



## 2009 Renew Washington Grants

### Final Narrative Report Cover Sheet

 Date 30 Sept. 2010 Contract # G-4296 Grant # 09-TC-009

 Library Timberland Regional Library

 Title of Grant Basic Training for Hard Times

 Amount Awarded \$21,257

#### Grant Period

 Start Date 29 October 2009 Through August 13, 2010

#### Reporting Period

 Start Date 29 October 2010 Through August 13, 2010

 Submitted by Tim Mallory

#### Signatures Certifying the Final Report

We certify that all of the information contain herein is correct to the best of our knowledge. We certify that 21 of 21 objectives of this grant have been achieved. We certify this report includes an analysis of each objective of this grant and an evaluation of the impact this grant has made on our services. We certify \$13,959.61 has been claimed and \$7,297.39 of the amount originally awarded was not used and the reasons are explained in this report.

 Signatory \_\_\_\_\_ Date 30 September 2010

 Fiscal Agent \_\_\_\_\_ Date 30 September 2010

**Signatory:** Defined as the person who would sign the grant contract and whose signature will be a representation that the legal entity submitting this report has authority to enter into the grant contract; and that the signatory has the authority to sign the grant contract on behalf of the legal entity.

**Fiscal Agent:** Defined as an individual authorized by the Grantee's governing body to obligate it to the financial liabilities and accountable to the Grantees governing body for the integrity of the official accounting system and the financial statements that the system provides.

Submit this form and the Final Narrative Report to:

**Anne Yarbrough**  
**Grants Program**  
**Washington State Library**  
**Post Office Box 42460**  
**Olympia, WA 98504-2460**

In addition, email electronic copy to:

**anne.yarbrough@sos.wa.gov**

## Final Narrative Report

1. Do you feel this grant has helped you provide better service to your customers?

x	Strongly agree
	Agree
	Neutral
	Disagree
	Strongly disagree

Please explain:

This grant really got the ball rolling in our district to provide “hard times” services. We had offered a number of workshops and resources piecemeal throughout TRL, but there was no unified approach. With the resources and training provided through this grant, all 27 buildings began offering the whole panoply of services that had been available at whichever library developed them. Not only did the grant period see the resources become available district-wide, but it provided the groundwork for these resources to continue to be available for the foreseeable future. Every building now has a “Hard Times Resource Collection” comprising print and online resources and substantial print and online linkage to services and programs not only in the library but also provided by our community partners in government, non-profits, and even in the business sector through our partners in the Asset Building Coalition.

2. Summarize the project, the situation it was intended to address, and the objectives of the project.

Our project was to update and diversify the resources gathered in our EJIC (Education and Job Information Center) collections in six of our 27 libraries. These resources, developed in prior “hard times” (late 1980s) with grant funding from the W. W. Kellogg foundation, provided a welcome resource in their prime, but had become dated and patchy in their coverage, and only 6 building’s staff had been trained in their use.

To remedy this, we set out to assess our current situation and take steps to make every building a full Hard Times Resource Center. This involved:

- Assessment of print materials, existing and needed
- Assessment of training materials, existing and needed
- Assessment of online resources, existing and needed
- Assessment of current staff knowledge in this area
- Development and implementation of training to bring staff knowledge up to needed level
- Purchase and distribution of supporting resources in print, online, and as handouts

3. Summarize the results of the project, including activities accomplished, and any problems or unexpected outcomes encountered.

We now have hard times resources available on an ongoing basis in every Timberland library. Public Service staff in every library are trained in their use, and appropriate ways to convey this information to patrons and assist them in their use.

Assessment of print materials and the ordering of supplemental materials were carried out by the Collection Development Specialist. Basic reference sources in print were replaced where outdated, and a core collection of both reference and circulating materials were provided to every library. These materials became the core of initial library displays to publicize the Hard Times Resources.

Assessment of online and database resources were completed by Timberland's Central Reference staff, comprising highly skilled research specialists who handle all referred reference questions in the district (second-level reference) as well as all online and chat (third level reference) as part of the ask-a-librarian consortium. Due to the time constraints of the grant, no new database subscriptions were purchased, but enhanced instructions and tutorials were provided for all identified resources.

For enhanced training, the original grant proposal envisioned training developed by the Central Reference staff, and disseminated to all branches through in-person trainings throughout the district.

From the time of the original grant application to the time of implementation, staffing models in Timberland underwent substantial change. All use of substitutes was cancelled, and staff were discouraged from incurring travel expense. This made our original plan for training unworkable.

To adapt, we submitted a grant change request, to switch to online training using electronic conferencing. This would allow staff to participate from their own location, with no travel involved. It also involves a substantially different training model to present material online rather than in person.

Steps taken to meet these changes included a special "Train-the-Trainer" session and the purchase of Elluminate conferencing software, as well the purchase of headsets with microphones for front-line staff in every building in order to participate in the Elluminate training sessions.

All 12 TRL Senior Adult Services librarians participated in the train-the-trainer session. These were the Central Reference staff and the Adult Services department managers of the six departmentalized libraries. The training was very successful, resulting in a training outline to be used with the Elluminate software or with in-person presentations.

Our new model included in-person training in the six large reference centers and online training for the remaining 21 small and medium sized libraries. Before commencing with the training, a pre-training survey was developed from the content to be presented in the training. This was sent electronically to all staff who directly answer patron questions, a list of 134. Of those, 12 were trainers and 14 administrators, leaving a target population of 108.

The training was presented over Elluminate on five separate days, and once in-person at 5 of the 6 departmentalized buildings. Due to scheduling constraints, many of the staff at the reference centers utilized the online training in addition to the in-person sessions. One departmentalized building had all staff participate in the online training only. Some staff, due to previous scheduled vacations or illness, missed all the trainings. One of the Elluminate sessions was recorded for online training for those staff.

Each person completing the training was directed to go online and complete the post-training survey. It comprises exactly the same questions as the pre-training survey, and asks whether the participant attended online, in-person, or both.

### **Difficulties Encountered:**

During the time period of the initial survey, Timberland undertook the replacement of Horizon with Symphony for the library's ILS (integrated library system). This entailed all TRL training facilities being monopolized for two months to train all staff in the new system. This also created a "training burn-out" among staff, and the difficulties of trying to implement Symphony district-wide overwhelmed all other efforts. We were put in a position of presenting "Hard Times" training to an overwhelmed staff, who were also at this point leery of any new technology. As we were already committed to Elluminate from decisions made month earlier, efforts were made to ease the burden.

The first of these efforts was to visit every building to assist with installing the headsets to work properly with Elluminate. TRL has a variety of PCs, of various ages, so no one set of instructions for audio settings would work for everyone. Even after visiting every building, when it came to the training dates many sites called in that they could not make the hardware function. A large portion of the beginning of each training session was given over to trouble-shooting, and frequently ending up with some participants able to only communicate through chat.

While the trained staff had developed a very strong outline for training all their prior experience had been with presenting trainings in person. Our presentation skills with Elluminate were elementary, resulting in less effective training than could be achieved in person. Nonetheless, results from the post-training survey showed an increase in median scores of one skill level, from "a partially correct response" to "a mostly correct response" on our 5-point scale from "totally wrong or no response" to "complete, correct, current, and unbiased" which of course was the goal of our training.

About 75% of trainees completed the pre-survey, and about 60% the post-survey. As the responses drifted in over an extended period of time there are too many variable to assess progress at a more defined level than the median score. Nevertheless, we are continuing to look at narrative response (60 directed responses and 22 open-ended) to see what areas we could further address in our training efforts.

4. Quantify, where possible, the results of the project, including how many people have directly used the new services and resources provided by the project.

108 staff were trained in providing "Hard Times" related information and services. Hard Times resources were augmented in all 27 buildings, improving services to all TRL patrons in 5 counties.

We expended \$13, 959.61 of the \$21,257 available due to changing the model of training from in-person to online. The additional \$7, 297.39 could not be spent for travel and substitute staff expense because Timberland ceased to use substitutes and stopped allowing travel to meetings.

5. Did the project meet its stated **objectives**? Compare the project objectives to actual accomplishments.

We have met the objectives stated in the abstract of our project:

- We improved staff skill so that they can lead patrons directly to needed resources and guide them in their use.
- We have spotlighted relevant collections with displays and shelf talkers, identifying job, education and business resources which have been updated.
- These tools are now more accessible due to staff training on appropriate resources and the technological tools to access and use them.

