Beyond ABLE: Foundational Continuing Education for Public Library Staff

OCLC proposes to partner with the Idaho Commission for Libraries (ICfL) on a three-year LB21 implementation project to develop a **free online continuing education program for public library staff** to help build the knowledge and skills library staff need to provide core library services including collection development, collection maintenance, cataloging, and delivery of programming and services that are responsive to community needs. This project will update and replace ICfL's existing continuing education course series called the "Alternative Basic Library Education" program. OCLC respectfully requests $319,920 in grant funding and will contribute $322,736 in cost share. The proposed project aligns with LB21 Goal 3, Objective 3.2. The training program will be accessible through WebJunction's free online course catalog (https://learn.webjunction.org) and ICfL's website (https://libraries.idaho.gov), and it will remain freely available and hosted sustainably at these websites beyond the end date of the project.

Project Justification

Need for affordable foundational training for staff without MLS/MLIS degrees
The Alternative Basic Library Education program, known in the field by the acronym "ABLE," was started by ICfL in the late 1990s to address the continuing education (CE) needs of library professionals without Master of Library Science (MLS) degrees working in and managing public libraries in Idaho. ICfL made this online, self-paced training available to library staff in Idaho and the rest of the United States. WebJunction, a program of OCLC that provides a free online continuing education platform for public library staff, added the ABLE program to its course catalog in 2015 to help extend ABLE's national reach. Today, ICfL and WebJunction ensure that the program is widely available to library staff across the country. The ABLE program is accessible here: https://libraries.idaho.gov/continuing-education/able.

Since ICfL started ABLE more than 25 years ago, much has changed. Public libraries have been continually adapting to the ever-evolving community needs, and the landscape of librarianship has shifted.[1] Between 2000 and 2021, the IMLS Public Library Survey data shows that the overall number of librarians has increased, while the percentage of these who hold an ALA-accredited MLS degree has decreased.[2] And in 2021, according to the most recent IMLS data, only 46% of public libraries have a librarian with an MLS on staff. This indicates a significant reliance on "non-degreed professionals" (i.e., library staff without MLS degrees) to deliver core library services,[3] and underscores the critical need for foundational knowledge and topics among non-degreed library staff working in public libraries across the United States.

Given the limited CE budgets for staff, many of the existing options in the field for training—including the American Library Association-Allied Professional Association's Library Support Staff Certification and training from providers such as Library Juice Academy, Infopeople, and Public Library Association—present financial barriers, putting them out of reach for many library staff, particularly those working in under-resourced small and rural libraries. And while some organizations do have various low-cost or free trainings that touch on one or more aspects of providing core library services (examples include the Ohio Library Council, which offers a self-paced online reference training (https://oreonline.olc.org), and of course ICfL and WebJunction), most of these lack a comprehensive scope, or the material is dated. The demand for training on the topics that ABLE covers is high, and many people take these courses despite their vintage, as there aren't other comparable options. In

---

[1] Source: Marien, Stacey (ed). *Library Technical Services: Adapting to a Changing Environment.* Purdue University Press, 2020.
[2] Source: https://www.imls.gov/research-evaluation/data-collection/public-libraries-survey/
[3] Ibid.

fiscal year 2023, ICfL recorded over 8,500 course completions; in the same fiscal year, six out of the 20 most-used courses in WebJunction's Course Catalog were ABLE courses. Because of the need for affordable and updated training on core library skills, there is significant national interest in a refreshed training program: As of March 2024, nearly half of all U.S. state library agencies have expressed support of this proposal to reimagine and update ABLE, and the Association for Rural and Small Libraries (ARSL) has committed to support the project.

> For a huge state with low population density, ABLE is invaluable for staff and directors at rural libraries to access training they need in the professional skills and knowledge needed to provide quality public library services. The costs of online degree programs or travel to access professional training is a significant barrier for many of our isolated communities. […] For our smallest libraries, budgets don't exist to help support the learning needs of their employees. ABLE is the best solution to address the access and financial gaps that make it difficult for dedicated library staff to grow their skills. […] It's time that ABLE caught up to the 21st century!
> ~ *Colet Bartow, Continuing Education Coordinator, Montana State Library*

Although ICfL has updated the ABLE courses periodically over the last decades, it's time to take a comprehensive look at today's core library services and what training library staff need to provide them. The current program is currently 23.5 hours, and is made up of 12 courses:

Collection Development
1. Collection Development Basics
2. Collection Development Policy
3. Building a Collection
4. Collection Maintenance

Technical Services
1. Introduction to Technical Services and Catalog Records
2. Introduction to Subject Headings
3. Introduction to Dewey Classification
4. Introduction to MARC Cataloging

Public Services
1. The Reference Interview
2. Evaluating Reference Sources
3. Basic Reference Sources
4. Ethics and Public Service

The instructional and visual design of the current courses is dated, but many of them cover basic topics that can be repurposed and expanded to address the current job responsibilities, roles, and work of public library staff more accurately. In this project, we will remain faithful to the original ABLE program's goals of developing the skills and knowledge necessary to successfully deliver core library services, including training on foundational topics such as collection development and management, cataloging, classification systems, and subject headings. We'll gather input from the field to identify further training needs around additional core services that are currently provided in libraries, and will work with our advisory group and subject matter experts to

prioritize the most important topics with the greatest unmet training needs that we can successfully cover in the training program with 20 to 24 hours of online self-paced courses.

Project audiences and beneficiaries
Public library staff are the primary target group for this project, with an emphasis on, but not limited to, staff at small and rural libraries who may be without access to formal, comprehensive training such as MLS/MLIS degree programs or fee-based trainings.[4] We anticipate that at least 3,000 learners will enroll in one or more of the courses in the training by the end of the performance period in July 2027. This project also targets and will benefit state library agency staff and public library system trainers who seek relevant resources for training and professional development of their library workforces. The long-term beneficiaries of this project will be the countless people in the communities these libraries serve, who will have access to well-trained and skillful library staff who can provide services to help them meet their information needs and deliver impactful programs that contribute to their well-being.

Project Work Plan

This project will enable WebJunction and ICfL to engage advisors and subject matter experts from the field to build on the solid base of the foundational topics from ABLE's program and to update and expand the additional topics covered, which may include planning and assessment for successful programming; building and maintaining effective community partnerships; and patron-focused spaces and effective customer service practices.

Key staff and project partner
Project director Andrew Harbison (Director of WebJunction) will oversee the project and the team, which will include WebJunction staff and contractors responsible for curriculum development, instructional design, course building, project management, evaluation, and course dissemination and promotion. The ICfL has committed to partner with OCLC's WebJunction team to design, develop, and deliver this CE program, and Annie Gaines, ICfL's Continuing Education Consultant, will serve as a key subject matter expert.

The work plan has three phases. **Phase 1** will focus on project initiation and gathering data and input from the field. **Phase 2** will be for creating the program outline, as well as designing, developing, testing, publishing, and disseminating the courses, and collecting learner feedback on courses. **Phase 3** activities will center on final corrections and updates, publishing the final version of the program, writing the summative evaluation, and promoting and disseminating the completed program.

Phase 1. Initiate project and gather data and input from the field

Project initiation, planning, and management

Select and convene advisory group
To ensure we incorporate perspectives and contributions from this project's target audiences, the project team will collaborate with an advisory group. The project team will select five advisors to represent a wide and varied range of geographic locations, subject matter expertise, and experience. The state library agencies of Kentucky, Oregon, and Montana have expressed interest in providing staff for the advisory group, as has ARSL.

---

[4] The topics of these courses are also expected to be broadly applicable to work in other types of libraries, and because of this may also benefit staff at school libraries, libraries that serve tribal communities, small academic libraries, prison libraries, special libraries, and others. The courses will be free and available to all; however, for the scope of this project, staff at public libraries are the primary audience, and they will be the focus when measuring and evaluating project results.

Advisors will be asked to attend regular online meetings to help the project team validate findings from various data gathering activities, provide input for and feedback on the program and course outlines, connect the project team with subject matter experts, and help to disseminate the course and other relevant project deliverables to their networks.

Phase 1 activities will also include creating an evaluation plan and a strategic communications plan to disseminate and promote the project deliverables. Anna Musun-Miller, an independent evaluator, has agreed to join the project, and will develop the project evaluation plan in collaboration with the project team.

Key activities	Key deliverables	Timeline
• Initiate project – in-person kickoff meeting with project team • Set up advisory group • Contract with evaluator	• Advisory group	Aug-Oct 2024
• Create strategic communications plan [5] • Develop project evaluation plan	• Communications plan • Project evaluation plan	Aug-Oct 2024

<u>Gather data and input from the field</u>

Perform field scan
The project team will conduct a field scan of current CE courses and other relevant learning materials that relate to different aspects of core public library work. The scan will focus on topics that major CE providers describe with terms such as "basic," "fundamental," and "core." These providers will include national associations as well as state library agencies. Once saturation has been achieved, that is, no new topics or approaches have been identified in the scan, results from the field scan will be used to inform the development of survey instruments (see below). We will also review relevant key studies, such as Educopia's *Mapping the Landscapes* (https://educopia.org/mapping-the-landscapes), which documented the continuing education and professional development needs of staff in libraries and other cultural memory institutions, and the more recent work done by the National Impact of Library Public Programs Assessment that documents the characteristics, audiences, outcomes, and value of U.S. library public programming (https://nilppa.org).

Conduct surveys
To determine the current landscape of core library work across a range of U.S. public libraries of various sizes and in geographic locations, we will draw on data from ICfL's existing ABLE user surveys as well as the data from the field scan to develop a series of online surveys of the field. The surveys will be developed for three groups of people:

a. Staff at state library agencies who are involved in identifying, developing, and facilitating CE training for library staff in their state.
b. Library staff who have taken one or more of the ABLE courses on WebJunction or ICfL's website in the last 1-3 years, taken from existing enrollment records.
c. Library staff who have not taken any ABLE courses. Participants will be invited via WebJunction's channels and ARSL's listserv.

---

[5] The project team will update the name of the program, ABLE, which may have negative associations with ableism today.

Sample surveys can be found in *Supportingdoc1*. After closing the surveys, the data will be analyzed, combined with data from ICfL's existing ABLE user survey, and then summarized into a short report for the project team and advisory group to help inform the design and development of course material.

Facilitate focus group with staff from state library agencies
The findings from the surveys and field scan will also be used to inform the development of a virtual focus group with up to ten staff from state library agencies. The focus group participants will provide input on the core services and topics to be selected for inclusion in the training program. Focus group participants will be invited by the project team from a range of geographic locations to gather diverse viewpoints and experiences in developing and delivering CE to meet the needs of libraries in their states.

Summarize and share findings externally
At the end of these data gathering activities, the project team will write and publish an article on WebJunction to sum up relevant key findings, why they matter to public and state library agencies, and how the new training program will be developed to address the needs and opportunities surfaced by these activities.

Key activities	Key deliverables	Timeline
Field scan • Perform field scan • Analyze and summarize findings	• Field scan findings	Aug-Oct 2024
Surveys • Design and test surveys • Conduct surveys • Analyze data from surveys • Summarize data • Write report on findings from field scan and surveys to inform course design and for use with focus group	• Survey data • Internal summary report	Aug-Nov 2024 Dec 2024-Jan 2025
Focus group with staff from state library agencies • Create agenda and activities • Facilitate focus group • Synthesize and sum up results	• Focus group • Summary of results	Dec 2024-Mar 2025
Summarize and share findings externally • Write and publish article summarizing relevant key findings from above activities	• WebJunction article	Mar-Apr 2025

Phase 2. Course development and production

WebJunction's team adheres to broadly accepted adult learning principles originally derived from the work of Knowles in *The Modern Practice of Adult Education*,[6] including that adult learners tend to be self-directed and motivated, desire learning to be directly relevant to their lives, learn by doing, and want choices in how they learn. We will apply these principles to develop the course content and instructional design, and we'll use the

---

[6] Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy: Revised and Updates*. New York, NY: Association Press.

latest eLearning authoring software to create interactive, engaging self-paced courses. All course materials, including courses, handouts, graphics, and videos will be Section 508 and Web Content Accessibility Guidelines (WCAG) level-AA compliant to ensure an accessible and inclusive experience for all learners.

Determine program topics

In collaboration with the advisory group, and informed by the findings from the field scan, surveys, and focus group conducted in Phase 1, the project team will determine which topics to cover in the program, and in what order to work on the content. We anticipate that, when complete, the program will be comprised of 12 to 16 courses.

Create and publish courses

The courses will be created in four cycles, with three to four courses in each cycle, resulting in a total of 20 to 24 hours of online self-paced learning.

Identify and contract with subject matter experts

With input from the advisory group, the project team will select subject matter experts who will be contracted to collaborate on creating the training content. Our approach for this will also draw on the WebJunction team's experience and network that has been built up over the last decades through its twice-monthly webinar programming that has featured hundreds of presenters, including frontline library staff and library leaders. The intentional inclusion of a wide range of voices and the diverse experiences these practitioners from across the country will bring to the courses is something that we believe is deeply important and resonates with learners. We have started to identify a handful of potential subject matter experts to gauge their interest and availability to participate, including Mary Kelly, Technical Services Coordinator, and Holly Hibner, Adult Services Coordinator, at the Plymouth District Library (MI), who are co-authors of *Making a Collection Count: A Holistic Approach to Library Collection Management*. The selection of subject matter experts will happen throughout Phase 2, to support each cycle of course development.

Develop course content

The courses will be created by our contracted subject matter experts working with the project team's instructional designer. The process will begin with a course outline, followed by the creation of course content. The content drafts will be reviewed with the project team and advisors, whose feedback will be incorporated into the final content. The courses will then be built using Articulate 360 (course creation software). These beta courses will be tested by the project team and volunteer reviewers representing the project's target audiences, who will be offered a small honorarium for their contributions. The reviewers will be recruited from our advisory group's networks, and the project team will intentionally select reviewers from a broad range of geographic locations, backgrounds, and experiences as another way to incorporate diverse perspectives and input from the field. Reviewer input will be used in making the final courses that are published to ICfL's website and the WebJunction Course Catalog.

Learner survey development and implementation

The independent evaluator will work with the project team to create a learner survey that will be used to gather data on course effectiveness, which can be used to inform improvements to the courses as well as for the project's summative evaluation. These surveys will include a set of questions common to all courses in the program, as well as a set focused on the content and design of each individual course.

After publishing each set of courses, we will regularly review learner surveys to surface any errors or needed updates. Once any revisions have been made, the updated courses will be published.

Promote availability of the courses
As courses are completed, the project team will promote them widely via OCLC's and ICfL's communication channels. Advisors and project supporters will also be asked to promote the courses via their networks and media channels, and will be provided with customizable messaging they can use for this.

The following table shows the cycle of activities, deliverables, and timeline; the course creation and publishing cycle will repeat four times.

Key activities	Key deliverables	Timeline
• Determine program topics	• Program outline	Feb-Mar 2025
• Identify and contract with subject matter experts	• Subject matter experts	Feb 2025-Sep 2026
Cycle 1a: Develop 3-4 courses • Create course outlines • Develop course content • Collect input from advisors • Build courses in Articulate • Design learner surveys • Internal review of courses • External course testing • Update courses based on test results • Publish courses to WebJunction Course Catalog and ICfL website	• Course outlines • Course content • 3-4 courses published to WebJunction Course Catalog and ICfL websites	Apr-Sep 2025
Cycle 1b: Promote the courses • Plan and produce WebJunction webinar announcing first courses • Write promotional communications for OCLC and ICfL channels, advisor and supporter networks	• WebJunction webinar • Communications (e.g., articles, social media posts, blogs, webinar) for OCLC and ICfL channels, advisor and supporter networks	Aug-Sep 2025
Cycle 1c: Collect/analyze feedback and make course updates • Collect/analyze learner survey feedback on courses • Make updates to courses	• 3-4 courses updated and published	Sep 2025-Jan 2026

Key activities (cont.)	**Key deliverables**	**Timeline**
Cycle 2a: Develop 3-4 courses • See Cycle 1a activities for details	• Course outlines • Course content • 3-4 courses published to WebJunction Course Catalog and ICfL websites	Oct 2025-Mar 2026
Cycle 2b: Promote the courses • Write promotional communications for OCLC and ICfL channels, advisor and supporter networks • Conference presentation(s)	• Communications (e.g., articles, social media posts, blogs, webinar) for OCLC and ICfL channels, advisor and supporter networks • Conference presentation (pending approval of session proposal)	Mar-Apr 2026
Cycle 2c: Collect feedback and make course updates • Collect learner survey feedback on courses • Make updates to courses	• 3-4 courses updated and published	Mar-Jul 2026
Cycle 3a: Develop 3-4 courses • See Cycle 1a activities for details	• Course outlines • Course content • 3-4 courses published to WebJunction Course Catalog and ICfL websites	Apr-Sep 2026
Cycle 3b: Promote the courses • Write promotional communications for OCLC and ICfL channels, advisor and supporter networks • Conference presentation	• Communications (e.g., articles, social media posts, blogs, webinar) for OCLC and ICfL channels, advisor and supporter networks • Conference presentation (pending approval of session proposal)	Sep 2026
Cycle 3c: Collect/analyze feedback and make course updates • Collect/analyze learner survey feedback on courses • Make updates to courses	• 3-4 courses updated and published	Sep 2026-Jan 2027
Cycle 4a: Develop 3-4 courses • See Cycle 1a activities for details	• Course outlines • Course content • 3-4 courses published to WebJunction Course Catalog and ICfL websites	Oct 2026-Mar 2027

Key activities (cont.)	Key deliverables	Timeline
Cycle 4b: Promote the courses • Write promotional communications for OCLC and ICfL channels, advisor and supporter networks	• Communications (e.g., articles, social media posts, blogs, webinar) for OCLC and ICfL channels, advisor and supporter networks	Mar 2027
Cycle 4c: Collect/analyze feedback and make course updates • Collect/analyze learner survey feedback on courses • Make updates to courses	• 3-4 courses updated and published	Mar-Jul 2027

Phase 3. Evaluate project, promote and disseminate complete program, update and publish final courses

Evaluation and reporting
In collaboration with the contracted independent evaluator, the project team will use the evaluation plan to measure the project's success. Data will continue to be gathered using learner surveys for the self-paced courses on WebJunction and ICfL through the end of the project. The resulting information will be analyzed and used to produce a summative evaluation report at the conclusion of the project.

Make final corrections and updates and publish final version of program
The project team will review all feedback from learners completing the surveys at the end of each course, make any needed corrections, and publish an updated final version of the complete program to WebJunction's Course Catalog and ICfL's website.

Dissemination and promotion of complete program
OCLC and ICfL will promote the courses widely by various means (e.g., articles, webinar, blog posts, and social media posts) through their channels, including WebJunction.org, which had more than 100,000 unique visitors in 2023, and *Crossroads*, WebJunction's twice-monthly e-newsletter that has circa 28,000 subscribers. ICfL will disseminate the final program to the network of staff who coordinate CE at state library agencies. The project team will provide members of the advisory group and project supporters with easy-to-customize promotional messaging they can distribute through their communication channels, and the project team will prepare and submit conference session proposals to further promote and disseminate the program at one or more relevant national events such as association conferences.

The project products will be made freely accessible and openly available to all well beyond the end of the project. WebJunction and ICfL will endeavor to update the program after the end of the grant-funded period as needed and as capacity allows.

Key activities	Key deliverables	Timeline
Evaluation and reporting • Analyze learner survey data • Write summative evaluation report	• Learner data • Summative evaluation report	Feb-Jul 2027

Key activities (cont.)	Key deliverables	Timeline
Update and correct published courses • Respond to feedback from learner surveys and other channels by making any needed updates and corrections to any of the published courses	• Published courses with current and correct information in WebJunction's Course Catalog and ICfL's website	Mar-May 2027
Promote and disseminate complete program • Plan and produce WebJunction webinar • Write promotional communications for OCLC and ICfL channels, and advisory group/ supporter networks • Write article to submit to national publications • Conference presentation(s)	• WebJunction webinar • Article promoting course • Conference presentation(s) (pending approval of session proposal)	Mar-Jul 2027

Project Results

This project will yield several near- and long-term results that will have meaningful impacts on the field. One near-term result of this project is that, by the end of the project, up to 3,000 library staff will have enrolled in one or more courses in the series to build and strengthen their skills and expertise. In the longer term, this project will advance knowledge and understanding in the library workforce by providing training public library staff need to provide core library services that is, and will, remain free and widely accessible to all in the library profession.

> As a continuing education coordinator for a state library agency, I've come to rely on the ABLE courses as a go-to for reliable basic library education. So many librarians in my small, rural state are massively undertrained for library work, and tools like ABLE help them get up to speed more quickly. When I can combine ABLE courses with state-specific information from my own trainers, everyone benefits. I don't have to train on the basics over and over again, and librarians are able to learn quickly and at their own pace the rudimentary information they need to succeed.
> *~ Samantha Bouwers, Consultant for Continuing Education, State Library of Iowa*

If funded, the investments made will build on and improve an existing continuing education program that will benefit (1) public library workers who require foundational training, (2) all state library agencies and public library systems—especially, but not limited to, those with goals in their strategic plans to help provide training to the library professionals they serve, and (3) society at large, as libraries across the country will be staffed by knowledgeable and community-focused professionals with the necessary knowledge, skills, and confidence to deliver high-quality library services and programs to their communities.

OCLC's WebJunction program, which has been providing accessible learning resources such as courses, webinars, and other training material for over 20 years, intends to host this CE program in its course catalog well beyond the conclusion of the period of performance. Likewise, ICfL plans to make the program available for free via its website.

OCLC and ICfL are grateful for the opportunity to propose this project, and we look forward to your review.

OCLC, Inc.

Beyond ABLE: Foundational Continuing Education for Public Library Staff
Year 1: August 2024 - July 2025

Phase	Key Activities	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
	Project launch												
	Team kick-off	▓	▓										
	Set up advisory group		▓	▓									
	Contract with evaluator	▓	▓										
	Create communications plan		▓	▓									
	Develop evaluation plan			▓									
	Gather data and input												
Phase 1	Perform field scan; analyze and summarize findings		▓	▓									
	Conduct surveys; analyze data, write briefing			▓	▓								
	Write report for use with focus group					▓							
	Focus group with state library staff												
	Create agenda and activities					▓							
	Facilitate focus group						▓						
	Summarize results							▓					
	Share findings												
	Publish article sharing key findings									▓			
	Course development												
	Identify SMEs with advisors							▓	▓		▓		
	Create program outline							▓					
	Review and refine program outline with advisors							▓	▓				
	Cycle 1a: Develop 3-4 courses												
Phase 2	Create course outlines, develop course content									▓		▓	
	Build courses in Articulate											▓	▓
	Review and course testing												▓

Beyond ABLE: Foundational Continuing Education for Public Library Staff

Year 2: August 2025 - July 2026

Phase	Key Activities	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
	Course development												
	Identify SMEs with advisors									▓	▓	▓	▓
	Cycle 1a: Develop 3-4 courses (cont)												
	Review and course testing	▓											
	Design and implement course surveys	▓											
	Update from test results, publish		▓										
	Cycle 1b: Dissemination and promotion												
	Plan and produce WebJunction webinar on first courses		▓	▓									
	Write promotional communications for the courses			▓									
	Cycle 1c: Collect/analyze feedback and update courses												
	Collect/analyze learner feedback		▓	▓	▓	▓							
	Make updates based on learner feedback and publish				▓	▓							
	Cycle 2a: Develop 3-4 courses												
Phase 2	Create course outlines, develop course content			▓	▓	▓							
	Build courses in Articulate					▓	▓						
	Review and course testing						▓	▓					
	Design and implement course surveys							▓					
	Update from test results, publish							▓	▓				
	Cycle 2b: Dissemination and promotion												
	Write promotional communications for the courses								▓				
	Conference presentation(s)									▓			
	Cycle 2c: Collect/analyze feedback and update courses												
	Collect/analyze learner feedback								▓	▓	▓	▓	
	Make updates based on learner feedback and publish											▓	▓
	Cycle 3a: Develop 3-4 courses												
	Create course outlines, develop course content									▓	▓	▓	
	Build courses in Articulate											▓	▓
	Review and course testing												▓

Beyond ABLE: Foundational Continuing Education for Public Library Staff

Year 3: August 2026 - July 2027

Phase	Key Activities	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
	Course development												
	Identify SMEs with advisors	▓	▓										
	Cycle 3a: Develop 3-4 courses (cont)												
	Review and course testing	▓	▓										
	Design and implement course surveys	▓											
	Update from test results, publish	▓	▓										
	Cycle 3b: Dissemination and promotion												
	Write promotional communications for the courses		▓										
	Conference presentation(s)		▓										
	Cycle 3c: Collect/analyze feedback and update courses												
Phase 2	Collect/analyze learner feedback			▓			▓						
	Make updates based on learner feedback and publish				▓								
	Cycle 4a: Develop 3-4 courses												
	Create course outlines, develop course content			▓	▓	▓							
	Build courses in Articulate					▓	▓						
	Review and course testing						▓	▓					
	Design and implement course surveys							▓					
	Update from test results, publish							▓	▓				
	Cycle 4b: Dissemination and promotion												
	Write promotional communications for the courses								▓				
	Cycle 4c: Collect/analyze feedback and update courses												
	Collect/analyze learner feedback									▓	▓	▓	▓
	Make updates based on learner feedback and publish									▓			▓
	Evaluation and reporting												
Phase 3	Analyze learner survey data; write summative evaluation							▓			▓	▓	▓
	Update and correct published courses									▓			
	Incorporate feedback from learner surveys and revise courses										▓		
	Promote and disseminate complete program												
	Plan and produce WebJunction webinar									▓			
	Write/publish promotional communications for the program											▓	▓
	Conference presentation											▓	

Digital Products Plan

Project Title: Beyond ABLE: Foundational Continuing Education for Public Library Staff

Type

The project will create the following types of digital resources:

12 to 16 online, on-demand courses, totaling 20-24 hours of instruction, designed in Articulate 360 and published as HTML5 content at the Idaho Commission for Libraries' website, and also as Shareable Content Object Reference Model (SCORM) compliant training modules in Moodle, WebJunction's learning management system. The courses will include learning content such as
- text, graphics, audio, and video; and
- supporting course materials in HTML, Microsoft Word and PDF formats.

The project will also create articles and project information published in HTML on WebJunction.org to promote the program and increase awareness of the resources.

These resources will include accessibility functionality such as alternative text for images and captioning and transcripts for videos.

Availability
All digital products will be published online in WebJunction's Course Catalog (https://learn.webjunction.org) or website (https://www.webjunction.org) as well as at the Idaho Commission for Libraries (ICfL) website (https://libraries.idaho.gov) where they will be freely available for anyone to access and use.

Access
All content created for the project will be provided under a Creative Commons CC BY-NC-SA 4.0 license.

Sustainability
Connecting library staff to the knowledge, skills, and confidence to power strong libraries is the mission of OCLC's WebJunction program. WebJunction, which has been providing accessible learning resources such as courses, webinars, and other training material for over 20 years, intends to host this CE program in its course catalog well beyond the conclusion of the period of performance, and commits to promoting the courses, maintaining working links to external resources, and providing technical support to learners. Likewise, ICfL plans to make the program available for free via its website.