax and photocopy machines); good judgment and ability to make decisions. Library background highly desirable.

Web Manager

**Duties:** Responsible for appearance, functionality, and content of the Infopeople website. Creates and updates web pages. Implements overall graphic design of site. Does Drupal maintenance and simple program updates. Interacts with third parties who implement website upgrades. Works with collaborating projects whose websites are hosted by Infopeople. Manages all mailing/discussion lists. Works with Training Team to keep training information current on website. Works with registration system programmer to ensure continuous functionality and to effect needed upgrades. Serves as producer for all Infopeople and partner webinars. Produces short instructional screencasts.

**Requirements:** At least two years of website management experience; strong computer/technical skills; ability to work with many different people; good judgment and decision-making abilities; ability to set priorities. Knowledge of libraries highly desirable.

**Additional Consultants**

Infopeople contracts with special consultants on an as needed basis, depending on the grant year’s work plan.

In 2016/2017, 3 consultants will be providing support for several new and ongoing projects including:

- Infopeople’s webinar program
- The collaborative WebJunction project on Building an Effective Learning Culture
- Digital asset inventory and asset management
- Support for new online course elements
Barbara Alvarez – Barbara Alvarez has been training, speaking, and educating learners of various skill-levels and professional backgrounds for nearly five years. Currently she is Head of Adult Services where she works with a department and management team to increase community engagement opportunities. Previously, Barbara was a Business Liaison Librarian where she designed and delivered continuing educational tools to job seekers, professionals, and business owners.

Ann Awakuni - Ann Awakuni has worked in public libraries for almost 20 years in a variety of different capacities. She is a 2008 Eureka Library Leadership Institute fellow. In 2012, Ann won an Infopeople scholarship to attend the very first RSquared Conference in Colorado. The R2 experience inspired Ann to seek out new ways of engaging her community with out-of-the box adult program ideas, which she shares in her course on Adult Programming.

Laura Baldassari-Hackstaff – Laura Baldassari-Hackstaff is a youth librarian at Douglas County Libraries in Colorado where she has worked for 14 years. She developed and presents an 8-week early literacy class for children 24- to 36-months-old and their parents, as well as storytimes for babies and toddlers. Laura is also a member of the Colorado Libraries for Early Literacy (CLEL) steering committee. She received her MLIS from the University of Denver in 2011.

Anne Cain – Anne Cain spent 40 years working in public libraries and retired in 2010 as Director of the Contra Costa County Library. Since then, she served as the Interim Director of the San Jose Public Library for fifteen months. Prior to coming to Contra Costa County, Anne worked at the Pasadena (CA) Public Library and the Newton (MA) Free Library. Under Anne’s leadership, the Contra Costa County Library became a highly successful, award-winning library known for its innovative use of technology, service programs tailored to the specific needs of 26 communities and new library facilities in Antioch, Brentwood, Clayton, Danville, Dougherty Station, Hercules, Lafayette, Oakley, Orinda, San Pablo, San Ramon and Walnut Creek.

Michael Cart - Michael Cart is a nationally known expert in the field of young adult literature and of adult books for young adults. Currently a columnist and reviewer for ALA's "Booklist" magazine, he is also the author and/or editor of twenty books including such anthologies as "Love and Sex: Ten Stories of Truth" and "How Beautiful the Ordinary: Twelve Stories of Identity," and "From Romance to Realism." He is also co-author with Christine Jenkins of "The Heart Has Its Reasons," a history of gay, lesbian, bisexual, and transgender literature for young adults.

Suzanne Flint – Suzanne Flint is a Library Programs Consultant for the California State Library. She is a program developer, nonprofit administrator and health educator with over 20 years of clinical and administrative experience developing and delivering services to help individuals and families manage a full array of health, education and lifestyle issues.

Sarah Flowers - Sarah Flowers has worked in California public libraries since 1992, as a young adult librarian, supervisor of adult and teen services, community librarian, and, until she retired in 2009, as Deputy County Librarian for the Santa Clara County library.

Stephanie Gerding - Stephanie Gerding is an independent library consultant and MaintainIT Project contributor and focuses her writing and training on technology, train-the-trainer, and grants topics. She

Francisca Goldsmith - Francisca Goldsmith has worked as an Infopeople instructor since 2000. She served as Branch Services Director of Halifax Public Libraries (Nova Scotia) and Library Services Manager at Berkeley Public Library (CA). She has managed branch services for a regional library system with urban, suburban and rural areas, served as the collection management librarian and head of teen services, and provided reference services in both academic and public libraries. Working with school and public library staff, she has provided training to support up-to-date reference assistance and to design local weeding projects.

Amanda Goodman - Amanda L. Goodman is the user experience (UX) librarian at Darien Library, a public library in Connecticut. At work, she has taught twenty classes ranging from online safety to editing photos to military genealogy. As an online instructor, she has taught hundreds of librarians how to build library websites using WordPress.

Cheryl Gould - Cheryl has been a training consultant for Infopeople since 1996. She has delivered workshops on a wide range of topics including: Increasing computer competency, search skills, Training the Trainer, Word, Powerpoint, Libris Design, Mastering Tough Public Service Situations and Cutting Edge Customer Service Techniques. Recent additions to her toolbox include helping organize library staff days and acting as MC and playground director throughout the day to facilitate people getting to know each other, have a bit of fun and stay energized.

Catherine Hakala-Ausperk – Catherine Hakala-Ausperk is currently the Executive Director of the Northeast Ohio Regional Library System (NEO-RLS) and owner of Libraries Thrive Consulting. A consultant and frequent speaker at national and state conferences, staff days and workshops, she has a passion for supporting, coaching and developing successful libraries, staff members and leaders. Hakala-Ausperk is a 30-year public library veteran and an adjunct faculty member of Kent State University’s School of Library and Information Science, where she teaches Management.

Kelli Ham - Kelli Ham is the Consumer Health Coordinator for the National Libraries of Medicine, Pacific Southwest Region (NN/LM PSR). Kelli helps libraries and community organizations provide quality health information services to the public. Kelli develops presentations and training materials with a focus on health literacy, new technologies for delivery of health information, and services to special populations. Kelli created the Health e-Shows series of webinars in 2008 for Infopeople, covering a variety of consumer health topics for public librarians.

Lauren Hays – Assistant Professor and Instructional and Research Librarian, Co-Director for Center of Games and Learning, MidAmerica Nazarene University.

Susan Hildreth – Susan Hildreth is executive director of three linked organizations: the Peninsula Library System, a consortium of public and community college libraries in San Mateo; the Pacific Library Partnership, a California Library Services Act system; and Califa, a nonprofit membership cooperative that provides services and programs to libraries throughout California. Prior to PLS, she was director of the Institute of Museum and Library Services (IMLS). Under her leadership, IMLS provided nearly $1 billion in support to libraries and museums, with a strong emphasis on early learning, STEM-related projects, and connectivity in libraries across the country.
Element 6, Attachment 11:
Infopeople Instructors and Presenters, 2016/2017

Amy Holcomb - Experiential Learning Coordinator at Skokie Public Library, currently a featured speaker and facilitator for a Library Journal online workshop.

Brenda Hough - Brenda Hough is a library consultant and educator. She currently coordinates continuing education for the Northeast Kansas Library System. She has previously held positions with TechSoup for Libraries, The Bill and Melinda Gates Foundation, and the Lake Agassiz Regional Library System (Minnesota). She has delivered webinars and taught courses for the Public Library Association (PLA), WebJunction, Emporia State University (Kansas), and the University of Illinois - Urbana Champaign’s Certified Public Administrator Program.

Tonya Kennon – Tonya Kennon currently serves as Director of the Riverside Public Library where she oversees the Main Library and seven branch libraries. She joined the City’s executive team in 2010 overseeing a team of 72. She believes in the hands on approach and works directly with staff, Trustees, Foundation, and Friends members. Ms. Kennon is the former Riverside County Librarian and the former Library Services Supervisor for the Tustin Unified School District and has served in the library profession for over 20 years.

David Lee King - David Lee King is the Digital Services Director at Topeka and Shawnee County Public Library, where he plans, implements, and experiments with emerging technology trends. He speaks internationally about emerging trends, website management, digital experience, and social media, and has been published in many library-related journals. David was named a Library Journal Mover and Shaker for 2008.

Amy Koester – Amy Koester, MLS, is the Youth & Family Program Coordinator at the Skokie Public Library. She has been developing STEAM programs and services for youth for more than two years, and she blogs regularly about these and other library activities as the Show Me Librarian. Amy has also shared monthly STEAM program plans and ideas on the ALSC Blog and for The Library as Incubator Project. She has written articles on STEAM programs and services for School Library Journal and Children and Libraries.

Xiaoli Li - Having worked in both public and academic libraries, Xiaoli Li has a wide range of experience with cataloging. She is an active advocate for continuing education and a trainer for “Cataloging for the 21st Century,” a Library of Congress initiative. She has made numerous presentations and authored several journal articles on serials control. She chaired OCLC Post Pinyin Conversion Cleanup Project and planned several major projects for the libraries where she has worked, including Yale University Libraries, University of Washington Libraries, and most currently UC Davis.

Catherine McHugh - Catherine McHugh, Ph.D. is the founder and president of McHugh Management Consulting, a firm specializing in leadership development, organizational effectiveness, and executive coaching.

Laura Olson – Laura Olson, a youth services librarian for Douglas County Libraries in Colorado, has over 12 years with libraries: half in public libraries and the other with national library networks. She has created yoga storytimes and classroom read-aloud programs, performed many literacy-based storytimes, received her MLS from Emporia State University in 2010, and currently sits on the steering committee for CLEL—Colorado Libraries for Early Literacy.
Penny Peck - Penny Peck has been a children's librarian for 25 years. Before that, she was Snow White and Mother Goose at Children's Fairyland in Oakland, ran a nightclub, worked as the wardrobe mistress for the Berkeley Ballet, and was an agent for a standup comedian. Her experience includes performing thousands of children's storytimes, leading hundreds of book club discussions for students in grades 4-12, conducting hundreds of school tours and assemblies, reviewing children's books and media, and conducting the Performers' Showcase for auditioning library entertainment.

Laurie Putnam - Laurie Putnam has been managing writers, editors, publications, and publishing departments for two decades. Since 2004, she has been teaching professional writing and publishing to future librarians in San Jose State University’s School of Library and Information Science. Laurie also runs a communications business based in Monterey, California, where she leads the development of publications and communications programs for libraries, nonprofit organizations, and high-tech companies. Prior to forming her own business, Laurie was director of branding and marketing communications at Aspect Telecommunications in San Jose.

Matt Reidsma - Matthew Reidsma is the Web Services Librarian at Grand Valley State University in Allendale, Michigan. He is the co-founder and editor-in-chief of Weave: Journal of Library User Experience, a peer-reviewed, open access journal for Library User Experience professionals.

Mary Ross - Mary Ross has over 25 years of experience working in public libraries and managed the staff training and development program at the Seattle Public Library for eight years. In addition to an MLIS, she has certificates in online learning design and in online classroom facilitation. Under contract to the Washington State Library, she designed "Anytime, Anywhere Answers" and "The Virtual Reference Adventure," online training programs for virtual reference providers. She has also designed courses for WebJunction and LibraryU.

Amy Rudersdorf - Amy Rudersdorf is the assistant director for content at the Digital Public Library of America, where she is responsible for digitization partnerships and related workflows, metadata normalization and shareability, and engagement to promote the DPLA as a community resource.

Jane Salisbury - Jane Salisbury supervises Library Outreach Services at Multnomah County (OR) Library, providing service to all kinds of non-traditional library patrons, including home-bound people, immigrants, older adults, inmates, and shelter residents.

Crystal Schimpf - Crystal Schimpf is a librarian and a trainer, with a passion for digital literacy and technology issues. She provides collaborative, transformative training for libraries and nonprofits. She has provided training on projects for the Urban Libraries Council’s Edge Initiative, the Public Library Association, TechSoup, the Colorado State Library, Community Technology Network, and the R-Squared Conference. One of her areas of expertise is training for rural populations.

Aaron Schmidt – Aaron Schmidt is a principal at Influx Library User Experience Consulting and maintains a library and website usability weblog, walkingpaper.org. He has presented on the topic of library technology and usability throughout the United States, and in Canada, the UK, the Netherlands and Spain. In 2005, Schmidt was named a Library Journal “Mover & Shaker.”

Lisa Shaia – Lisa M. Shaia is a children’s librarian. She has been working in the field with children of
all ages, from babies to teenagers, since 2005. She developed and taught classes for ALA’s Association for Library Service to Children’s division. Storytime Tools focused on ways to spice up your storytime, and Series Programming for the Elementary School Age instructed you on using series books for successful after school programs.

Margit Smith – Margit Smith is the retired Head of Cataloging and Preservation at University of San Diego’s Copley Library. Margit now divides her time between binding and repairing books in her studio, and finishing her book about medieval girdle books. Her interest in, and her practice of bookbinding go back nearly forty years and have led her to teaching Infopeople workshops, with an emphasis on maintaining general collections.

Laura Solomon - Laura Solomon, MCIW, MLS, is the Library Services Manager for the Ohio Public Library Information Network and the former Web Applications Manager for the Cleveland Public Library. She has been doing web development and design for over 12 years in public libraries and as an independent consultant. She specializes in developing with Drupal, as well as in web code and accessibility standards. As a former children’s librarian, she enjoys bringing the "fun of technology" to audiences and in giving libraries the tools they need to better serve the virtual customer.

Mary Soucie – State Librarian, North Dakota, Mary has 20 years experience as a librarian. She has worked in public and school libraries; as the Youth Services Consultant for a Regional Library System; and was also an adjunct professor at a community college teaching Reader's Advisory and Adult Programs. She has served as a trustee for both her local public library and an Illinois Regional Library System. She has served in many volunteer capacities, both within the library community and her own community.

Kaite Stover - Kaite Mediatore Stover is the Director of Readers' Services for The Kansas City Public Library. She holds Masters degrees in Library Science and English Literature from Emporia State University. Stover is the co-editor of The Readers' Advisory Handbook (ALA Editions 2010) with Jessica E. Moyer. She has contributed chapters to Research-Based Readers' Advisory (ALA Editions 2008) and Integrated Advisory Service (Libraries Unlimited 2010). Currently, Stover writes the 'He Reads, She Reads" column for Booklist with David Wright and "Under the Radar" for Public Libraries with Jessica E. Moyer.

Jennifer Weeks - Jennifer Weeks is Supervising Librarian of Children’s Services for Santa Clara County Library.

Julie Winkelstein - Julie Ann Winkelstein has held a variety of positions, from jail and prison librarian to family literacy coordinator to children's, teen and adult services librarian to newspaper columnist. She returned to school in 2008 and received her PhD in Information and Communication in 2012. Her dissertation focused on homeless LGBTQ youth and public libraries and brought together her twin interests of social justice and public libraries.
## Technology Cost Table

<table>
<thead>
<tr>
<th>Technology</th>
<th>annual cost</th>
<th>cash match</th>
<th>billed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe Connect</td>
<td>$11,744.00</td>
<td>annually</td>
<td></td>
</tr>
<tr>
<td>Basecamp</td>
<td>$600.00</td>
<td></td>
<td>monthly</td>
</tr>
<tr>
<td>Caption Colorado (1)</td>
<td>$1,200.00</td>
<td></td>
<td>monthly</td>
</tr>
<tr>
<td>CloudFlare (2)</td>
<td>$300.00</td>
<td></td>
<td>monthly</td>
</tr>
<tr>
<td>dotList (Mailman)</td>
<td>$900.00</td>
<td></td>
<td>monthly</td>
</tr>
<tr>
<td>Dropbox for Teams (3)</td>
<td>$3,170.00</td>
<td></td>
<td>annually</td>
</tr>
<tr>
<td>Galecia (4)</td>
<td>$16,000.00</td>
<td>annually</td>
<td></td>
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<tr>
<td>Hipcast</td>
<td>$120.00</td>
<td></td>
<td>monthly</td>
</tr>
<tr>
<td>iATS (Cyber Source) (4)</td>
<td>$2,800.00</td>
<td></td>
<td>monthly</td>
</tr>
<tr>
<td>Juiced</td>
<td>$720.00</td>
<td></td>
<td>monthly</td>
</tr>
<tr>
<td>Quickbase (5)</td>
<td>$6,600.00</td>
<td></td>
<td>monthly</td>
</tr>
<tr>
<td>Rackspace (6)</td>
<td>$17,610.00</td>
<td>$7,410</td>
<td>monthly</td>
</tr>
<tr>
<td>Rackspace (email)</td>
<td>$912.00</td>
<td></td>
<td>monthly</td>
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<tr>
<td>ReadyTalk</td>
<td>$1,000.00</td>
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<td>monthly</td>
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<tr>
<td>Remote Learner</td>
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<tr>
<td>SurveyMonkey</td>
<td>$540.00</td>
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<td>annually</td>
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<tr>
<td>UberConference (7)</td>
<td>$240.00</td>
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<tr>
<td>Vimeo Pro</td>
<td>$199.00</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>$70,025.00</strong></td>
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<tr>
<td><strong>Less cash match</strong></td>
<td><strong>$7,410.00</strong></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$62,615.00</strong></td>
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<td></td>
</tr>
</tbody>
</table>

1. Caption Colorado provides closed captioning on request.
2. CloudFlare is a service that protects the server from Denial of Service (DoS) and cyber attacks.
3. Dropbox for Teams is used by Infopeople consultants, including Grant & Project Monitors.
4. In 2016-2017, Galecia will provide Drupal enhancements to improve bulk purchases and deposit accounts.
5. iATS (Cyber Source) is the vendor Infopeople uses to process all website credit card transactions.
6. Quickbase provides invoicing and expense reports for all Infopeople consultants, including Grant & Project Monitors.
7. UberConference is a new, lower cost telephone conferencing service, shared with Grant & Project Monitors.