OREGON PUBLIC LIBRARY NEEDS ASSESSMENT

Prepared for The Oregon Community Foundation by
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EXECUTIVE SUMMARY

Across the United States, public libraries play a significant role in ensuring community well-being

With support from a wide variety of national funders, research institutes, and library organizations, library supporters in the last decade have developed a new understanding of how public libraries contribute to resilient communities.

In 2014, the Bill & Melinda Gates Foundation funded a research report entitled *Rising to the Challenge: Re-Envisioning Public Libraries,* which argues that public libraries are uniquely positioned to leverage three crucial assets for the benefit of their communities: *people* (both patrons and librarians), *places* (the physical and virtual presences of libraries), and *platforms* (the ways communities use libraries to share knowledge and connect).

The report states that, "No longer a nice-to-have amenity, the public library is a key partner in sustaining the educational, economic and civic health of the community during a time of dramatic change."

Public libraries increasingly place a high priority on measuring the success and impact of their programs and services

Having traditionally focused on measuring inputs (i.e., resources used to achieve the library's mission, such as collections, equipment, staff and facilities) and outputs (e.g., activities such as circulation, program attendance, visits, and questions answered), public libraries are now including outcome-based evaluation in their ongoing efforts.

At the national level, the Public Library Association is currently testing seven core performance measures at U.S. public libraries. In addition, current research aims to gather empirical evidence of the positive impact that programs such as storytimes and summer reading have on children.

Oregon's public libraries are heavily used, but rely greatly on local funding

Oregon's public libraries enjoy the highest circulation per capita of all U.S. states—more than 17 items per capita in FY12, which is more than twice the national average of eight items per capita. However, their dependence on local funding (92 percent of total budget) is also higher than the national average. Furthermore, state support (0.8 percent) is significantly lower than the national average (7 percent).

Top roles for Oregon public libraries: Encouraging Reading and supporting Early Childhood Learning

Asked to rank the priority of eight library roles and the extent to which the library is successful in fulfilling them, library directors gave top rankings to *Encouraging Reading* and *Early Childhood Literacy.* These two roles also scored highest with respect to the percentage of libraries that have pursued competitive grant funding in the last three years.

Public libraries in Oregon create resilient communities by fulfilling eight critical roles

Focusing on eight roles that U.S. public libraries can play in their communities, this study demonstrates that Oregon's public libraries are actively involved in supporting *all* of them and are also implementing emerging best practices to do so.

As noted previously, the highest-priority roles for Oregon's public libraries are *Encouraging Reading* and *Early Childhood Learning.* These roles are followed (in order of priority) by *Education and Lifelong Learning*; *Digital Inclusion*; *Arts, Culture and Creativity*; *Civic and Community Engagement*; *Economic and Workforce Development*; and *Supporting Limited English-Speaking Communities.* (The last of these roles showed the largest variation in responses, reflecting differences in Latino population across the state.)

Public libraries are highly engaged in the early childhood system, focusing their efforts on early literacy

In order to enhance early childhood learning, public libraries approach services for young children holistically and comprehensively, engaging not just the child, but also the people and systems that are invested in the child's well-being. Storytimes are the

bedrock of this approach, but many Oregon libraries also conduct outreach to preschool and childcare providers and provide early literacy training. Oregon library staff are also involved in the state's 16 early learning hubs, although the degree of involvement varies considerably by library.

Interviews with library early literacy specialists and leaders in Oregon's early childhood system indicate that the most significant contributions of public libraries to early childhood education stem from their expertise in early literacy: providing direct service to children and their caregivers, and providing early literacy training to other service providers. Libraries are also active partners with other service providers, and help to promote other early learning opportunities to their patrons.

The main obstacle public libraries face in enhancing the early childhood system is a lack of staff capacity. All early childhood providers (library and non-library) are hampered by a lack of staff capacity, as well as by differing schedules and difficulties understanding services offered by other providers.

From the perspective of other early childhood providers, limited library hours and daytime programming reduce the ability of some libraries to provide accessible services. Libraries in small or rural communities face additional financial, geographic and logistical challenges.

Oregon libraries face numerous challenges in fulfilling their diverse roles

From an operational standpoint, the challenges that Oregon's public libraries face span the breadth of their activities. They include issues relating to technology, facilities, collection development, geography and marketing.

Asked to select the largest challenges in each of the eight library roles under consideration, library directors consistently cited *inadequate staffing* as their most common challenge, followed by *inadequate funding*, *insufficient space*, a *lack of qualified staff* and *challenges in forming community partnerships* In addition, there is a significant statewide disparity with respect to local tax support for public libraries, which leaves some Oregon libraries in a constant struggle for sustainability.

Oregon's public libraries frequently turn to fundraising to fill ongoing financial gaps

In the survey, 73 percent of public library directors indicated that their library had applied for a competitive grant in the last three years, and 58 percent strongly agreed that they would pursue funding in the next year. The larger the population served, the more likely this was to be the case.

However, 100 percent of libraries—including those with annual budgets above $10 million or under $50,000—also reported seeking grant support.

With respect to geography, Southern and Eastern Oregon reported the highest incidence of grant-seeking; Northern Willamette Valley reported the lowest. Most often, public libraries turn to local service organizations, Oregon foundations, the Oregon State Library/LSTA program, or regional or national companies for funding.

When asked in the survey which roles or projects had been the focus of their grant applications, public library directors reported seeking support for all of them, as well as for capital improvements.

Although the frequency with which each role was selected as a focus of grant applications was similar to how high it ranked as a service priority, focus group participants also expressed the desire for diverse opportunities for support.

There are multiple ways to provide philanthropic support to Oregon's public libraries

Oregon's public libraries are diverse in their financial and programmatic needs. Possible philanthropic approaches include:

- Focusing support on particular areas of frequently expressed need, such as technology, collection development or community outreach

- Targeting support to encourage library innovation

- Targeting support to help the neediest libraries

- Providing proportionate grant support to all Oregon libraries

- Engaging Oregon libraries through a centrally managed statewide project.

INTRODUCTION

According to the formal definition developed by the Federal-State Cooperative System, a public library must meet the following minimum criteria:

- An organized collection of printed or other library materials, or a combination thereof

- Paid staff

- An established schedule in which services of the staff are available to the public

- Facilities necessary to support such a collection, staff, and schedule

- Supported in whole or in part with public funds

Although the 224 branches of Oregon's 131 public libraries share these characteristics, they also have significant differences stemming from geographic, economic and historical factors. To learn how best to help libraries serve Oregon's diverse population, The Oregon Community Foundation (OCF) commissioned this study to answer the following questions:

1. What roles do Oregon libraries currently play in their communities (e.g., education and literacy, civic and community engagement, economic and workforce development)?

2. What role do Oregon libraries play specifically in the early childhood system (e.g., early childhood education, early childhood health and well-being, parenting education)?

3. What promising practices, programs and strategies are Oregon libraries using to fulfill these roles?

    a. How do Oregon libraries measure the success and impact of their programs?

    b. How can the spread of these promising programs be encouraged?

    c. What challenges do Oregon libraries face in fulfilling these roles?

4. What can we learn from libraries nationally?

    a. Are there promising practices, programs, and strategies from outside Oregon relating to the roles outlined above?

    b. Could these approaches work for Oregon libraries?

    c. Are there other roles libraries are playing to contribute to resilient future communities?

METHODOLOGY

Penny Hummel Consulting employed a variety of methods to answer these research questions. The first method, a literature review, explored existing information about what is currently being implemented successfully in Oregon as well as nationally regarded best practices, based on a rapidly expanding knowledge base of published studies, resources and tools relating to the 21st-century library. Works consulted are listed in *Appendix A*.

The remaining methods explored aspects of library services through the lens of eight key library roles. Based in part on service categories used by the Public Library Association (a division of the American Library Association) to develop standard outcome measures for public libraries, the eight roles considered in the current study are:

- *Civic and Community Engagement*
- *Encouraging Reading*
- *Early Childhood Learning*
- *Economic and Workforce Development*
- *Education and Lifelong Learning*
- *Arts, Culture and Creativity*
- *Digital Inclusion*
- *Supporting Limited English-Speaking Communities*

Although these eight roles overlap, they provide a useful framework for assessing the diverse ways in which public libraries are actively supporting their communities.

Focus Groups

Focus groups were conducted at eight sites across the state to ensure geographically diverse input and also to provide opportunities for face-to-face participation. These focus groups were limited to public library directors, as they are in the best position to speak holistically and knowledgeably about the services and offerings of their libraries.

The 51 focus group participants represented communities from OCF's eight geographic regions of the state and from 29 out of Oregon's 36 counties,

including three communities of fewer than 500 people. *Appendix B* lists all focus group sites and attendees. Focus group questions appear in *Appendix C*.

Interviews and Survey

Interviews were conducted with 18 informants who have particular expertise or perspectives germane to the research questions, a strong track record as successful library change agents, or national leadership in the library community. This group included library professionals as well as practitioners in the early childhood system, as recommended by OCF. The complete list of interviewees is in *Appendix D*; interview questions are in *Appendix E*.

An online survey solicited input from Oregon's public library directors, who were also invited to share the survey with library board members, Friends, and Foundation trustees and staff members. Conducted from February 17, 2015, to May 9, 2015, this survey was designed and analyzed by Penny Hummel using Qualtrics software, with additional support from the Survey Research Lab at Portland State University.

Content for the 10- to 20-minute survey expanded on the primary questions identified for this needs assessment, and included questions about grant-seeking history. Public library directors who attended focus groups were encouraged to complete the survey. Survey questions appear in *Appendix G*.

The research project was first publicized on *libs-or* (the Oregon library community's Listserv) as well as *OLA Hotline* (the Oregon Library Association's online newsletter). The survey invitation was distributed by the Oregon State Library to an existing library director listserv. In addition, Penny Hummel sent emails promoting the focus groups to public library directors in various areas of the state. OCF staff based outside of Portland also reached out to library directors in their service areas.

The survey goal was to receive responses from at least 60 percent of Oregon's 131 public libraries (79 responses). Ultimately, 86 responses were received from library directors and other library staff; this indicates a 66-percent response rate (assuming

that each represents a different library). In addition to the 86 responses received from library staff, 68 survey responses came from library stakeholders: Friends and Foundation board members, and staff and library board trustees.

Responses from library staff were reviewed separately from those received from library stakeholders, to ensure that the primary data were representative of the state as a whole. Unless otherwise indicated, the data analyzed in this report are limited to library directors and staff. Although responses from library staff were broadly distributed, library stakeholder responses were less balanced geographically.

Appendix F provides the breakdown of all survey respondents across geographic regions, population served, and annual operating budget. Library staff responses to key survey questions were cross-tabulated with all three characteristics. Any significant differences are included in this report.

Libraries are not in the library business, they're in the community business. Libraries are all about ensuring that their communities are healthy and successful.

—*Project Interviewee*

FINDINGS

Across the United States, public libraries play a significant role in ensuring community well-being

Now that virtually everything is online, why do we need books—or public libraries? Since this question began to arise at the end of the 20th century, librarians and public library supporters have responded by working to articulate the unique and significant role that public libraries play in the digital age.

With support at various times from the American Library Association, the federal Institute of Museum and Library Services (IMLS), the Urban Libraries Council, the Bill & Melinda Gates Foundation and others, this ongoing conversation is leading to a better understanding of how public libraries contribute to resilient communities.

In the last decade, Pew Research Center conducted a series of national studies of various aspects of public library use (and, often, their relationship to technology), which provide a data-based platform for these discussions. Recent findings include:

- Americans' connection (or lack of connection) with public libraries is consistent with their broader information and social landscape. Many of those who are less engaged with public libraries tend to have lower levels of technology use, fewer ties to their neighbors, lower feelings of personal efficacy, and less engagement with other cultural activities. (Source: *From Distant Admirers to Library Lovers—and Beyond*, 2014)

- Roughly 90 percent of Americans age 16 or older say that the closing of their local public library would have an impact on their community, with 63 percent saying it would have a major impact. Two-thirds of Americans (67 percent) said it would affect them or their families, including 29 percent who said it would have a major impact. (Source: *How Americans Value Public Libraries in their Communities*, 2013)

- Millennials' (age 16 to 29) lives are full of technology, but they are more likely than their elders to say that important information is not available on the Internet. They are also more

likely than their elders to have read a book (in any format) in the past 12 months. (Source: *Younger Americans and Public Libraries*, 2014)

- E-book reading is rising, but only 4 percent of Americans are "e-book only" readers; the vast majority of e-book readers also enjoy printed books and prefer reading in different formats under different circumstances. (Source: *E-Reading Rises as Device Ownership Jumps*, 2014)

- Immigrant Hispanics are less likely than other Americans to have visited a U.S. public library and are much less likely to say that they see it as "very easy" to do. At the same time, those who have made their way to a public library are more likely than other groups to say that closing their community library would have a major impact on their family. (Source: *Public Libraries and Hispanics*, 2015)

A recent iteration of our national conversation about the role of public libraries occurred in late 2014, when the Aspen Institute issued a report entitled *Rising to the Challenge: Re-Envisioning Public Libraries*. With funding from the Bill & Melinda Gates Foundation, *Rising to the Challenge* brought together a blue-ribbon panel of library professionals, policymakers, philanthropists, technology experts, educators and civic leaders (including several interviewees for this study) to discuss how America's public libraries can address the 21st-century need for a more diverse, mobile and connected society. As the report notes:

> Expanding access to education, learning opportunities and social connections for all is one of the great challenges of our time. It is a challenge made more urgent by the rapid transition from old industrial and service-based economic models to a new economy in which knowledge and creativity are the drivers of productivity and economic growth, and information, technology and learning are central to economic performance and prosperity...it is a time of particular opportunity for public libraries with their unique stature as trusted community hubs and repositories of knowledge and information. (*Rising to the Challenge: Re-Envisioning Public Libraries*, p. viii)

According to this study, public libraries are uniquely positioned to leverage three crucial assets for the benefit of U.S. communities: *people* (both users and librarians) *places* (the physical and virtual presences of libraries) and *platforms* (the many ways communities use libraries to share knowledge and connect). Four strategic opportunities that libraries and communities should address together are:

1. **Aligning library services in support of community goals.** Collaboration among libraries, policy makers and community partners is essential, as is a high level of flexibility and adaptability as community needs change.

2. **Providing access to content in all formats.** As public libraries shift from being repositories for materials to platforms for learning and participation, their ability to procure and share e-books and other digital content is critical, as is having access to affordable, universal broadband technologies.

3. **Ensuring the long-term sustainability of public libraries.** Securing a sustainable funding base for the future will involve identifying reliable revenue resources, exploring alternative governance and business models, increasing skill at measuring outcomes and considering economies of scale in a networked world without compromising local control.

4. **Cultivating leadership.** Every community needs a vision and strategic plan for how to align the public library and its work with the community's educational, economic and other key goals. Key steps include improving communication with community leaders, developing community champions, strengthening intersections with diverse communities, and demonstrating the collective impact of partners working together.

Emphasizing that libraries are vital to success and progress in the digital age, *Rising to the Challenge*'s executive summary concludes:

No longer a nice-to-have amenity, the public library is a key partner in sustaining the educational, economic and civic health of the community during a time of dramatic change. Public libraries inspire learning and empower people of all ages. They promote a better-trained and educated workforce. They ensure equitable access and provide important civic space for advancing democracy and the common good. Public libraries are engines of development within their communities... enabling all libraries to fulfill their new roles

will require library leaders, policy makers and community stakeholders to re-envision the public library and take advantage of the opportunities it offers. (*Rising to the Challenge: Re-Envisioning Public Libraries*, p. ix)

Public libraries increasingly place a high priority on measuring the success and impact of their programs and services

There is a growing recognition in the library world that libraries need to base their decisions not just on subjective information or traditionally gathered library use data, but also on more rigorous data collection and analysis. This effort is having a significant impact on community needs assessments, strategic planning, and the design of library services.

In response, library vendors are offering new opportunities to analyze collection use—thus empowering libraries to spend their collection dollars in the wisest way possible—and to apply market segmentation analysis so that libraries can tailor their services to community interests and needs.

Beyond these examples of working smarter, public libraries are also currently very interested in enhancing their capacity to measure the impact of library services and programs, and thus to improve their ability to articulate the library's value.

Historically, the collection of public library data has focused on inputs (measuring resources utilized to achieve the library's core mission, such as staff, collections, equipment, or facilities) and outputs (measuring the library's deliverables, such as circulation, program attendance, visits, questions answered). As is the trend in the nonprofit world, public libraries are increasingly integrating outcome-based evaluation.

Designed to measure results that show a real difference the library has made in the lives of its patrons, outcome-based evaluation is now required for all IMLS-funded grants. The Oregon State Library also requires it for LSTA and Ready to Read grants, and it has accordingly provided training around the state to facilitate implementation of this newer form of measurement.

As the public's use of libraries changes, public libraries must also work to identify new ways to measure traditional library activities. For example, as patrons increasingly use library Wi-Fi to access the Internet on their own phones, tablets and laptops—instead of using the library's desktop Internet stations—libraries will see a drop in Internet use unless they can measure and document Wi-Fi use.

Similarly, as more patrons download e-resources directly from home instead of checking out a book, CD or DVD at the library, visitation statistics may shift downward, potentially providing a deceptive view of current library use trends.

Although outcome-based evaluation is a powerful tool, it is often difficult for libraries to implement. Interviewees and survey respondents identified the following challenges:

- A lack of universally endorsed benchmarks.
- Data gathering requires active participation from library patrons (e.g., filling out surveys)
- Libraries are still on a learning curve with respect to implementation.
- Causality is often difficult to demonstrate because the library is usually not the only actor with a potential impact.
- Rural areas face special challenges, because the smaller audience pool makes it harder to achieve critical mass in gathering responses.

At the national level, the public library community is refining the use of outcome-based evaluation in a number of important efforts. With support from the Bill & Melinda Gates Foundation, the Public Library Association (a division of the American Library Association) is launching Project Outcome, a pilot test of seven core performance measures in a variety of focus areas at public libraries across the country. (These focus areas formed the basis for the roles explored in the current needs assessment.)

Efforts to identify appropriate outcomes for young-adult programming and services are also underway. In addition, current research seeks to provide empirical evidence of the positive impact of programs such as storytimes and summer reading campaigns on children.

Figure 1. Percentages of libraries reporting use of inputs, outputs and outcomes for different library roles

How does your library measure its success in supporting….	Inputs	Outputs	Outcomes
Early Childhood Learning	69%	100%	70%
Encouraging Reading	70%	100%	52%
Arts, Culture & Creativity	66%	99%	47%
Education & Lifelong Learning	62%	95%	44%
Digital Inclusion	71%	93%	43%
Civic & Community Engagement	46%	89%	41%
Supporting Limited English-Speaking Communities	61%	89%	39%
Economic & Workforce Development	55%	84%	33%

The survey asked public library directors to explain how they use inputs, outputs and outcomes to measure their success at supporting each of the eight roles. Their responses are shown in Figure 1.

Given that outcome-based evaluation is a requirement for noncompetitive Ready to Read grants from the Oregon State Library, it is not surprising that the highest frequency of outcome use was seen in the area of *Early Childhood Learning*. Because almost all public libraries in Oregon receive an annual Ready to Read grant, the percentage of respondents who indicated outcome measurement in this area should be higher. This demonstrates that the effort to raise awareness about outcome-based evaluation is still a work in progress.

Every library also submits an annual report to the Oregon State Library, which includes input and output measures for various library activities.

At the state level, evaluation of public library services is the main focus of the Oregon Public Library Standards, which were most recently updated in 2013 by the Oregon Library Association's Public Library Division. These voluntary standards establish benchmarks for quality 21st-century library services at three levels (essential, enhanced and exemplary) for a variety of public library service facets, including advocacy, governance, staffing, collections, technology, services and programs, and facilities.

Guided by the principles of collaboration, flexibility and innovation, these standards reflect the diversity of libraries across the state; they were developed "to allow for the strength this diversity creates, and the adaptability it requires. By meeting these standards, a library establishes a baseline from which it can strive for excellence."

Oregon's public libraries are heavily used, but rely greatly on local funding

Oregon's public libraries range in size from Agness Community Library in Curry County, which serves 140 people, to the 19-branch Multnomah County Library system, which serves a population of more than 770,000.

While cooperative agreements between Oregon's public libraries have significantly improved statewide access to library collections, more than 164,000 Oregonians (4 percent of the state's population, or slightly higher than the national average) are considered unserved, with no access to free public library services. Most unserved residents are in Linn, Lane, Clatsop and Columbia counties in the western part of the state, with small pockets located elsewhere.

As the primary source of federal support to U.S. libraries and museums, the Institute for Museum and Library Services (IMLS) conducts an annual survey of public libraries, utilizing statistical data contributed by more than 9,000 libraries across the country. This study provides valuable information about U.S. public libraries, as well as insights into how Oregon's public libraries fit into the larger picture.

According to IMLS's most recent "Public Libraries in the United States Survey," which was published in December 2014 for fiscal year (FY) 2012, the use of library services increased immediately following the recession, followed by a decrease back to pre-recession levels. Over a 10-year period, America's public libraries saw increases in library use as measured by visitation (21 percent), circulation (28 percent), and programming attendance (38 percent).

The survey noted a 7.4-percent decrease in Internet usage over two years, but attributed that change to increased customer use of tablets, laptops and smartphones to access public libraries' Wi-Fi.

The study also found a positive relationship between investments—particularly in staffing and collections—and usage. Public libraries that have more full-time staff members are visited more frequently; libraries that have a higher budget to support electronic materials experienced increased circulation.

On the national stage, Oregon's chief claim to fame is that our public libraries enjoy the highest circulation per capita (total number of checkouts and renewals, divided by population size) of all U.S. states—17 items per capita in FY12, more than twice the national average of 8 items per capita.

In FY12, the Oregon libraries with the highest circulation per capita included Dora Public Library in Myrtle Point (44 items), Garden Home Community Library (37 items), Cedar Mill Community Library (36 items), and Multnomah County Library (33 items), which in FY12 tied for #1 in circulation per capita among U.S. libraries serving populations of 500,000 or more.

Oregon's public libraries in FY12 utilized $49 per capita for operating expenditures, giving Oregon a ranking of #11 among all U.S. states (the national average being $35). The IMLS annual survey also

Figure 2. Sources of public library funding

Sources	Oregon	U.S. average
Federal (includes LSTA funds distributed at state level)	0.4%	0.5%
State	0.8%	7%
Local	92%	84%
Other (includes donations, fines, fees, grants, interest)	7%	8%

tracks the percentage of distribution of revenue by source of revenue and by state for FY12.

As Figure 2 indicates, the dependence of Oregon public libraries on local funding is well above the national average.

In Oregon, local operational funding can come from a dedicated tax rate (either through a levy or library district), local government (i.e., city or county general funds), or both. Local funding varies widely from community to community, resulting in significant differences in services offered, quality of collections, and programming. For example, weekly public library open hours across Oregon range from 10 to 69 per week as of FY14.

State support for public libraries is also significantly lower than the national average: Oregon ranks #36 on this measurement. State funding is limited to the noncompetitive Ready to Read grant program, which supports library services for children. Approved by the Oregon Legislature and administered by the Oregon State Library, the Ready to Read program has distributed $729,473 to public libraries in FY15.

Federal funding for U.S. public libraries is primarily provided by IMLS through the Library Services and Technology Act (LSTA) and distributed by state libraries across the country.

In Oregon, LSTA funds are funneled in a number of directions. For instance, a competitive grant program provides Oregon libraries of all types with the opportunity to receive support for innovative projects, with a portion reserved for projects that would extend public library services to unserved residents. Other

LSTA funds support projects that have statewide importance, such as access to full-text databases and Answerland (a 24/7 chat reference).

The importance of LSTA funds to Oregon's public libraries cannot be overstated; LSTA competitive funds are the sole library-specific grant source in Oregon, providing $634,049 in FY15 alone. Statewide, LSTA-supported projects fill significant service gaps and increase the consistency of quality services.

Top roles for Oregon public libraries: Encouraging Reading and Supporting Early Childhood Learning

As mentioned previously, this report explores statewide library services through the lens of eight roles:

- *Civic and Community Engagement*
- *Encouraging Reading*
- *Early Childhood Learning*
- *Economic and Workforce Development*
- *Education and Lifelong Learning*
- *Arts, Culture and Creativity*
- *Digital Inclusion*
- *Supporting Limited English-Speaking Communities*

For each role, the online survey listed three statements that respondents were asked to rank on a seven-point scale, where 1 indicates *strongly disagree* and 7 indicates *strongly agree.*

Figure 3 below shows the average values from 86 library staff responses. As these data indicate, library directors show great consistency in prioritizing each value and perceiving their library as being successful in fulfilling each role. Perhaps not surprisingly, *Encouraging Reading* and *Early Childhood Literacy* are at the top of both measurements.

The third statement, which explores how library directors see this role in the context of other service providers in their community, provides an interesting contrast that will be explored below in the context of particular roles. Library stakeholders provided similar rankings for each statement. In terms of ranking

Figure 3. Percentages of libraries reporting use of typical performance measures for library roles

(Role) is a priority for my library	Average value (1-7)	My library is successful in providing (role)	Average value (1-7)	Other providers fulfill my community's needs for (role)	Average value (1-7)
Encouraging Reading	5.74	Encouraging Reading	5.03	Economic & Workforce Development	4.01
Early Childhood Learning	5.58	Early Childhood Learning	5.03	Arts, Culture & Creativity	4.01
Education & Lifelong Learning	5.29	Arts, Culture & Creativity	4.32	Civic & Community Engagement	3.46
Digital Inclusion	5.10	Education & Lifelong Learning	4.11	Early Childhood Learning	3.26
Arts, Culture & Creativity	5.01	Digital Inclusion	4.08	Education & Lifelong Learning	3.20
Civic & Community Engagement	4.95	Civic & Community Engagement	3.92	Supporting Non-English Speaking Communities	2.93
Economic & Workforce Development	3.80	Economic & Workforce Development	2.92	Encouraging Reading	2.35
Supporting Limited English-Speaking Communities	3.57	Supporting Limited English-Speaking Communities	2.59	Digital Inclusion	2.34

each role as a priority, they gave *Early Childhood Learning* the highest average value (5.32), followed by *Encouraging Reading* and *Civic Engagement* (both at 5.23).

The next section provides greater detail from the literature review, interviews, focus groups and survey about how public libraries in Oregon and elsewhere are helping to create resilient communities through fulfilling the eight library roles explored in this study.

Public libraries in Oregon create resilient communities by fulfilling eight critical roles

Role: Encouraging Reading
Encouraging Reading received the highest rankings in the online survey with respect to being a priority as well as an area of success for individual libraries. According to the survey, public library directors in Oregon also believe that of the eight roles tested, *Encouraging Reading* is one that is least fulfilled by other community service providers.

In the online survey, library directors most frequently cited the following programs and services as providing support for *Encouraging Reading*:

- Summer reading (ages 0 – 18): 100%

- Booklists (paper or online): 69%

- Summer Reading (adults): 66%

- Author talks: 63%

- Afterschool programs: 58%

- Reader's advisory (helping patrons find the right book): 58%

- Book discussion groups (adults): 57%

- Book discussion groups (youth): 34%

- "One city, one book" projects: 32%

- Thematic reading and discussion programs (e.g., "Let's Talk About It"): 15%

Visit almost any public library and you will see the iconic "READ" posters produced by the American Library Association, which underscores the intimate connection between public libraries and reading. As one national interviewee noted, the emphasis of public libraries is on helping people fall in love with reading versus teaching them to read.

Nonetheless, library reading programs are not just "nice to have" amenities; instead, they play a critical role in supporting success in school and in life. As the national Campaign for Grade-Level Reading notes, research shows that grade-level reading by the end of third grade enables students to shift from learning to read to reading to learn, and is an important predictor of high school graduation. For more than a century, public library summer reading programs have helped children enter a new grade level in the fall without losing the skills they acquired in the previous school year.

Today, public libraries are augmenting their traditional reading promotion activities, such as children's summer reading programs, booklists and reader's advisory (helping patrons find the right book), with book discussion groups for all ages, author visits and support for private book groups (such as the ability to check out complete sets of book selections).

As was frequently mentioned in the focus groups, most public libraries actively support Oregon Battle for the Books, a statewide competition (managed by the Oregon Association of School Libraries, a division of the Oregon Library Association, and supported with LSTA funds) that engages students in third through 12th grade in an annual competition designed to enhance reading motivation and comprehension, and to promote cooperative learning and teamwork.

As members of the public increasingly use tablets and smartphones to meet their reading needs, public libraries provide ongoing support. As one national informant pointed out, "Our role in reading does not change as reading changes. [Just] the tools change."

Oregon libraries continually seek inventive ways to encourage the love of reading. A recent example is the "Million Page Challenge," in which three library teams (Hood River County Library, Pendleton Public Library, and a combined team from Lake County Library and Harney County Library) competed to see whose adult patrons could read the most pages from library books over a six-week period.

With 1.1 million pages logged in, Harney and Lake counties won bragging rights; among their "secret weapons" were 45 young men who are incarcerated

at the Eastern Oregon Youth Correctional Facility in Burns, who were among the project's most enthusiastic participants.

Public libraries are highly engaged in the early childhood system, focusing their efforts on early literacy

Role: Early Childhood Learning
During interviews and focus groups, *Early Childhood Learning* was the role that most frequently elicited statements like "libraries should own that space." As one national library leader emphasized, "If there is early learning happening somewhere, the library is behind it."

This emphasis is also reflected in the survey results. Public library directors indicated that it was a strong priority and something the library provides successfully. However, directors also ranked *Early Childhood Learning* in the midrange with respect to the involvement of other service providers—a reflection of the complex environment of the early childhood system.

Enhancing early childhood learning through storytimes and related services has long been ubiquitous at public libraries. What has changed in the last generation is an increasing awareness that services for young children must be holistic and comprehensive, engaging not just the child, but also the people and systems invested in the child's well-being.

In 2004, two divisions of the American Library Association collaborated to launch *Every Child Ready to Read @ Your Library* (ECRR), a national curriculum grounded in the belief that "if the primary adults in a child's life can learn more about the importance of early literacy and how to nurture pre-reading skills at home, the effect of library efforts can be multiplied many times."

ECRR trains librarians in storytime techniques that model best practices for parents and caregivers, providing them with the tools they need to support their child's learning.

The need for such services has never been greater. As the 2009 study *America's Early Childhood Literacy Gap* by Jumpstart notes, children nationwide are entering kindergarten without the literacy skills they need for lifelong success, a situation that Jumpstart describes as "an issue of epic proportion and of critical importance." In response, public libraries are applying current scientific evidence to create programs that support early childhood learning and school readiness.

Consistent with the philosophy behind ECRR, public libraries in Oregon and elsewhere have expanded their early childhood services, providing multifaceted opportunities to engage young minds. In addition to providing storytimes, materials, and areas for young children to play and explore, Oregon public libraries provide early literacy training and outreach to parents, caregivers, Head Start staff, daycare facilities, doctor's offices and related service providers. Frequently, these efforts focus on getting books into children's homes, a factor that research has shown predicts future educational attainment.

Although early childhood outreach is most commonly offered by large to midsized public libraries, efforts have also been made to extend it to smaller libraries. In 2012, with support from OCF and the Paul G. Allen Foundation, the Reading for Healthy Families program engaged public libraries throughout Oregon.

Designed to train Healthy Start/Healthy Families Oregon home visitors and children's library staff in the ECRR curriculum, the project increased public library and early childhood outreach efforts overall, in addition to strengthening partnerships between libraries and home health providers.

That there is a strong need for such opportunities among Oregon's smaller public libraries is reflected in the survey results, which show that public libraries that serve fewer than 1,000 people, and that have budgets of less than $50,000, were the only segments that did not rank *Early Childhood Learning* highly either as a priority or as an area of success.

In the online survey, public library directors most often cited the following programs and services as providing support for *Early Childhood Learning*:

- Storytimes: 97%

- Play area with educational toys and materials: 79%

- Special programs for young children (e.g., music and movement): 67%

- Outreach to preschool providers: 63%

- Parent early literacy trainings: 56%

- Activities or resources that support early childhood health and wellness: 53%

- Computers or tables with early learning software: 52%

- Outreach to childcare providers: 45%

- Outreach to families: 39%

- New baby welcome kits: 36%

- Caregiver early literacy trainings: 33%

The 2013 IMLS study *Growing Young Minds: How Museums and Libraries Create Lifelong Learners* identifies 10 key ways in which libraries and museums are supporting efforts to develop a strong start for young children's learning. These include:

1. Increasing high-quality early learning experiences

2. Engaging and supporting families as their child's first teachers

3. Supporting development of executive function and "deeper learning" skills through literacy and STEM-based experiences

4. Creating seamless links across early learning and the early grades

5. Positioning children to meet expectations of the Common Core state standards

6. Mitigating the summer slide (helping children sustain learning during the summer)

7. Linking new digital technologies to learning

8. Improving family health and nutrition

9. Leveraging community partnerships

10. Adding capacity to early learning networks

IMLS has also created the BUILD Initiative, which is a framework that helps libraries and museums to collaborate more effectively with statewide early childhood systems. On a parallel track, early childhood services in Oregon libraries have been impacted by the creation of the State of Oregon's 16 regional and community-based early learning hubs.

Designed to eliminate duplication and to improve coordination among service providers, these early learning hubs focus on underserved children in their communities, evaluate the needs of those children and families, and then work to ensure that programs and services reach them and meet their needs.

According to a recent survey by the Oregon State Library—the findings of which were confirmed in focus groups and interviews—the experiences of public libraries participating in early learning hubs vary significantly. As described in the focus groups, some Oregon library personnel are involved at the highest levels in their community's early learning hub, while other library directors are only minimally aware of their existence.

From the perspective of the library community, the effectiveness of the early learning hubs is inconsistent across the state, with successful implementation being credited mainly to previous networking efforts. In cases where strong connections between early childhood providers were already in place, interviewees and focus group reported a continuation

of these connections within the early learning hubs. In cases where collaboration was unsuccessful or lacking, this effort is still a work in progress.

In some cases, public libraries bring resources to the table without receiving any financial support, a situation that some directors find less than optimal. At the same time, library directors overall see the tremendous potential of the early learning hubs to coordinate services and build relationships within the early childhood learning system. They also recognize the particular role that only libraries can play in that system. As one focus group participant said, "We're the only one that doesn't have criteria," recognizing that a particular strength of early childhood services in public libraries is that families don't need to qualify to participate in them.

Because the issue of how public libraries interact with other early childhood providers was highlighted in the research questions, research included interviews with six such providers, as well as with three librarians and library early childhood providers with expertise in early childhood services both locally and at the state level. Input from both groups was very similar. Key points the nine informants made about public libraries and their interaction with the early childhood system include the following:

- Recognized contributions of public libraries to the early childhood system include storytimes, literacy trainings, partnerships with other service providers, and selecting high-quality materials.

- Public libraries can enhance the early childhood system by providing early literacy trainings to a variety of audiences (parents, caregivers, childcare providers, preschool teachers, etc.), providing access to books and services, and publicizing other early learning opportunities.

- The primary limitation that public libraries experience in enhancing the early childhood system is lack of staff capacity to fulfill this function.

- All early childhood providers (both library and non-library) are challenged by a lack of staff capacity to collaborate, as well as differing schedules and difficulties understanding services offered by other providers.

- From the perspective of other service providers, limited library hours and daytime programming reduce the public library's ability to provide accessible early childhood services.

- Libraries in small or rural communities face additional financial, geographic and logistical challenges in providing early childhood services.

In recent years, competitive LSTA funds have supported numerous successful early childhood learning projects at libraries statewide. One project that was cited as noteworthy by three of the non-library early childhood interview informants (as well as by some focus group participants) is Ready 2 Learn.

A program for children 0 to 5 who live in Umatilla, Morrow, Union, Baker, Grant and Wallowa counties, Ready 2 Learn focuses on improving kindergarten readiness. At the center of the program is the "Ready 2 Learn Library Card," which is heavily promoted to parents for their children. Each time the card is used at a library activity (such as attending a storytime or checking out a book), $0.02 is credited for deposit in the child's Oregon College Savings Plan account.

Participants also have access to monthly bilingual newsletters and parenting education sessions, and each of the six participating libraries hosts annual Kindergarten Readiness Assessments. The funding partners for Ready 2 Learn include the Oregon College Savings Plan and Greater Eastern Oregon Behavioral Health, Inc. Other partners include the InterMountain Educational Service District and a wide range of local service providers.

In Ready 2 Learn's first year, 964 participants logged in more than 33,000 checkouts or program credits. In addition, 774 programs, promotions or training sessions were held. According to the directors of the libraries involved in Ready 2 Learn, it is a huge success.

Role: Education and Lifelong Learning
A century ago, when public libraries were becoming established across the United States, they became known as "the people's university." They were seen as places where residents from all walks of life could find support for both formal and informal learning. Today, that work continues as libraries evaluate the

learning gaps within their communities and develop strategies to address them. The goal is not only to provide some of the tools needed for learning, but also to engender curiosity and inspiration. As one national library leader said, "Libraries are part of the greater educational ecosystem and we're often not recognized as such."

The breadth of services that public libraries provide to support education and lifelong learning is quite broad, ranging from homework help, to adult literacy classes, to how-to programs. In the online survey, Oregon library directors most frequently cited the following programs and services as providing support for *Education and Lifelong Learning*:

- Outreach to schools: 80%

- Genealogy resources: 70%

- Test proctoring: 70%

- Homeschooling resources and programs: 54%

- Teacher resources: 40%

- Homework help (volunteer or staff support): 34%

- Tutoring: 19%

- Language classes: 19%

- Health and wellness programs: 17%

- Self-improvement programs: 17%

- Financial literacy programs: 17%

- Adult literacy programs and services: 14%

- Homework center (designated area with homework-focused resources): 13%

Although public libraries serve a broader population than school libraries do, library directors recognize that supporting the work of public schools and homeschooling parents is one of the library's core functions. In response to unfortunate cuts to school libraries in recent years, larger library systems such as Multnomah County Library established outreach programs that provide books for classrooms, curriculum support, and other resources. Smaller libraries reach out to their local schools by providing tours, training in information literacy, and programming.

Nationally, there is also an increasing understanding that a large amount of learning takes place outside school. As one national interviewee noted, only 18 percent of a child's time is spent in the classroom; this gives public libraries many opportunities to have an additional impact on students.

With funding support from the John D. and Catherine T. MacArthur Foundation, IMLS created 24 digital learning labs in museums and libraries across the country to support what they term *connected learning*—learning that is interest-driven, socially relevant and aimed at expanding educational or economic opportunities. One such learning lab/makerspace is at OMSI in Portland; it was developed in consultation with Multnomah County Library's teen services program and teen advisory council. (Additional information about public libraries and makerspaces can be found below under *Arts, Culture and Creativity*.)

In addition to addressing the educational needs of children and young adults, public libraries focus on the formal and informal learning needs of adults, whether through their collections or through other means. Having long offered adult classes and workshops on a wide variety of subjects, public libraries consider public programming to be a core service. Both a national interviewee and an Oregon library director reported reallocating resources so that staff could better focus on organizing and hosting programming, rather than trying to do so at the same time they are at a service desk.

For the libraries that have them, library meeting rooms are heavily used both for library-sponsored programming and for community events. To serve those who are homebound or who can't come to the library for other reasons, many public libraries also offer special support and delivery services.

Role: Digital Inclusion
According to the 2013 Digital Inclusion Survey by the Information Policy and Access Center, the concept of *Digital Inclusion* includes:

- Understanding the benefits of advanced information and communication technologies

- Having equitable and affordable access to high-speed Internet-connected devices and online content

- Being able to take advantage of the educational, economic and social opportunities available through these technologies

- Having the ability to use digital technologies, create content and more fully engage in an increasingly digital life

By this definition, *Digital Inclusion* is one of the most critical services that public libraries offer. Although public libraries initially addressed the demand for digital access by adding Internet-connected desktop stations, access to broadband via Wi-Fi is what people increasingly need from their public library.

In addition, patrons often need help developing the skills that will allow them to navigate the Web, successfully utilize their smartphones and tablets, and develop digital content. As one Oregon library director noted, "This is the niche that we fill that nobody else does…we're for everybody." Reflecting this sentiment, Oregon library directors indicated in the survey that of the eight roles, their community's need for *Digital Inclusion* was on a par with *Encouraging Reading*.

Some Oregonians depend on the library for Internet access because they can't get high-speed access at home; this is particularly common in rural areas. Other patrons depend on library access because hard economic times have caused them to drop their cable and Internet subscriptions. Focus group participants often reported that due to the perennially

high demand for Internet access, they must limit each patron's daily use of Internet computers (often to an hour a day). They also need more outlets for patron-owned devices.

The 2013 *Digital Inclusion Survey* indicated that 67 percent of Oregon libraries would like to increase bandwidth; this is comparable to the national average of 66 percent. By contrast, only 10 percent of respondents to the current survey cited the lack of access to high-speed Internet service as a barrier to supporting *Digital Inclusion*. This may reflect improvements in Internet access since the 2013 survey, or it may reflect a distinction between what is considered an impediment and what is considered optimal. Of the seven respondents who cited an inability to access high-speed Internet service, four (57 percent) were from Eastern Oregon, two (29 percent) were from the South Coast, and one (14 percent) was from Southern Oregon.

In the online survey, Oregon library directors most frequently cited the following programs and services as providing support for *Digital Inclusion*:

- Public access computers: 100%

- Wi-Fi: 100%

- E-resources: 61%

- Classes or training on tablets or other devices: 47%

- Computer classes: 44%

- Circulating laptops: 13%

- Classes on digital formats (e.g., podcasts, video, music recording): 11%

- Circulating tablets: 10%

- Digital lab: 3%

Seven responses to the survey (equivalent to 10 percent of the respondents above) noted in the *Other* category that their libraries offer one-on-one technical assistance for computer or device training. In the focus group, several participants commented that such help is becoming a preferred way to provide technology training over scheduled group classes.

The Wi-Fi statistics in the current survey correlate with the national 2013 *Digital Inclusion Survey*, which

reported 98-percent Wi-Fi availability in Oregon, compared to 98 percent nationally. However, in 2013, 90.6 percent of Oregon respondents to the *Digital Inclusion Survey* reported offering e-books and 100 percent reported offering electronic databases. This does not correlate to the 61 percent who reported providing e-resources, which includes both categories. This disparity suggests that a higher percentage of Oregon libraries offer e-books than survey results suggest. (Thanks to the Oregon Statewide Database Licensing Program, all public libraries in Oregon offer a set of basic electronic resources that are purchased with LSTA funds.)

The U.S. library community has been fortunate to receive substantial support from the Bill & Melinda Gates Foundation, which has funded various library projects relating to technology access. In 2011, with the support of the Gates Foundation, the Urban Libraries Council formed the Edge Coalition, which is a group of library and government agencies focused on creating a technology management resource for public libraries.

Launched in 2014, the Edge Toolkit is being used by public libraries across the country to explore their community's strategic needs and align their public technology services with community priorities. The goal is to help communities thrive by providing opportunities for residents to enrich and improve their lives through open access to information, communication and technology services. The Edge Toolkit enables public libraries to assess their current technology, identify areas of excellence and improvement, and strengthen communications with local leaders. As of summer 2015, approximately 20 percent of U.S. public libraries have completed the assessment portion of the Edge Toolkit, including more than 30 libraries in Oregon. Later this year, the Oregon State Library will provide free access to this useful resource.

Role: Arts, Culture and Creativity

As community centers with meeting rooms, exhibit areas and related amenities, our public libraries have more than a century's worth of experience presenting the literary, performing and visual arts. Although this provides an important community function for those seeking cultural options, a larger transformation is underway on the creativity front.

A frequently cited metaphor for this transformation was coined by librarian and library futurist Joan Frye Williams, who noted that "Libraries used to be like a supermarket, where you would go to get the ingredients you need to take home to your kitchen and make something. Today the library is becoming more like a kitchen, where 'meals' can be prepared and shared in a community setting." This paradigm shift ties into several larger trends, including:

- The rise of DIY (do-it-yourself) culture

- The desire for increased personalization in all areas of life

- The ability to use new and emerging technologies such as social media, self-publishing and digital recording to create works from start to finish

- Increasing interest in STEM and STEAM (science, technology, engineering, art and math) learning

This capacity is moving public libraries beyond traditional craft programs (which are thriving) toward new opportunities for library patrons to participate in a collaborative, learning-oriented environment. As one national library leader noted, "Creativity is a whole existing horizon and libraries are moving into that space in an open and interesting manner."

For some public libraries, this movement is resulting in the creation of makerspaces: hands-on, mentor-led learning environments that foster experimentation, invention and creation through project-based learning. The types of learning available in makerspaces can vary widely, from home bicycle repair, to using 3D printers, to creating digital content. As of 2015, at least eight Oregon libraries are planning makerspaces.

Several interviewees and focus group participants noted the importance of collaboration in the area of *Arts, Culture and Creativity.* "We work most effectively in collaboration with other organizations," said one library director. Accordingly, Oregon library directors gave this role a relatively high value with respect to whether they believed it was fulfilled by other community organizations.

At the same time, focus group participants noted a strong need for the free cultural programming that

public libraries offer, in contrast to larger community celebrations or events that are perceived as too costly by community members.

In the online survey, library directors most frequently cited the following programs and services as providing support for *Arts, Culture and Creativity*:

- Performances: 83%

- Arts and crafts programs: 82%

- Author talks: 68%

- Writer workshops or programs: 61%

- Exhibits: 61%

- History programs: 61%

- Film screenings: 48%

- Makerspaces: 10%

- 3D printing: 7%

- Seed library (free exchange of garden seeds): 7%

Role: Civic and Community Engagement

As noted in the American Library Association's *State of America's Libraries 2015* report, America's public libraries function as community anchors that support the local economy while also helping to create a more "democratic, just and equitable society."

At the national level, this principle has been particularly apparent in communities like Ferguson, MO, and Baltimore, MD, which recently survived brief but serious periods of civil unrest. Despite being at the epicenter of the chaos, the libraries in these communities stayed open and untouched by vandalism, offering their normal services and gathering volunteers to provide educational programming for children whose schools were closed. According to the branch manager in Baltimore, "We wanted to do that because we're right here at this intersection where everything happened, and it felt like a good gesture and a good symbol for the community. If the libraries can open their doors, it's a good step forward."

This ability of public libraries to be a safe and neutral convener of people from different perspectives and backgrounds is one of their greatest strengths. As one national informant said, "People in communities and even in families vary in their politics. Libraries have the perfect opportunity to create spaces for dialogue so that people can participate in conversations about their community."

In many cases, "One city, one book" projects provide such an opportunity, as do Conversation Project programs from Oregon Humanities, town halls or candidate forums. As several focus group participants pointed out, the dynamic tends to be somewhat different in smaller communities, where most people already know each other. One noted, "Our community is so pea-picking small, it's hard not to be engaged." Still, the opportunity to connect is the same. In many communities, library directors and staff are active in Rotary, Kiwanis, the Chamber of Commerce and other civic organizations.

Public libraries also play a vital role in connecting people with government services. As the longtime recipient of printed IRS forms (a service that the IRS has since discontinued, much to the disappointment of many community members), library staff can help patrons download what they need from library computers. In many communities, they have also helped people sign up for health insurance. In Multnomah County, 25 percent of all ballots cast are brought to the public library's ballot box. And rural library directors report partnering with the local county clerk on voter education.

Looking at *Civic and Community Engagement* from another perspective, libraries across the country—as well as in Bend and Portland—are increasing their efforts to address the needs of patrons experiencing homelessness and mental illness by collaborating with social workers to provide on-site support and referrals for services. In some cases, the library hires professional social workers; in others, partnerships with local providers bring them into the library or the library utilizes interns from social work programs.

In the online survey, the following programs and services were cited by library directors as providing support for *Civic and Community Engagement*:

- Community resources: 82%

- Speaker programs: 78%

- Hosting ballot boxes: 51%

- Oregon Humanities Conversation project programming: 38%

- Services for homeless patrons: 32%

- Teen Council: 27%

- Town halls: 20%

- Citizenship classes: 9%

At the national level, the primary public library initiative focused in the area of civic engagement is called Libraries Transforming Communities (LTC). As an ALA initiative designed in partnership with the Harwood Institute for Public Innovation (with support from the Bill & Melinda Gates Foundation) that seeks to strengthen the role of libraries as core community leaders and change agents, LTC provides tools, resources and support for librarians to engage with their communities in new ways. The goal is to make libraries more reflective of and connected to their communities, and to enable them to build stronger partnerships with local civic agencies, nonprofits, funders and corporations.

The program's focus is on the practice of "turning outward," emphasizing a shift in orientation from *internal* (library-focused) to *external* (community-focused). This change is achieved through practical

steps such as taking measures to better understand communities; changing processes and thinking to make the library's work more community-focused; responding proactively to community issues; and putting community dreams and aspirations first.

Role: Economic and Workforce Development
In a number of respects, *Workforce and Economic Development* is directly linked to *Digital Inclusion*, because in the 21st century, the tools are the same. Without access to the Internet, job applicants can't apply for work and small-business owners can't pursue opportunities.

Public libraries provide not just the Internet access but also the technology training and skills that boost employability. In some communities, a certain number of library computers are reserved for the use of job seekers, underscoring the library's understanding of the importance of this effort.

All Oregon public libraries offer LearningExpress through the Oregon Statewide Database Licensing program. This online resource includes basic computer and Internet instruction; professional career certification tests; and tutorials to develop skills in math, reading and basic sciences. LearningExpress complements the various print, audio, video and
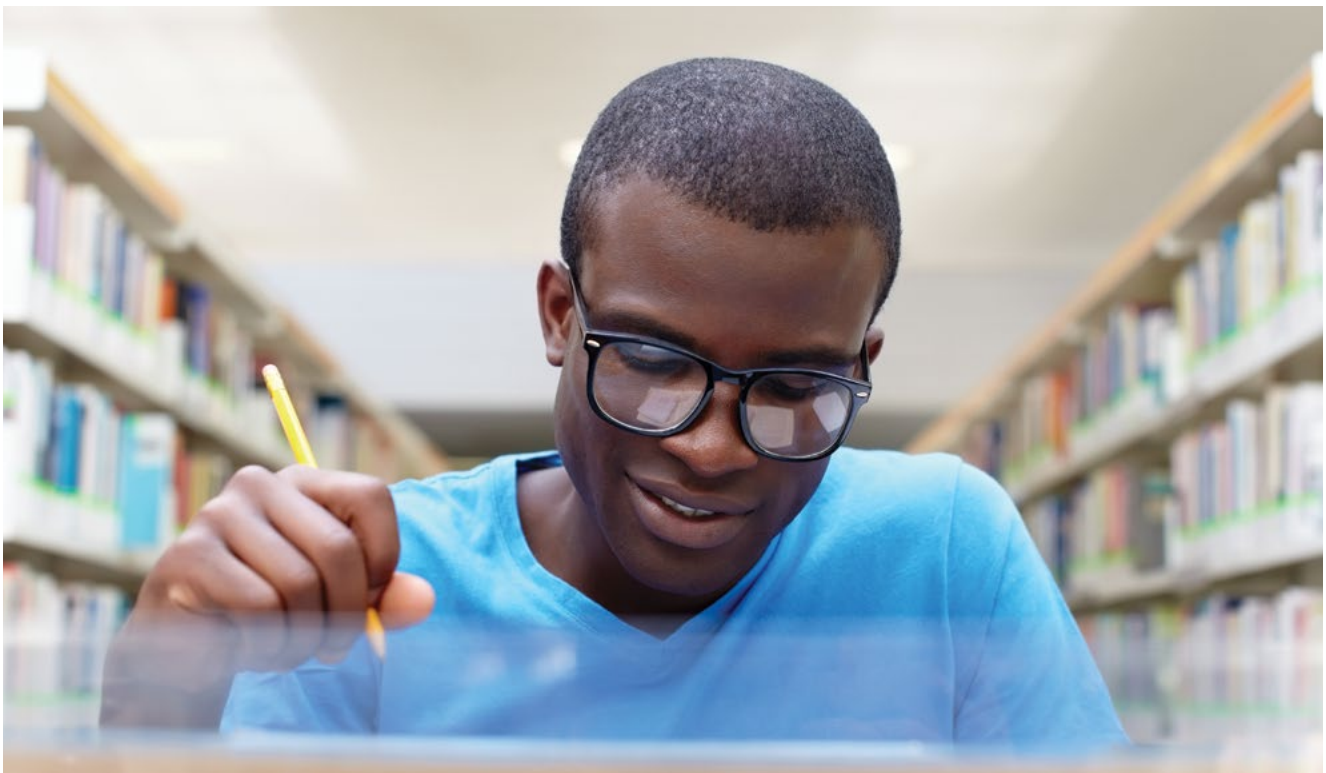
online resources that libraries provide to assist those in the workforce.

According to the survey and focus group results, many Oregon library directors feel that their community's needs in this arena are fulfilled by other agencies, such as local workforce development. This is reflected in its low ranking both as a library priority and as something the library is successful in providing. (The geographic exception from the survey is Southern Oregon, whose directors gave this role the same priority as the top-ranked *Encouraging Reading, Early Childhood Learning* and *Digital Inclusion*).

At the national level, some libraries are placing great emphasis on economic and workforce development, creating small-business centers that provide meeting rooms and equipment for entrepreneurs. In the focus groups, Oregon library directors whose libraries lend or rent meeting spaces reported this happening on a more informal basis. In one library, a temporary shutdown of the Wi-Fi prompted complaints like "this is hurting my business"—testament to the fact that library customers are running their small businesses on personal devices at the library.

In many Oregon communities, a major challenge is to increase awareness of services the library already provides. Through its Expanding Opportunities program—a multiyear project funded with competitive LSTA funds—Josephine Community Libraries reaches out both to schoolchildren and adults to increase information literacy in Josephine County.

With respect to adults, the library partners with the local job council, community college and Small Business Development Center to offer up-to-date and relevant technology resources, outreach and training. In this economically challenged area, the goal is to support Josephine County residents as they seek to improve their lives through education, employability and entrepreneurship.

In the online survey, library directors cited the following programs and services as providing support for *Economic and Workforce Development*:

- Technology training: 51%
- Small-business resources: 47%
- Software training: 43%
- Meeting space for small businesses: 40%
- Résumé writing workshops: 19%
- Social media workshops: 15%
- Networking opportunities: 12%
- Grantmaking centers: 9%
- Job fairs: 4%

Public libraries also have a unique role to play with regard to downtown revitalization efforts; they bring a steady stream of customers downtown, who support nearby businesses before or after their library visit. Moreover, those that feature meeting rooms experience heavy use by a wide range of community groups, often to the extent that it is difficult for the library to maintain the capacity needed to host its own programs.

Role: Supporting Limited English-Speaking Communities

Historically, public libraries have provided opportunities for immigrants to improve their language skills, explore their information needs and become connected to their communities.

In Oregon, language diversity varies greatly from community to community. Outside the Metropolitan Portland area, that diversity is largely focused on our state's growing number of Spanish speakers, who currently comprise about 12 percent of the state population. In Woodburn, Cornelius, Nyssa and a handful of other smaller Oregon communities, Latinos are the majority population. In other areas, they comprise 5 percent or less of the population.

Library services are locally defined to reflect the unique needs of each community, which results in varying levels of responsiveness to this service role. The survey results show that all areas of the state except Metropolitan Portland gave this role their lowest ranking as a priority; all regions except Metropolitan Portland and the Northern Willamette Valley gave it their lowest ranking as a role they believe they are successfully supporting.

The survey and focus groups elicited numerous comments indicating that due to the homogenous

ethnic and linguistic composition of their communities, serving limited English speakers was simply not a priority for many Oregon library directors.

At the other end of this spectrum is Multnomah County Library, which provides collections, services and staffing in five languages other than English (Spanish, Russian, Chinese, Vietnamese and Somali). In the middle are many Oregon libraries striving to serve the Spanish speakers in their communities by hiring Spanish-speaking staff, building Spanish language collections, and developing programming and services geared toward Spanish speakers.

The libraries that are most successful in this effort recognize that it entails more than a simple translation of what they offer English speakers. Instead, services must often be redesigned so that they are culturally relevant and compelling to their target audience.

Library staff must also engage in direct outreach. By providing bilingual signage, informational materials and online access, the public library communicates that everyone in the community is welcome. As one national informant said, "We help communities accept their new residents," a role that is particularly important in communities unaccustomed to cultural and linguistic diversity.

A recent LSTA-funded project by Hood River County Library illustrates multiple best practices. Focused in Odell, OR, where Latinos comprise almost 64 percent of the local population, the project's goal is to increase English literacy among adult Spanish speakers. By providing partial support for a library outreach position, this project increases literacy programs for Spanish speakers, boosts awareness of Spanish language literacy and library services, and provides weekly access to library materials and services through a weekly bookmobile stop.

An essential part of this effort is developing deep and broad partnerships with Hispanic businesses, churches, and other county service providers and employers.

In the online survey, library directors cited the following programs and services as *Supporting Limited English-Speaking Communities*:

- Library informational materials in languages other than English: 62%

- Bilingual staff: 42%

- Active collection development in languages other than English: 41%

- Online information in languages other than English: 38%

- Storytimes in languages other than English: 30%

- Signage in languages other than English: 29%

- Bilingual storytimes: 26%

- English as a Second Language classes and resources: 9%

- Conversation classes: 9%

- Adult programming in languages other than English: 6%

- Citizenship classes: 5%

Seven respondents (equivalent to 10 percent of the above) indicated that given the lack of diversity in their communities, services in languages other than English are not offered at all. On a separate survey question relating to challenges, nine other respondents shared similar information.

Oregon libraries face numerous challenges fulfilling the diverse roles they play

In response to the original questions posed by OCF, this needs assessment focused not only on the ways that Oregon's public libraries create resilient communities but also on the challenges that libraries face in achieving success in these efforts. Through the literature review, survey and focus groups, a consistent picture emerges of diverse and often difficult-to-solve challenges, many of which are tied to funding issues.

Every five years, the Oregon State Library submits a Library Services and Technology Act plan to IMLS, establishing priorities for allocating federal dollars around the state. Though not limited to public libraries, this document is the most comprehensive snapshot of Oregon's library landscape that is completed on a periodic basis. Prepared in 2012, the 2013 – 2017 plan identifies the following challenges, all of which

are relevant to the current study:

- Delivering quality library services to Oregonians in sparsely populated areas

- Serving a growing population of seniors, Latinos and other emerging immigrant populations

- Addressing gaps in services (e.g., reductions in school and county law libraries; Oregon's unserved population)

- Improving public understanding of library services and benefits

- Addressing high levels of unemployment and economic uncertainty statewide

- Providing preschool children and their families and caregivers with access to early literacy resources and services

- Addressing the dropoff in reading as children become young adults

- Addressing institutional barriers to cooperation

- Improving digital literacy, assisting patrons with new technologies, and changing library services to match the information needs of our communities

Across the state, focus group participants shared their thoughts about the primary challenges currently facing their own libraries. The following operational issues were most frequently cited.

- **Geography.** Libraries in more rural areas have difficulties in attracting staff, program presenters and even audiences when attending an evening program means a long drive into town. The cost of gas and travel time makes it difficult for libraries to share materials, attend trainings and collaborate with other community organizations.

- **Facilities.** Old and inadequate buildings, not designed for 21st-century needs and technology, pose ongoing challenges. Although many Oregon libraries have been renovated or replaced in the last two decades, others remain outdated due to lack of funding.

- **Meeting rooms.** Libraries that lack a meeting room find that it limits the programming and services they can offer, not just for library-sponsored programs but also for community-

sponsored opportunities. Libraries that have meeting rooms often find that demand exceeds the supply of available hours.

- **Collections.** Although print is still in demand, there's growing pressure to increase purchasing of e-books, which are often more expensive than their print counterparts. With flat collection budgets, libraries find it challenging to keep their collections relevant.

- **Technology.** Public libraries struggle to stay abreast of advancing technology. Many lack the funding to build ongoing replacement of staff and public computers into their operating budgets, let alone to afford other technology such as self-check machines. In rural areas, it can be difficult to get high-speed Internet access.

- **Working with schools.** The loss of credentialed school librarians (according to the Oregon State Library, an 84-percent decrease since 1981) has left a significant gap in services for schoolchildren. Without a school librarian to partner with, public librarians often find it difficult to forge connections with public schools.

- **Marketing.** As one respondent noted, "It's one thing to redesign the iPhone but when you are talking about such an iconic institution, one that's so embedded in people's ganglia, it's harder." Libraries must work hard to change century-old perceptions of what they have to offer, and to make their communities aware of relevant programs and services.

The survey approached the issue of perceived challenges by asking library directors to consider the challenges they face in supporting each of the eight library roles. Most frequently, they cited inadequate staffing and inadequate funding, as shown in Figure 4 above.

Because most of a library's operating budget goes to salaries and benefits (according to the IMLS *Public Libraries in the United States* survey, the national average is 68 percent), one might argue that this distinction between inadequate staffing and inadequate funding is minor.

At the core of the well-being of every public library is the level of tax support it receives from the local

Figure 4. Percentages of libraries reporting typical challenges in supporting each library role

Library Role	Challenges in supporting each role (select all that apply)				
	Inadequate staffing	Inadequate funding	Insufficient space	Lack of qualified staff	Challenges forming community partnerships
Education & Lifelong Learning	81%	75%	45%	48%	23%
Civic & Community Engagement	78%	58%	53%	34%	17%
Arts, Culture & Creativity	77%	65%	59%	35%	17%
Early Childhood Learning	74%	64%	46%	28%	16%
Economic & Workforce Development	74%	66%	56%	66%	27%
Digital Inclusion	69%	67%	49%	57%	10%
Encouraging Reading	68%	61%	41%	20%	11%
Supporting Non-English Speaking Communities	56%	57%	34%	65%	29%

community. Although this funding is supplemented by fines, fees, donations and grants, it is difficult (if not impossible, in the long term) for public libraries to operate without adequate public revenue. For this reason, some Oregon libraries struggle to maintain basic levels of service. As one focus group participant said, "Sustainability is a challenge for us; we don't have the structural money."

Beyond that, there are financial pressures that affect all public libraries. While library revenues remain stagnant overall, costs have steadily risen in recent years for the two largest items in a library budget: staffing and materials.

According to the IMLS *Public Libraries in the United States* survey, the cost of benefits for public libraries has increased 51 percent over the last 10 years, while the price of materials (particularly e-books) has also increased significantly. Public libraries are often inventive in circumventing financial challenges, but sometimes this comes at the expense of reaching larger goals. As one focus group participant said, "Libraries know how to squeeze a nickel better than

anyone — that's both a strength and a weakness. We don't always see the bigger picture."

To fill ongoing financial gaps, Oregon's public libraries regularly turn to fundraising

As noted earlier, there is a large disparity in Oregon with respect to local support for public libraries; a rough patchwork of city-, county- or district-funded solutions exists alongside a small portion of the state that is entirely unserved. Libraries that are not part of a district often must compete for support as departments of municipal or county governments that face their own structural deficits.

Many Oregon libraries depend on money raised by Friends of the Library groups to fund core services such as summer reading or year-round programming, which should ideally be as much a part of the operational budget as book purchases. To fill the gap, public libraries must engage in ongoing fundraising. Some turn to local businesses, but this is a challenge in more rural areas, which have few businesses to draw from and where the public schools are first in line for this support. Library foundations

are often quite successful in pursuing grants and individual donations, but even the most successful library foundations in our state report increased competition and fewer opportunities.

In the survey, 85 percent of respondents agreed or strongly agreed that their library was likely to pursue competitive grant funding in the next year, while 73 percent of Oregon public libraries reported applying for a competitive grant in the last three years.

As figure 5 shows, the larger the population served, the more likely this was to be the case. The most frequent pursuit of competitive grants was reported at both ends of the budget spectrum, as figure 6 shows. With respect to geography, Southern and Eastern Oregon had the highest incidence of grant-seeking. Northern Willamette Valley had the lowest.

Most often, libraries turn to local service organizations, Oregon foundations, the Oregon State Library/ LSTA program, or regional or national companies when seeking grants:

- Local service organizations (e.g., Rotary): 61%

- Major Oregon foundations (OCF, Meyer Memorial Trust, Collins, Ford Family Foundation): 51%

- Other Oregon foundations (e.g., Jackson, Juan Young, Autzen): 41%

- Oregon State Library/LSTA: 39%

- Regional or national companies: 37%

- Other (non-Oregon) foundations: 25%

- National Endowment for the Humanities/ National Endowment for the Arts: 22%

- American Library Association or its divisions: 18%

- Libri Foundation (children's books for rural libraries): 18%

In addition, four respondents (equivalent to 8 percent of the above) reported pursuing grants from their county cultural coalition or the Oregon Cultural Trust. One respondent reported approaching a tribe.

When asked which roles or projects had been the focus of grant applications, Oregon library directors reported seeking support for all eight of the library roles, as well as for capital improvements.

Figure 5. *Percentage of public libraries that applied for competitive grants in the past three years, distributed by size of population served*

Population served	Applied
Fewer than 1,000	50%
1,000 - 4,999	58%
5,000 - 9,999	77%
10,000 - 19,999	69%
20,000 - 49,999	80%
50,000– 99,999	88%
100,000 -499,999	100%
500,000 or more	100%

Figure 6. *Percentage of public libraries that applied for competitive grants in the past three years, distributed by size of operating budget*

Annual budget	Applied
$10,000 - $49,999	100%
$50,000 - $99,999	45%
$100,000 - $199,999	75%
$200,000 - $399,999	79%
$400,000 - $999,999	76%
$1 million - $4.99 million	80%
$5 million - $9.99 million	67%
$10 million - $29.9 million	100%
Over $30 million	100%

Figure 7. *Percentage of public libraries that applied for competitive grants in the past three years, distributed by geographic region*

Region	Applied
Central Oregon	67%
Eastern Oregon	93%
Metro Portland	73%
North Coast	62%
Northern Willamette Valley	43%
South Coast	50%
Southern Oregon	100%
Southern Willamette Valley	82%

The frequency with which each role was selected is not dissimilar to the rankings of each role elsewhere in the survey as a priority.

The main difference between grant-seeking efforts and prioritization is with respect to *Education and Lifelong Learning*, which ranked relatively highly as a priority but landed in the lower tier of grant-seeking. This may reflect a lack of opportunities to pursue support for the role, which includes the library's non-fiction collection—an operational expense for which it may be more difficult to find potential funders.

As the current data indicate, *Encouraging Reading* and *Early Childhood Learning* are tops in grant-seeking, both as library priorities and as areas of success. However, focus group participants also expressed a desire for diverse opportunities for support. As the director of a relatively well-funded library with an extensive youth services program said, "It's easy to get grants if a kid is involved, but there are other things we need, too."

Just over a quarter of library directors surveyed indicated that they had not pursued a competitive grant in the last three years. The three most frequently cited reasons relate directly to staff capacity. The majority of respondents (76 percent) indicated that their library lacks the time and staff capacity to prepare grant applications, while 41 percent indicated that their library lacks the expertise. Other reasons cited included lack of awareness of relevant opportunities (29 percent) and doubt about whether they would be successful (24 percent).

In the interviews, national library leaders were asked for their perspective on what the philanthropic community needed to better understand about public libraries. Participants emphasized these points:

1. **Libraries are evolving and responsive.** "Libraries are cornerstones of success in their communities. We address so many different needs. We create success stories even though our connection to that success is invisible. Many libraries are progressive and rethinking our role in the community, far beyond checking out a book and more than a warehouse. We are essential to the vitality of our communities."

2. **Libraries are a network of community assets that can provide the infrastructure to meet philanthropic goals.** "The great news about libraries is that the lights are already on. You're not paying to set up an organization; that organization already exists. This gives a big bang for philanthropic dollars—libraries can move things forward."

3. **Libraries make a huge impact in ways that are often overlooked or invisible.** To address this, the library community is working to improve how impact is measured and communicated, as explored earlier in this report.

When this question was posed to focus groups,

Figure 8. Percentages of libraries reporting pursuing grant funds for each role, compared with priority rankings

Library Role	Percentage of libraries that pursued a grant in this area	Average value (from 1 to 7) as a library priority
Encouraging Reading	55%	5.74
Early Childhood Learning	53%	5.58
Digital Inclusion	49%	5.10
Arts, Culture & Creativity	45%	5.01
Facilities (capital improvements)	37%	n/a
Civic & Community Engagement	27%	4.95
Education & Lifelong Learning	22%	5.29
Supporting Limited English-Speaking Communities	12%	3.57
Economic & Workforce Development	10%	3.80

there was again much discussion about the relevance of public libraries in the 21st century. Directors from smaller libraries discussed the challenges of finding capacity to write grants and respond to complex guidelines.

Asked what public libraries need to better understand about the philanthropic community, national library leaders emphasized the following:

1. It isn't a spigot of money, it's a partnership.

2. Funders differ greatly in their missions and goals. Libraries need to understand what each funder really wants to accomplish.

3. Funders need to see outcomes and impact, not just anecdotes.

In the focus groups, there was a variety of responses to this question, driven in part by the funding situation of each library. For some libraries, operating dollars provide only the bare minimum of service; anything more must be raised from other sources.

While some respondents expressed grantwriting fatigue and frustration with their inability to get the

operational support they feel they need ("grants are great for innovation, but they don't run the library"), others shared success stories.

One director reported receiving money from OCF advised funds she "had never heard of" after submitting a competitive grant application, adding, "There's more money out there than you think there is."

There are multiple ways to provide philanthropic support to Oregon's public libraries

Oregon's public libraries are diverse in their financial and programmatic needs. A small, remote rural library with only a few hundred patrons has special challenges in serving its community. But so does Multnomah County Library, which serves almost 20 percent of the state's population.

Although grant opportunities that focused on any one of the eight library roles would be appreciated and utilized by public libraries, this needs assessment recommends a broad approach that would potentially include all of them. By giving libraries

the chance to request support in the areas where they are experiencing the greatest need, funders can provide libraries with the flexibility to respond to the unique needs of their communities. That said, the data from this needs assessment point to obvious areas where opportunities exist to enhance the work of Oregon's public libraries:

- Technology: Address hardware and software needs to complement the Edge Initiative.

- Collections: Expand e-resources and other areas of need.

- Marketing and communications: Increase library awareness and use.

- Early childhood services: Expand outreach programs.

- Adult and youth programming: Increase community engagement opportunities.

- Job-seeking and small-business resources: Improve local services.

- Makerspaces and other collaborative learning environments: Increase community creativity.

- Reading promotion: Help libraries engage readers of all ages.

- Community engagement: Create stronger connections between community needs and library services (e.g., Libraries Transforming Communities, which is discussed below).

- Small-scale ($5,000 to $10,000) facilities improvements.

As regards broad philanthropic approaches, there are several recent or existing models to consider.

Target support to encourage library innovation
Focus group participants and interviewees were both asked whether innovation was more accessible to larger or better-funded libraries. National library leaders responded that innovation was a matter of creativity and ingenuity, not funding; that smaller libraries can be more nimble than larger ones; and that partnerships were the key to making new things happen. Some focus group participants agreed, but others acknowledged that given their limited capacity, they were content to let other libraries be on the leading edge and then learn from them.

In any case, competitive grant programs tend to favor libraries that have the capacity to pursue and implement them. This is as true of the LSTA competitive grant program as it is of any other Oregon grant opportunity. The biggest advantage of the LSTA program—which could be replicated by OCF or another foundation—is that it is limited to the work of libraries.

Given the LSTA grant program's history of supporting emerging best practices in Oregon, it is likely that a parallel innovation-focused grant line would inspire additional high-quality, replicable projects around the state. As one interviewee noted, private support is integral to public library innovation, as there can be challenges with using public dollars to experiment with new ways of providing services.

Provide proportionate support to all
Oregon libraries
The model for this approach is the Ready to Read program, which divides per-capita funding provided by the Oregon Legislature among all of Oregon's public libraries. Although the program is noncompetitive, libraries must submit an application and evaluation reflecting the outcome-based criteria of the Oregon State Library.

Distribution is determined by a funding formula that includes the number of children and the square mileage of each library jurisdiction. The minimum grant is $1,000. In FY14, the largest Ready to Read grant was $96,945, while the average award was $5,217. A total of 53 libraries received the minimum grant. Without the $1,000 baseline, the smallest grant would have been $33.

Ready to Read grants support early literacy programs, summer reading and youth literacy efforts, and leverage $1.87 in support from other sources (primarily Friends of the Library groups) for every dollar provided by the state. Should there be interest in pursuing this model, the Oregon State Library would be a useful resource and a potential partner in determining an equitable way to distribute funds.

Target support to the neediest sectors of the
library community
In recognition of the needs of smaller arts organizations, OCF offers Small Arts and Culture grants of

practices in early literacy training in their communities. For smaller or underfunded libraries that lacked the resources to access such training, this was a godsend.

Of all the promising national practices covered in this report, one that might be appropriate for this type of statewide project is the American Library Association's Libraries Transforming Communities initiative, which is discussed above under *Civic and Community Engagement.*

Currently, ALA is working with 10 public libraries from across the country in an intensive 18-month, team-based community engagement training program. Each library is focused on developing and implementing an action plan rooted in the "turning outward" approach: creating new partnerships, facilitating community conversations, and sparking increased energy and commitment for overcoming community challenges. This effort could potentially be adapted for use in Oregon.

In considering funding solutions, the most difficult nut to crack is balancing funders' interest in providing seed money for new initiatives against the inadequate operating budgets of many public libraries. For example, data from this needs assessment indicate that Oregon's smallest public libraries are less engaged with *Early Childhood Learning* as a priority or as a perceived area of success, and that the most significant impediment to the success of public libraries in the early childhood system is staff capacity. This is logical, because given their minimal staffing (often only one person), Oregon's smallest public libraries simply don't have the bandwidth to provide the storytimes, early literacy trainings, and outreach that are considered best practices for a public library's early childhood program.

$1,000 to $5,000 to arts organizations with budgets under $100,000. A similar grant line could support public libraries.

Given the diverse size and service areas of Oregon's public libraries, it is recommended that this not be based on annual operating budget. Instead, eligibility for such a grant line could focus on a variable that is more reflective of the library's overall well-being, such as weekly open hours. Alternatively, the focus could be upon an area of specific donor interest, such as rural libraries, or libraries that serve a population under a certain ceiling.

Engage a wide range of Oregon libraries through a centrally managed statewide project
As noted earlier, the Reading for Healthy Families initiative (funded by the Paul G. Allen Foundation and OCF) trained Healthy Start/Healthy Families Oregon home visitors and children's librarians in the Every Child Ready to Read curriculum. Apart from covering training and travel time, there was no cost to public libraries to participate, which significantly increased the number of public libraries implementing best

To assist libraries in improving these efforts, a funder might wish to offer limited-duration staffing support to expand services. The question that then arises is: *How will the small library maintain that effort when the grant money is spent?* To leverage the ability libraries have to make a difference in their communities, and to respond to the financial realities that most public libraries in Oregon face, increased flexibility in terms of requiring demonstrable sustainability may be desirable.

CONCLUSION

In May 2015, educator and Knight Foundation board chairman John Palfrey published *BiblioTech: Why Libraries Matter More Than Ever in the Age of Google*. Although much of the book focuses on the challenges and opportunities inherent in transitioning from an analog to a digital age, Palfrey's positive vision for libraries encompasses both:

> People are moving away from physical objects, by and large, as sources of discovery and information. But the need for human interaction—for humanity, in the broadest sense—has never been greater. Libraries can thrive at precisely this intersection. (p. 81)

Palfrey also issues a call to action to ensure that libraries are not simply swept away in an era of rapid change:

> The disappearance of libraries as we know them would affect the way our children are educated—for the worse. It would undercut the ability of immigrants to any free country to adjust to a new system, find jobs, and join the ranks of literate working-class and middle-class citizens. Libraries provide public spaces where people can congregate, share their common cultural and scientific heritage, and create knowledge. Libraries, along with archivists, maintain the historical record of our societies and our lives. By failing to invest in libraries during this time of transition away from the analog and towards the digital, we are putting all these essential functions at risk just when we need them most. (p. 10)

Palfrey argues that relative to other public costs such as education, public safety and health, "tiny public investments in libraries go a long way." Accordingly, he advocates increased government support as well as a new generation of library philanthropists for the digital age.

In Oregon, the philanthropic community has the opportunity to support a dynamic network of public libraries in the essential work that they do to support and enhance our communities.

> People are moving away from physical objects, by and large, as sources of discovery and information. But the need for human interaction—for humanity, in the broadest sense—has never been greater. Libraries can thrive at precisely this intersection.
>
> —*John Palfrey*

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APPENDIX B: FOCUS GROUP PARTICIPANTS

WILSONVILLE PUBLIC LIBRARY
February 17, 2015

Jenny Berg
McMinnville Public Library

Katinka Bryk
Stayton Public Library

Carrie Caster
Mount Angel Public Library

Patrick Duke
Wilsonville Public Library

Mark Greenhalgh-Johnson
Dallas Public Library

Leah Griffith
Newberg Public Library

Diane Hadley
Molalla Public Library

Melissa Kelly
Canby Public Library

Michele Kinnamon
Estacada Public Library

Katie Newell
Ledding Public Library

B.J. Toewe
Salem Public Library

OCF—PORTLAND OFFICE
February 18, 2015

Nettie-Lee Calog
Warrenton Public Library

Sara Charlton
Tillamook County Libraries

Irene Green
Gladstone Public Library

Karen Hill
Cornelius Public Library

Peter Leonard
Cedar Mill Community Library

Buzzy Nielsen
Hood River County Library

Dan White
Scappoose Public Library

OCF—MEDFORD OFFICE
February 23, 2015

Christy Davis
Klamath County Libraries

Kate Lasky
Josephine Community Libraries

Kim Wolfe
Jackson County Library

OCF—EUGENE OFFICE
February 25, 2015

Connie Bennett
Eugene Public Library

Rob Everett
Springfield Public Library

Harold Hayes
Douglas County Library

Rose Peda
Sweet Home Public Library

Carolyn Rawles
Corvallis-Benton County Library

COOS BAY PUBLIC LIBRARY
February 27, 2015

Barbara Caffey
Myrtle Point Public Library

Rosalyn McGarva
Bandon Public Library

Sami Pierson
Coos Bay Public Library

Gary Sharp
North Bend Public Library

Ellen Thompson
Coos Bay Public Library

OCF—BEND OFFICE
March 3, 2015

Jan Bolton
Spray Public School Library

Todd Dunkelberg
Deschutes Public Library

DeRese Hall
Jefferson County Library

Cheryl Hancock
Harney County Library

Camille Wood
Crook County Library

NEWPORT PUBLIC LIBRARY
March 5, 2015

Kirsten Brodbeck-Kenney
Driftwood Library (Lincoln City)

Diedre Conkling
Lincoln County Library District

Esther Moberg
Seaside Public Library

Jill Tierce
Waldport Public Library

Penny Toepel
Sheridan Public Library

PENDLETON PUBLIC LIBRARY
March 11, 2015

Marie Baldo
Hermiston Public Library

Mary Finney
Pendleton Public Library

Sherri Contreras
Ukiah Public Library

Darlene Herbert
Helix Public Library

Beth Longwell
Sage Library System

Marsha Richmond
Oregon Trail Library District

Louise Sheldon
Union Public Library

Perry Stokes
Baker County Library

Terri Washburn
La Grande Public Library

Erin Wells
Milton-Freewater Public Library

APPENDIX C: FOCUS GROUP QUESTIONS

1. What promising public library practices, programs or strategies would you like to see more broadly implemented in Oregon? (If needed, prod with list of roles below.)

    - Civic and Community Engagement

    - Encouraging Reading

    - Early Childhood Learning

    - Economic and Workforce Development

    - Education, Literacy and Lifelong Learning

    - Arts, Culture and Creativity

    - Digital Inclusion ("the ability of individuals and groups to access and use information and communication technologies")

    - Supporting Limited English-Speaking Communities

2. What are the challenges in implementing these promising practices in libraries throughout Oregon?

3. Specifically for your library, what would those challenges be?

4. Many innovative programs in public libraries are initiated by larger or well-funded libraries. What are your thoughts on how to make innovation accessible to libraries that are smaller or not well funded?

5. What do you think the philanthropic community needs to better understand about public libraries?

6. What do you think public libraries need to better understand about the philanthropic community?

7. Do you have anything to add about how public libraries of all sizes and situations can be supported?

APPENDIX D: LIST OF INTERVIEWEES

Oregon public libraries: Statewide and local perspectives

Interview questions for this group focused on needs assessment questions 1 through 4

- MaryKay Dahlgreen, Oregon State Librarian

- Amy Hutchinson, director, Lake County Library District, Lakeview, OR

- Vailey Oehlke, director of libraries, Multnomah County, and president-elect, Public Library Association

Public libraries and early childhood development

Interview questions for this group focused on needs assessment questions 2 and 3

- Katie Anderson, youth services consultant, Oregon State Library

- Renea Arnold, Every Child Initiative supervisor, Multnomah County Library

- Dan Gaffney, P-3 coordinator for Clatsop County

- Mary-Curtis Gramley, director, Southern Oregon Early Learning Hub

- Susan Lindauer, executive director, Children's Trust Fund of Oregon

- Heather McNeil, youth services coordinator, Deschutes Public Library

- Lauren Sigman, early childhood coordinator for Lincoln County School District

- Maria Weer, director of Building Healthy Families

- Patty Wilson, deputy director of early care and education, Neighbor Impact

Innovation and emerging best practices in public librarianship

Interview questions for this group focused on needs assessment question 4

- Carolyn Anthony, past president, Public Library Association; director, Skokie Public Library, Skokie, IL

- Ginnie Cooper, recently retired director of the District of Columbia Public Library (previously director of libraries, Multnomah County)

- Sari Feldman, 2015-16 president, American Library Association; executive director of the Cuyahoga County Public Library, Parma, OH

- Susan Hildreth, recently departed director, Institute of Museum and Library Services

- Deborah Jacobs, director, Global Libraries Initiative, Bill & Melinda Gates Foundation

- Pam Sandlian Smith, director, Rangeview Library District (Anythink Libraries), Thornton, CO

APPENDIX E: INTERVIEW QUESTIONS

Group 1: National Library Leaders

1. I'm going to read a list of roles that public libraries support in their communities. Please tell me about the promising practices, programs or strategies that you see emerging in public libraries to support and enhance each role. (Probe for evidence if not in answer.)

   - Civic and Community Engagement

   - Encouraging Reading

   - Early Childhood Learning

   - Economic and Workforce Development

   - Education, Literacy and Lifelong Learning

   - Arts, Culture and Creativity

   - Digital Inclusion ("the ability of individuals and groups to access and use information and communication technologies")

   - Supporting Limited English-Speaking Communities

2. Any additional roles that you'd like to add? (If so: Please tell me about the promising practices, programs or strategies that you see emerging in public libraries to improve each value.)

3. Many innovative programs in public libraries are initiated by larger or well-funded libraries. What are your thoughts on how to make innovation accessible to libraries that are smaller or not well funded?

4. What do you think the philanthropic community needs to better understand about public libraries?

5. What do you think public libraries need to better understand about the philanthropic community?

6. Outcome-based evaluation is defined as a systematic way of assessing the extent to which a program has achieved its intended result, by asking questions such as "How did the participant benefit from the program?" What do you think will best support public libraries of all sizes in broadly utilizing this best practice to plan and evaluate their services and programs?

7. Do you have anything to add about how public libraries of all sizes and situations can be supported?

Group 2: Early Childhood Experts

1. What is your role in the early childhood system and how do you interact with public libraries?

2. Where are public libraries currently most successful as participants in the early childhood system?

3. How can public libraries enhance the existing early childhood system?

4. What are the challenges that traditional early childhood system players have in successfully partnering with libraries?

5. What are the challenges that public libraries face in successfully participating with others in the early childhood system?

6. Are these challenges different for libraries in small or rural communities?

7. Are there library-based best practices or innovations in early learning that you would like to see more broadly implemented in Oregon?

8. In your opinion, what is the best way to accomplish broad adoption of such emerging best practices?

9. Do you have anything to add about public libraries and the early childhood system?

Group 3: Statewide and Local Perspective

1. I'm going to read a list of roles that public libraries play in their communities. Please tell me about the promising practices, programs or strategies that you see emerging in public libraries to support and enhance each role. (Probe for evidence if not in answer.)
    - Civic and Community Engagement
    - Encouraging Reading
    - Early Childhood Learning
    - Economic and Workforce Development
    - Education, Literacy and Lifelong Learning
    - Arts, Culture and Creativity
    - Digital Inclusion ("the ability of individuals and groups to access and use information and communication technologies")
    - Supporting Limited English-Speaking Communities

2. Any additional roles that you'd like to add? (If so: Please tell me about the promising practices, programs or strategies that you see emerging in public libraries to improve each value.)

3. Which of these promising practices, programs or strategies would you would like to see more broadly implemented in Oregon?

4. What are the challenges in implementing these promising practices throughout Oregon?

5. Outcome-based evaluation is defined as a systematic way of assessing the extent to which a program has achieved its intended result, by asking questions such as "How did the participant benefit from the program?" What do you think will best support public libraries of all sizes in broadly utilizing this best practice to plan and evaluate their services and programs?

6. What do you think the philanthropic community needs to better understand about public libraries?

7. What do you think public libraries need to better understand about the philanthropic community?

8. Do you have anything to add about how public libraries of all sizes and situations can be supported?

APPENDIX F: DISTRIBUTION OF SURVEY RESPONSES

Figure 9. Geographic distribution

Region	Library staff (% of responses)	Stakeholders (% of responses)
Central Oregon (Crook, Deschutes, Jefferson, Sherman, Wasco, Wheeler)	5%	3%
Eastern Oregon (Baker, Gilliam, Grant, Harney, Malheur, Morrow, Umatilla, Union, Wallowa)	22%	5%
Metropolitan Portland (Clackamas, Hood River, Multnomah, Washington)	22%	25%
North Coast (Clatsop, Columbia, Lincoln, Tillamook)	10%	0%
Northern Willamette Valley (Marion, Polk, Yamhill)	10%	6%
South Coast (Coos, Curry)	11%	6%
Southern Oregon (Jackson, Josephine, Klamath, Lake)	6%	28%
Southern Willamette Valley (Benton, Douglas, Lane, Linn)	14%	28%

Figure 10. Population distribution

The "percentage of Oregon libraries" column indicates what the statistical spread would look like if every Oregon public library participated with one response. "I don't know" responses are omitted from the results.

Population served	Percentage of Oregon libraries	Library staff (percentage of total responses)	Library stakeholders (percentage of total responses)
Fewer than 1,000	15%	6%	9%
1,001 – 4,009	23%	19%	10%
5,000 – 9,999	18%	19%	14%
10,000 – 19,999	14%	20%	16%
20,000 – 49,999	18%	15%	12%
50,000 – 99,999	8%	11%	14%
100,000 - 499,999	5%	8%	22%
500,000 or more	0.8%	1%	3%

Figure 11. Size of library's annual budget

(Note: Because more than half of library stakeholders answered "I don't know," results are limited to library staff.)

Size of budget	Percentage of library staff responses
$0 - $9,999	0
$10,000 - $49,999	9%
$50,000 - $99,999	15%
$100,000 - $199,999	5%
$200,000 - $399,999	18%
$400,000 - $999,999	23%
$1,000,000 - $4,999,999	20%

APPENDIX G. SURVEY QUESTIONS

This survey is part of a library needs and opportunities assessment funded by The Oregon Community Foundation (OCF). The goal of the project is to assist funders in identifying how best to support public libraries of all sizes as they provide 21st-century library services to a diverse public.

Completing the survey should take 15 to 20 minutes. All responses will be kept confidential and data will only be used in the aggregate.

Thank you for your willingness to provide input! Let's begin.

PART 1: GENERAL INFORMATION

Which of the following best describes the organization you work in or are associated with? (Select only one.)

- A public library
- A public library consortium
- A combined public/school library

Which category most closely resembles your role/responsibility in the library community?

- Public library director or manager
- Public library consortium director or manager
- Other library staff member
- Public library trustee or board member
- Friends of the Library staff or board member
- Library foundation staff or board member
- Other (please specify):

What is the size of your public library's service population?

- Fewer than 1,000
- 1,000 - 4,999
- 5,000 – 9,999
- 10,000 – 19,999

- 20,000 – 49,999
- 50,000 – 99,999
- 100,000 – 499,999
- 500,000 or more
- I don't know
- N/A (I work for a consortium or the question does not otherwise apply.)

What is the size of your library's annual budget?

- $0 – $9,999
- $10,000 - $49,999
- $50,000 - $99,999
- $100,000 - $199,999
- $200,000 - $399,999
- $400,000 - $999,999
- $1,000,000 - $4,999,999
- $5,000,000 - $9,999,999
- $10,000,000 - $29,999,999
- $30,000,000+
- I don't know
- N/A (I work for a consortium or the question does not otherwise apply.)

In what region of Oregon is your library located?

- Central Oregon (Crook, Deschutes, Jefferson, Sherman, Wasco and Wheeler)
- Eastern Oregon (Baker, Gilliam, Grant, Harney, Malheur, Morrow, Umatilla, Union and Wallowa)
- North Coast (Clatsop, Columbia, Tillamook and Lincoln)
- South Coast (Coos and Curry)
- Northern Willamette Valley (Marion, Polk and Yamhill)
- Southern Willamette Valley (Benton, Douglas, Lane and Linn)

- Metropolitan Portland (Washington, Clackamas, Multnomah and Hood River)

- Southern Oregon (Jackson, Josephine, Klamath and Lake)

PART II. PUBLIC LIBRARY ROLES

This section lists a series of eight roles that public libraries play in their communities. Please consider each one in relationship to the priorities and activities of your library.

Civic & Community Engagement

What programs or services does your library offer that support Civic and Community Engagement? (Select all that apply.)

- Town halls

- Speaker programs

- Citizenship classes

- Oregon Humanities Conversation Project programming

- Services for homeless patrons

- Hosting ballot boxes

- Teen Council

- Community resources

- Other (please specify):

Please rate the following items based on how strongly you agree or disagree with each statement.

- Civic and Community Engagement is a priority for my library.
  [Scale: Strongly agree / Strongly disagree]

- My library is successful in supporting Civic and Community Engagement.
  [Scale: Strongly agree / Strongly disagree]

- Other service providers fulfill my community's need for Civic and Community Engagement.
  [Scale: Strongly agree / Strongly disagree]

What challenges does your library face in supporting Civic and Community Engagement? (Select all that apply.)

- Inadequate funding

- Inadequate staffing

- Lack of qualified staff

- Insufficient space

- Challenges in forming community partnerships

- Other (please specify):

How does your library measure its success in supporting Civic and Community Engagement? (Select all that apply.)

- Inputs (measuring resources utilized to achieve the library's mission, such as collections, equipment, staff or facilities)

- Outputs (measuring the library's deliverables, such as circulation, program attendance, visits, questions answered)

- Outcomes (measuring results that show a real difference the library makes in the life of its patrons. Example: "Community members will increase their awareness of local issues")

- I don't know

- Other (please specify):

Comments about Civic and Community Engagement:

Early Childhood Learning

What programs or services does your library offer that support Early Childhood Learning? (Select all that apply.)

- Storytimes

- Special programs for young children (Examples: Music & Movement, Baby Boogie)

- Play area with educational toys and materials

- New baby welcome kits

- Computers or tablets with early learning software

- Parent early literacy trainings

- Caregiver early literacy trainings

- Outreach to families

- Outreach to preschool providers

- Outreach to childcare providers

- Activities or resources that support early childhood health and wellness

- Other (please specify):

Please rate the following items based on how strongly you agree or disagree with each statement.

- Early Childhood Learning is a priority for my library.
  [Scale: Strongly agree / Strongly disagree]

- My library is successful in supporting Early Childhood Learning.
  [Scale: Strongly agree / Strongly disagree]

- Other service providers fulfill my community's need for Early Childhood Learning.
  [Scale: Strongly agree / Strongly disagree]

What challenges does your library face in supporting Early Childhood Learning? (Select all that apply.)

- Inadequate funding

- Inadequate staffing

- Lack of qualified staff

- Insufficient space

- Challenges in forming community partnerships

- Other (please specify):

How does your library measure its success in supporting Early Childhood Learning? (Select all that apply.)

- Inputs (measuring resources utilized to achieve the library's mission, such as collections, equipment, staff or facilities)

- Outputs (measuring the library's deliverables, such as circulation, program attendance, visits, questions answered)

- Outcomes (measuring results that show a real difference the library makes in the life of its patrons. Example: "Parents and caregivers will read, talk, sing, write, and play with their young children")

- I don't know

- Other (please specify):

Comments about Early Childhood Learning:

Encouraging Reading

What programs or services does your library support that encourage reading? (Select all that apply.)

- Summer reading (age 0 to 18)

- Summer reading (adults)

- Afterschool programs

- Author talks

- Book discussion groups (adults)

- Book discussion groups (youth)

- "One city, one book" projects

- Reading and discussion programs (such as "Let's Talk About It")

- Reader's Advisory

- Booklists

- Other (please specify):

Please rate the following items based on how strongly you agree or disagree with each statement.

- Encouraging Reading is a priority for my library.
  [Scale: Strongly agree / Strongly disagree]

- My library is successful in Encouraging Reading.
  [Scale: Strongly agree / Strongly disagree]

- Other service providers fulfill my community's need for Encouraging Reading.
  [Scale: Strongly agree / Strongly disagree]

What challenges does your library face in Encouraging Reading? (Select all that apply.)

- Inadequate funding

- Inadequate staffing

- Lack of qualified staff

- Insufficient space

- Challenges in forming community partnerships

- Other (please specify):

How does your library measure its success in Encouraging Reading? (Select all that apply.)

- Inputs (measuring resources utilized to achieve the library's mission, such as collections, equipment, staff or facilities)

- Outputs (measuring the library's deliverables, such as circulation, program attendance, visits, questions answered)

- Outcomes (measuring results that show a real difference the library makes in the life of its patrons. Example: "Children will choose to read in their free time")

- I don't know

- Other (please specify):

Comments about Encouraging Reading:

Economic & Workforce Development

What programs or services does your library offer that support Economic and Workforce Development?

- Small-business resources

- Job fairs

- Software training (such as Microsoft Office)

- Technology training

- Grantmaking centers

- Networking opportunities

- Meeting space for small businesses

- Social media workshops

- Resume writing workshops

- Other (please specify):

Please rate the following items based on how strongly you agree or disagree with each statement.

- Economic and Workforce Development is a priority for my library.
  [Scale: Strongly agree / Strongly disagree]

- My library is successful in supporting Economic and Workforce Development.
  [Scale: Strongly agree / Strongly disagree]

- Other service providers fulfill my community's need for Economic and Workforce Development.
  [Scale: Strongly agree / Strongly disagree]

What challenges does your library face in supporting Economic and Workforce Development? (Select all that apply).

- Inadequate funding

- Inadequate staffing

- Lack of qualified staff

- Insufficient space

- Challenges in forming community partnerships

- Other (please specify):

How does your library measure its success in supporting Economic and Workforce Development? (Select all that apply).

- Inputs (measuring resources utilized to achieve the library's mission, such as collections, equipment, staff or facilities)

- Outputs (measuring the library's deliverables, such as circulation, program attendance, visits, questions answered)

- Outcomes (measuring results that show a real difference the library makes in the life of its patrons. Example: "Unemployed workers feel more confident about the job-seeking process")

- I don't know

- Other (please specify):

Comments about Economic and Workforce Development:

Education & Lifelong Learning

What programs or services does your library offer that support Education and Lifelong Learning? (Select all that apply.)

- Homework help

- Homework center
- Teacher resources
- Tutoring
- Test proctoring
- Adult literacy programs and services
- Language classes
- Outreach to schools
- Health and wellness programs
- Self-improvement programs
- Genealogy resources
- Financial literacy programs
- Homeschooling resources and programs
- Other (please specify):

Please rate the following items based on how strongly you agree or disagree with each statement.

- Education and Lifelong Learning is a priority for my library.
  [Scale: Strongly agree / Strongly disagree]
- My library is successful in supporting Education and Lifelong Learning.
  [Scale: Strongly agree / Strongly disagree]
- Other service providers fulfill my community's need for Education and Lifelong Learning.
  [Scale: Strongly agree / Strongly disagree]

What challenges does your library face in supporting Education and Lifelong Learning? (Select all that apply.)

- Inadequate funding
- Inadequate staffing
- Lack of qualified staff
- Insufficient space
- Challenges in forming community partnerships
- Other (please specify):

How does your library measure its success in supporting Education and Lifelong Learning? (Select all that apply.)

- Inputs (measuring resources utilized to achieve the library's mission, such as collections, equipment, staff or facilities)
- Outputs (measuring the library's deliverables, such as circulation, program attendance, visits, questions answered)
- Outcomes (measuring results that show a real difference the library makes in the life of its patrons. Example: "Community members will learn something new and helpful")
- I don't know
- Other (please specify):

Comments about Education and Lifelong Learning:

Arts, Culture & Creativity

What programs or services does your library offer that support Arts, Culture and Creativity?

- Art and craft programs
- Performances
- History programs
- Author talks
- Writer workshops or programs
- Exhibits
- Film screenings
- Maker space
- 3D printer
- Seed library
- Other (please specify):

Please rate the following items based on how strongly you agree or disagree with each statement.

- Arts, Culture and Creativity is a priority for my library. [Scale: Strongly agree / Strongly disagree]

- My library is successful in supporting Arts, Culture and Creativity.
  [Scale: Strongly agree / Strongly disagree]

- Other service providers fulfill my community's need for Arts, Culture and Creativity.
  [Scale: Strongly agree / Strongly disagree]

What challenges does your library face in supporting Arts, Culture and Creativity? (Select all that apply.)

- Inadequate funding
- Inadequate staffing
- Lack of qualified staff
- Insufficient space
- Challenges in forming community partnerships
- Other (please specify):

How does your library measure its success in supporting Arts, Culture and Creativity? (Select all that apply.)

- Inputs (measuring resources utilized to achieve the library's mission, such as collections, equipment, staff or facilities)
- Outputs (measuring the library's deliverables, such as circulation, program attendance, visits, questions answered)
- Outcomes (measuring results that show a real difference the library makes in the life of its patrons. Example: "Community members will increase their awareness of the resources and services provided by the library")
- I don't know
- Other (please specify):

Comments about Arts, Culture and Creativity:

Digital Inclusion

What programs or services does your library offer that support Digital Inclusion? (Select all that apply.)

- Public access computers
- WI- Fi

- Circulating laptops
- Circulating tablets
- Computer classes (how to use a mouse, etc.)
- Classes or training on tablets or other devices
- Classes on digital formats (such as podcasts, video, music recording)
- Digital lab
- E-resources
- Other (please specify):

Please rate the following items based on how strongly you agree or disagree with each statement.

- Digital Inclusion is a priority for my library.
  [Scale: Strongly agree / Strongly disagree]

- My library is successful in supporting Digital Inclusion.
  [Scale: Strongly agree / Strongly disagree]

- Other service providers fulfill my community's need for Digital Inclusion.
  [Scale: Strongly agree / Strongly disagree]

What challenges does your library face in supporting Digital Inclusion? (Select all that apply.)

- Inadequate funding
- Inadequate staffing
- Lack of qualified staff
- Insufficient space
- Inability to access high-speed Internet
- Not a priority
- Other (please specify):

How does your library measure its success in supporting Digital Inclusion? (Select all that apply.)

- Inputs (measuring resources utilized to achieve the library's mission, such as collections, equipment, staff or facilities)

- Outputs (measuring the library's deliverables, such as circulation, program attendance, visits, questions answered)

- Outcomes (measuring results that show a real difference the library makes in the life of its patrons. Example: "Community members will feel more knowledgeable about using digital resources")

- I don't know

- Other (please specify):

Comments about Digital Inclusion:

Supporting Limited English-Speaking Communities

What programs or services does your library offer that support limited English-speaking communities? (Select all that apply.)

- English as a Second Language classes and resources

- Conversation classes

- Citizenship classes

- Storytimes in languages other than English

- Bilingual storytimes

- Bilingual staff

- Library informational materials (such as library card application) in languages other than English

- Signage in languages other than English

- Online information in languages other than English

- Adult programming in languages other than English

- Active collection development in languages other than English

- Other (please specify):

Please rate the following items based on how strongly you agree or disagree with each statement.

- My library's service population includes a significant proportion of limited English speaking residents.
  [Scale: Strongly agree / Strongly disagree]

- Supporting limited English-speaking Communities is a priority for my library.
  [Scale: Strongly agree / Strongly disagree]

- My library is successful in Supporting limited English-speaking communities.
  [Scale: Strongly agree / Strongly disagree]

What challenges does your library face in supporting limited English-speaking communities? (Select all that apply.)

- Inadequate funding

- Inadequate staffing

- Lack of qualified staff

- Insufficient space

- Not a priority

- Other (please specify):

How does your library measure its success in supporting limited English-speaking communities? (Select all that apply.)

- Inputs (measuring resources utilized to achieve the library's mission, such as collections, equipment, staff or facilities)

- Outputs (measuring the library's deliverables, such as circulation, program attendance, visits, questions answered)

- Outcomes (measuring results that show a real difference the library makes in the life of its patrons. Example: "Community members will feel more knowledgeable about library services")

- I don't know

- Other (please specify):

Comments about supporting limited English-speaking communities:

PART III: GRANTSEEKING ACTIVITY

To your knowledge, has your library applied for a competitive grant in the last three years? (Note: Ready to Read grants from the Oregon State Library are considered noncompetitive).

- Yes
- No
- I don't know.
- N/A

If no, why not? (Select all that apply.)

- My library wasn't aware of relevant opportunities.
- My library lacks the expertise to prepare grant applications.
- My library lacks the time to prepare grant applications.
- My library lacks the staff capacity to implement a new project.
- We didn't think we'd be successful.
- I don't know.
- Other (please specify):

If yes, check all the funders that your library approached for funding in the last three years:

- Oregon State Library/Library Services and Technology Act (LSTA)
- Federal agencies: Institute of Museum and Library Services (Example: National Leadership Grants for Libraries), National Endowment for the Humanities (Example: Challenge Grant) or National Endowment for the Arts (Example: Big Read)
- Major Oregon foundations (Meyer Memorial Trust, Oregon Community Foundation, Collins Foundation, Ford Family Foundation)
- Other Oregon foundations (Examples: Autzen Foundation, Juan Young Charitable Trust, Jackson Foundation)
- Other foundations (please specify):

- American Library Association or its divisions (example: Let's Talk About it, traveling exhibits)
- Libri Foundation (children's books for small or rural libraries)
- National companies (Example: Target Early Childhood Reading Grants).
- Local service organizations (examples: Kiwanis, Rotary)
- Other (please specify):

Please identify which of the following roles or projects your library has pursued competitive funding to support in the last three years (check all that apply):

- Facilities (capital improvements)
- Civic and Community Engagement
- Encouraging Reading
- Early Childhood Development
- Economic and Workforce Development
- Education and Lifelong Learning
- Arts, Culture and Creativity
- Digital Inclusion
- Supporting limited English-speaking communities
- Other (please specify):

Please indicate how strongly you agree or disagree with the following statement.

- My library is likely to pursue competitive grant funding in the next year.
  [Scale: Strongly agree / Strongly disagree]

Additional comments about your library's grant-seeking efforts:

Thank you! The results of this needs assessment will be publicly available later this year. If you have any questions about this research project, contact Penny Hummel at penny@pennyhummel.com.

"LIBRARIES ARE CORNERSTONES
OF SUCCESS IN THEIR COMMUNITIES.
WE ADDRESS SO MANY DIFFERENT NEEDS.
WE CREATE SUCCESS STORIES EVEN THOUGH OUR
CONNECTION TO THAT SUCCESS IS INVISIBLE...
WE ARE ESSENTIAL TO THE VITALITY
OF OUR COMMUNITIES."