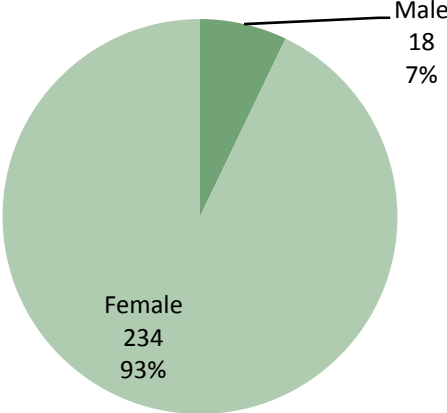


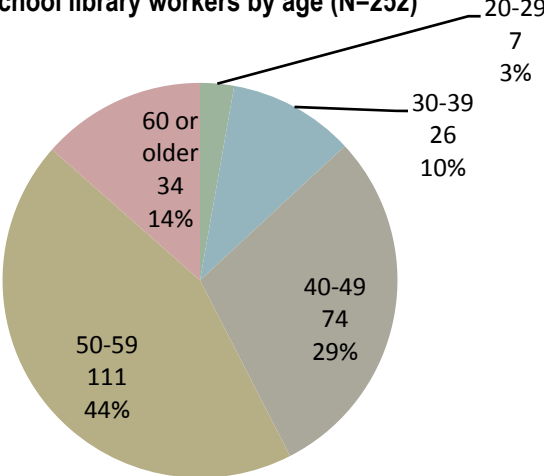
Survey Results: School Libraries (N=252)

Workforce demographics

School library workers by gender (N=252)



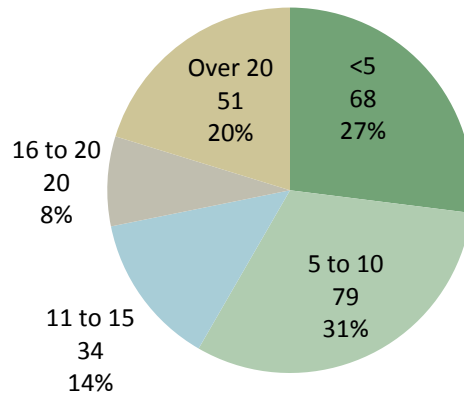
School library workers by age (N=252)



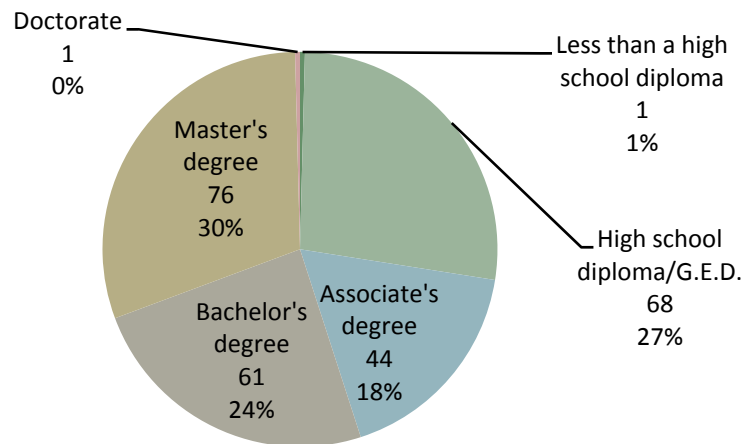
School libraries are the most female-dominated library types, with men accounting for only one in fourteen survey respondents. Schools have a higher proportion of workers in the 50-59 age group than any other library type.

Experience and education

Years employed in a Wyoming library, school library workers (N=252)



Highest level of education, school library workers (N=251)



School library experience and education levels are similar to that of the library workforce as a whole. Schools employ a relatively smaller proportion of workers with less than 5 years experience, and a larger proportion of those with 5 to 10 years experience.

Schools were the one library type where an ALA-accredited MLS was not the most commonly held credential, as shown in the following tables. The most commonly held credential was a school library media endorsement (SLME), held by 75 (29.8%) of respondents. School library workers were more likely than the general workforce to be pursuing or considering pursuing an ALA-MLS or SLME.

School library workers with the SLME may be in demand in Wyoming in the next few years; 39 of those holding the endorsement (52%) say they plan to retire within 5 years. In other states, school libraries have seen staffing reduced. Although state Department of Education statistics seem to show that this does not appear to be the trend in Wyoming, changes in staffing may need to be monitored over the next few years to determine if professional positions are maintained as credentialed workers retire.

School library workers holding specific library/education credentials (N=252)	Number	Percent
School library media endorsement	75	29.8%
ALA-accredited master's degree	22	8.7%
Other master's degree in library/information science	20	7.9%
Master's degree in educational media	17	6.7%
NCATE-accredited master's degree	2	0.8%
Total reporting one or more credentials currently held	95	37.7%

School library workers currently pursuing specific library/education credentials (N=252)	Number	Percent
Currently pursuing school library media endorsement	12	4.8%
Currently pursuing a master's degree in library/information science	4	1.6%
Total pursuing specific library/education credentials	16	6.3%

School library workers considering pursuing specific library/education credentials (N=252)	Number	Percent
Considering pursuing school library media endorsement	26	10.3%
Considering pursuing master's degree in library/information science	9	3.6%
Total considering pursuing specific library/education credentials	31	12.3%

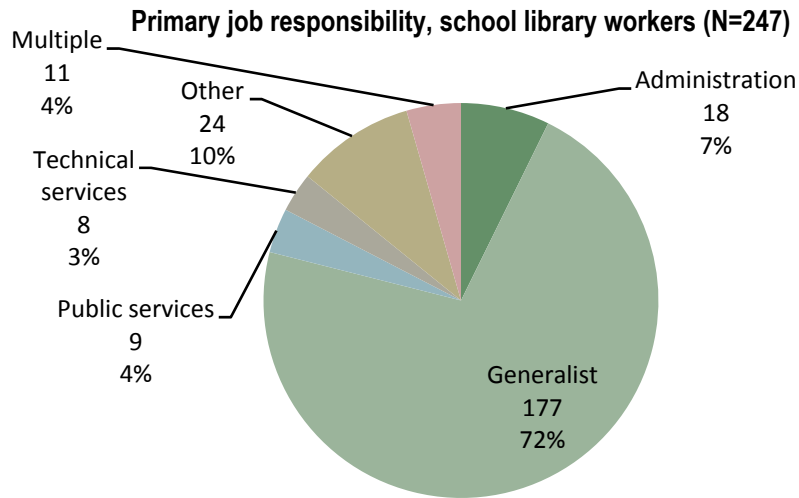
“Other” credentials reported by school library workers:

2 Master's Degrees M.S.-Sp. Ed.
MLS
48 credit hours passed praxis
highly qualified test
associates degree in accounting
BA in Elementary Education
computer training
ESL
finishing Associate's
HS diploma
leaning toward masters in
technology
Master degree in Instructional
Technology

Master of Education
Masters Degree in Curriculum
& Instruction School
Administration endorsement
Master's Degree in Educational
Technology
Master's Degree in Literacy
Master's Degree Instructional
Technology
Masters in
Curriculum/Technology (2)
Master's Reading
Master's Reading Ed.
medical transcription

MLIS, M.A. English
MS in General Curriculum
NA
None (2)
school audio-visual class
School Library Media/Literacy
Masters
Secretarial Course
Unfinished Master's in
Instuctional Technology
(don't know if I'll finish)

Job duties



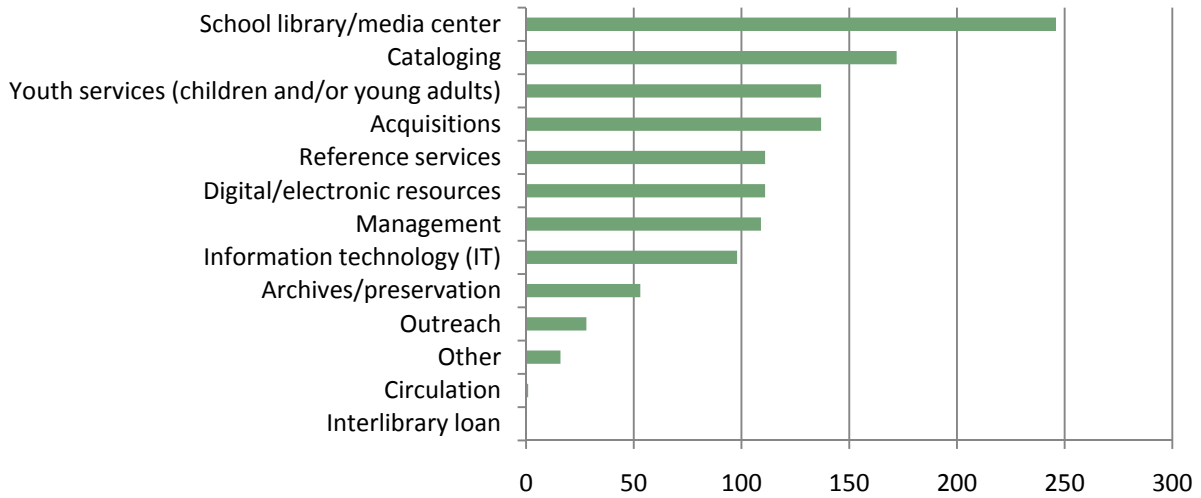
The vast majority of school library workers are generalists, i.e. a lone librarian or member of a small staff. Of the 162 libraries believed to be staffed by a single worker, 134 were located in schools, out of 287 schools

“Other” primary job responsibilities reported by school library workers:

a little of everything	Lib media specialist	School Library Media Tech.
all of the above	library aide (2)	substitute
Also Eng. Instructor	Library Clerk	teach computer labs K-4
Clerical (2)	Library Para	Teach Library Computer
Clerk	Library Technician	Teacher (2)
Clerk/Tech	Media Specialist	Teacher media classes + all
Education/Teaching and	ordering, cataloging, budget,	other circ. Duties
Administration	planning activities	teaching assistant
K-12 High School Lib/Media	page	Teaching Information Skills
Spec.	paraprofessional	Technology
K-12 library	Process books & do circulation	

Question 8 asked them to mark all of their job responsibilities. Unsurprisingly, school library/media center was nearly universally reported, with 246 out of 252 (97.6%) listing it as a job duty. Other duties reported by more than half of school library respondents were cataloging, youth services and acquisitions.

**Current job duties, school library workers,
ALL that apply (N=252)**



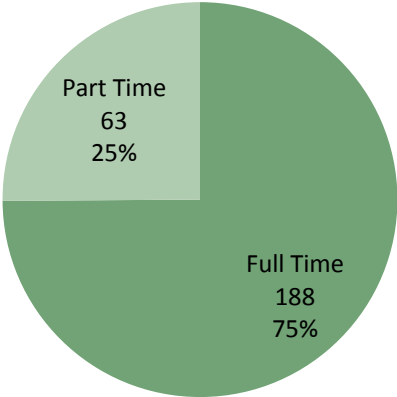
Job duties, school library workers, ALL that apply (N=252)	Number	Percent
School library/media center	246	97.6%
Cataloging	172	68.3%
Acquisitions	137	54.4%
Youth services (children and/or young adults)	137	54.4%
Digital/electronic resources	111	44.0%
Reference services	111	44.0%
Management	109	43.3%
Information technology (IT)	98	38.9%
Archives/preservation	53	21.0%
Outreach	28	11.1%
Other	16	6.3%
Circulation	1	0.4%
Interlibrary loan	0	0.0%

“Other” job duties reported by school library workers:

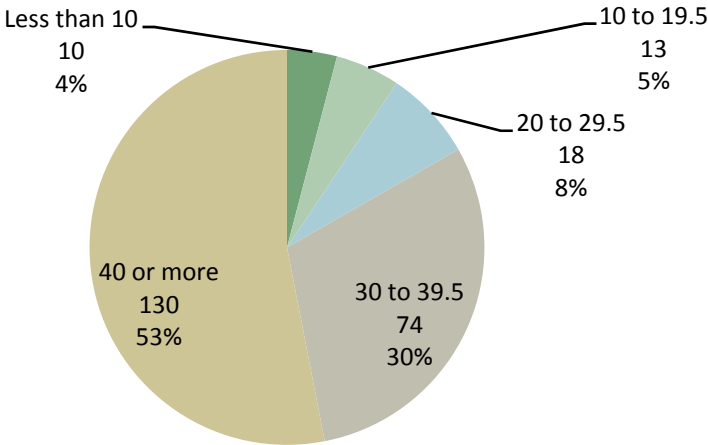
- | | | |
|---------------------------------------|--|---------------------------|
| assist the full-time media specialist | ESL Services, Span/Eng Translator, WEN Coordinator | Research Teaching teacher |
| book shelving | operating OPAC | Teaching |
| circulation | operating the computer system | teaching about libraries |
| computer labs | periodically | teaching library info |
| displays bulletin boards | Processing Materials | literacy/tech classes |
| Do it all as a school librarian | | VDX + clerical |

Employment status, salaries and benefits

Employment status, school library workers (N=251)

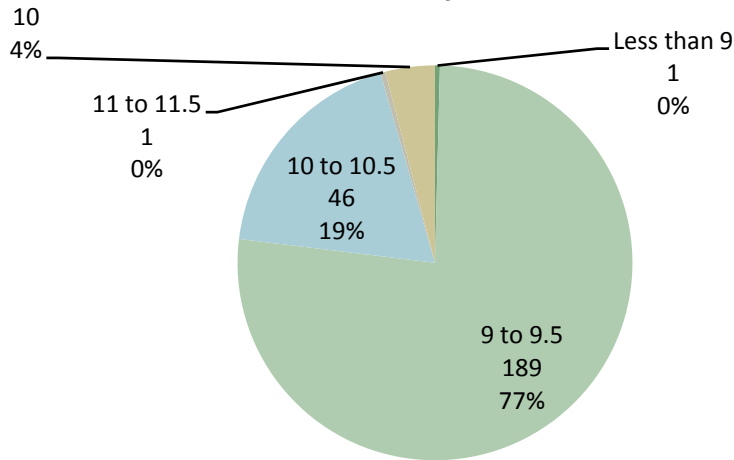


Number of hours worked per week, school libraries (N=245)



Three-fourths of school library respondents worked full-time. Although a less-than-40-hour workweek was less common than in public libraries, 50 out of 188 (26.6%) of full-time school library workers reported they were scheduled 30 to 39.5 hours a week. A typical work year for those in school libraries is 9 to 9.5 months (77%, 189 of 247) with a significant proportion working 10 to 10.5 months (19%, 46 out of 247).

12 **Number of months worked per year, school libraries (N=247)**



Reported annual salaries, school libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=77)	\$25,000.00	\$49,700.00	\$56,800.00	\$62,000.00	\$74,500.00	\$55,037.01
Part-time workers (N=10)	\$15,000.00	\$28,000.00	\$37,750.00	\$53,250.00	\$55,000.00	\$38,100.00

Reported hourly wages, school libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=67)	\$7.72	\$12.18	\$13.33	\$15.15	\$32.00	\$13.76
Part-time workers (N=35)	\$8.00	\$10.46	\$12.00	\$13.43	\$17.00	\$12.03

Reported salaries were highest by far in school libraries – no other library type had median and average salaries above \$50,000. Reported hourly wages for full-time employees, however, were slightly below the workforce average. Wyoming Department of Education data seems to show a large increase in non-certified library aide FTEs from 2000-01 to 2006-07. Although library media FTEs are also increasing, although at a slower rate, the employment situation in school libraries remains an area to be monitored in coming years to determine if school districts are de-professionalizing school library media center positions and using more workers with lower wages.

One respondent who reported working part-time indicated in their notes that they were a full-time educator. It is possible that full-time educators who work part of their time in a school library may have reported their full salary and hours, but marked themselves as a part-time employee. Although part-time school library salary data is presented here as reported, it should only be used with extreme caution.

The calculated hourly wage combined reported hourly wage information with per-hour breakdown of reported salaries, based on the number of hours in a work week and the number of hours worked per year. There were 185 usable records for calculated hourly wage in school

libraries, as shown below. Not only are school library salaries highest, but the hours worked per year is also less, resulting in the highest average calculated hourly wages of all library types.

Calculated hourly wage, school libraries	Minimum	1st quartile	Median	3rd quartile	Maximum	Mean average
Full-time workers (N=143)	\$7.72	\$13.46	\$22.18	\$34.91	\$47.76	\$24.25
Part-time workers (N=42)	\$8.00	\$10.79	\$12.42	\$14.28	\$37.51	\$15.08

School library workers were the least likely to report receiving vacation pay as a benefit; only one-third of full-time workers and one-fourth of part-time workers listed vacation pay. Health insurance and sick leave were the most reported benefits offered to full-time workers (95.7% for both), with retirement close behind at 95.2%.

Part-time school library workers were more likely than workers in other types of libraries to report being offered one or more employer-sponsored benefits; only 10 out of 63 (15.9%) reported none. More than half (58 of 63, 58.7%) of part-time school library workers are offered health insurance. As with salaries, this number may be skewed from respondents who reported themselves as part-time, but work full-time for their school or school district, but only part-time in a school library media center.

Benefits, full-time school library workers (N=188)		
Benefit	Number	Percent
Health insurance	180	95.7%
Sick leave	180	95.7%
Retirement	179	95.2%
Dental insurance	154	81.9%
Life insurance	136	72.3%
Vision insurance	100	53.2%
Holiday pay	82	43.6%
Deferred compensation plan (401K/457/403B/etc.)	73	38.8%
Vacation	62	33.0%
Other, please specify	7	3.7%
No benefits reported	4	2.1%

Benefits, part-time school library workers (N=63)		
Benefit	Number	Percent
Sick leave	49	77.8%
Retirement	42	66.7%
Health insurance	37	58.7%
Dental insurance	34	54.0%
Life insurance	29	46.0%
Vision insurance	22	34.9%
Deferred compensation plan (401K/457/403B/etc.)	18	28.6%
Holiday pay	18	28.6%
Vacation	16	25.4%
Other, please specify	3	4.8%
No benefits reported	10	15.9%

“Other” benefits reported by school library workers:

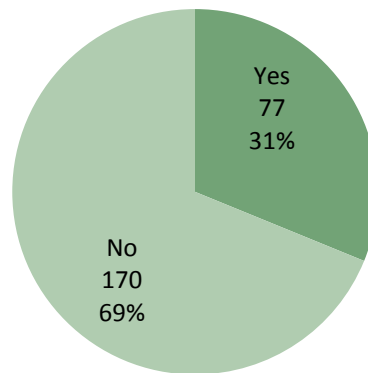
Cancer Insurance
Convien. Leave
HAS

personal day
personal days (2)
Personal Leave

the district pays into a Health
Savings Account
uncertain

Planned retirements

School library workers planning to retire in the next 5 years
(N=247)

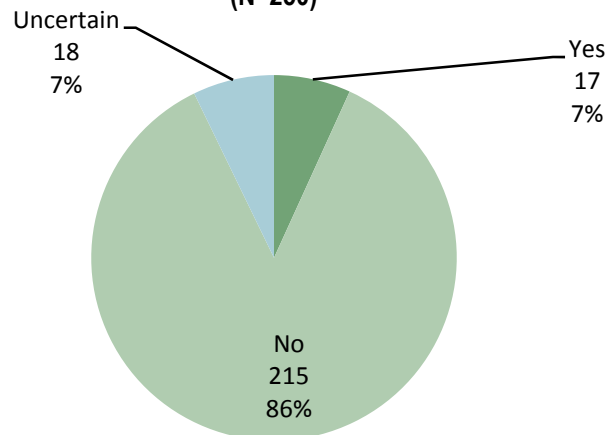


School libraries will be the library type hardest hit by retirements in the next five years. Seventy-seven of 247 workers surveyed (31%) say they intend to retire within five years. Nearly half of those holding the school library media endorsement (36 of 74) intend to retire.

Support for training

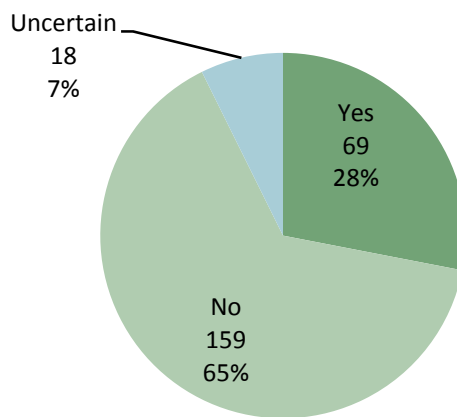
School libraries seemed to offer less support for training than other types of libraries.

School library has a formal program for training new employees
(N=250)

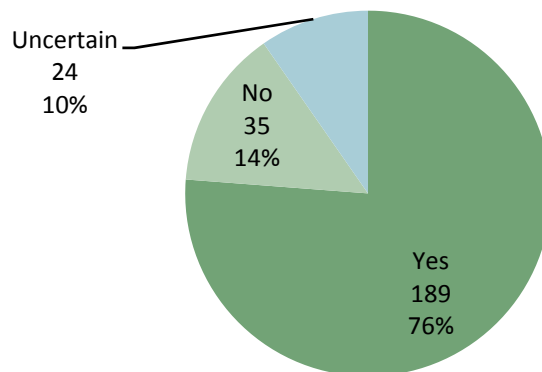


Only 7% of school library workers (17 of 250) reported that their school had a formal program for training new employees. For programs on ongoing training and staff development, schools fared better with 28% reporting yes – comparable to the 29% rate for the workforce as a whole. Only three-fourths (189 of 248, 76%) of school workers reported that they were given the opportunity to attend training, workshops and other learning events on work time; for other library types, this measure ranged from 87% (public libraries) to 94% (special libraries). Some respondent comments imply that in schools, there may be a distinct split between professional staff and library aides/assistants in terms of access to training, with the professional workers receiving better opportunities.

School library has a formal program for ongoing training and staff development (N=246)

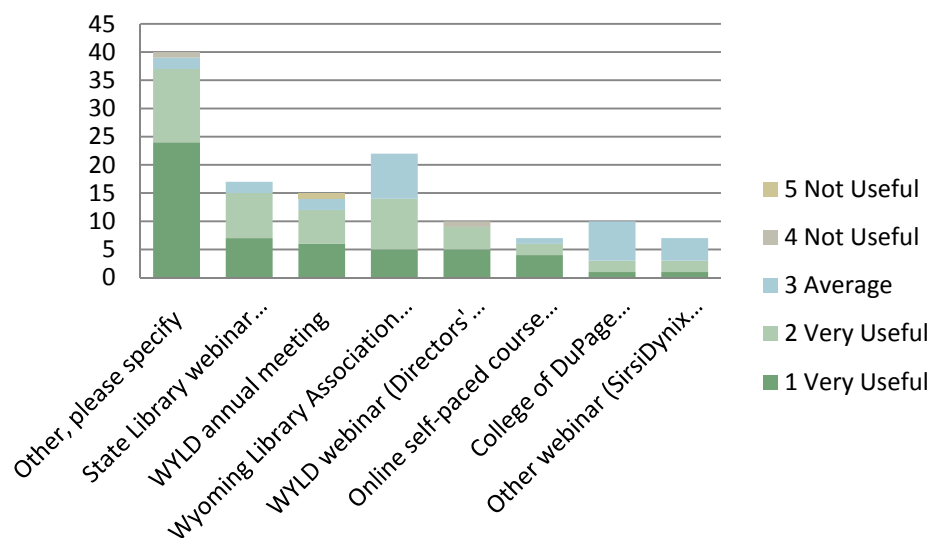


School library workers are given opportunity to attend training, workshops and other learning events on work time (N=248)



Usefulness of existing training

Perceived usefulness of existing training, school library workers
(N=252)



Perceived usefulness of existing training, school library workers (N=252)						
Training opportunity	1 Very Useful	2 Very Useful	3 Average	4 Not Useful	5 Not Useful	N=
Other, please specify	24 (60.0%)	13 (32.5%)	2 (5.0%)	1 (2.5%)	0 (0.0%)	40
State Library webinar (Databases of the month, etc.)	7 (41.2%)	8 (47.1%)	2 (11.8%)	0 (0.0%)	0 (0.0%)	17
WYLD annual meeting	6 (40.0%)	6 (40.0%)	2 (13.3%)	0 (0.0%)	1 (6.7%)	15
Wyoming Library Association spring meeting	5 (22.7%)	9 (40.9%)	8 (36.4%)	0 (0.0%)	0 (0.0%)	22
WYLD webinar (Directors' Station, NetLibrary, etc.)	5 (50.0%)	4 (40.0%)	0 (0.0%)	1 (10.0%)	0 (0.0%)	10
Online self-paced course (LibraryU, WebJunction, etc.)	4 (57.1%)	2 (28.6%)	1 (14.3%)	0 (0.0%)	0 (0.0%)	7
College of DuPage Teleconference	1 (10.0%)	2 (20.0%)	7 (70.0%)	0 (0.0%)	0 (0.0%)	10
Other webinar (SirsiDynix Institute, WebJunction, etc.)	1 (14.3%)	2 (28.6%)	4 (57.1%)	0 (0.0%)	0 (0.0%)	7

School library workers appear to be seeking out “Other” training at higher rates than in other library types. State Library webinars are not as well-attended by school library workers as they are by the general workforce, but have been well-received by those attending them. “Other” training reported by school library workers, by usefulness rank

Unrated (5)

book fair
LOTI-Mentor training/cert. stats
NA
not offered opportunity
Soaring Eagle

1 Very Useful (24)

AASL in Reno
AASL, CCIRA
Basin to learn WyldCat
BATES online library endorsement
BERI Peggy Sharp, U. WY Dr. Manyak
CCC online library classes

CCLRA

courses at BHSU
District Library Meetings
ED2Go Online Class
Information Power (2)
Information Power & WLA
Information Power, St. Coud
State Childrens Lit Wkshop

Information Sessions
 Montana State U. BATE
 program
 monthly tech meetings
 Nat'l Reading Conf K-6
 noodletools, inspiration
 Peggy Sharp
 Regional and National Meeting
 regional meeting in Thermop
 WLA Fall Meeting (2)

2 Very Useful (13)

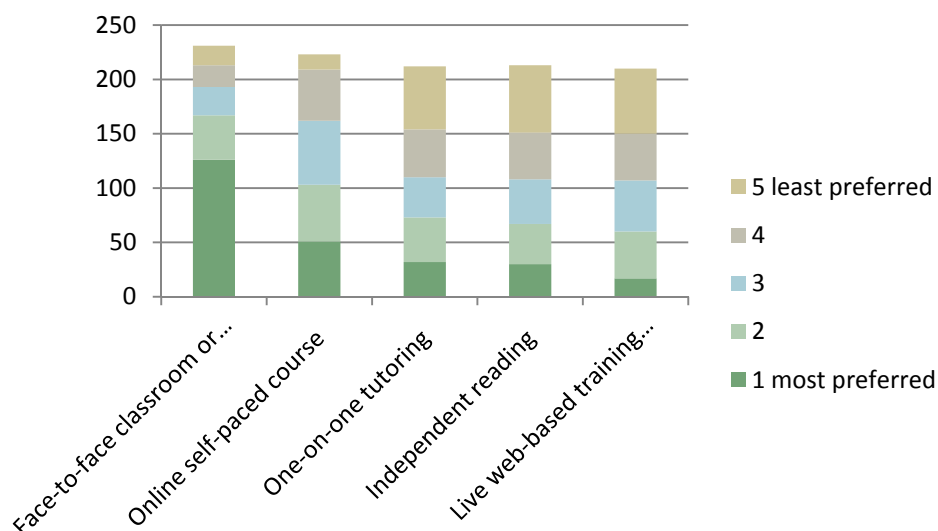
AASL
 accelerated reader
 ALA conference Oct. 2008
 Reno, NV
 audiobooks webinar
 Fremont Co. Librarian at Fort
 Washakie Conference 8/07
 Information Power
 on-site training with Mary
 Henning
 Region II Mtg
 software training

SSLMP- Aug. 2007
 Technology Institute (Jackson)
 What's New Seminars
 WLA Fall Meeting

3 Average (2)
 NCA + School Improvement
 Wyoming State Library
 Conference

4 Not Useful
 cataloging

Preferred training methods

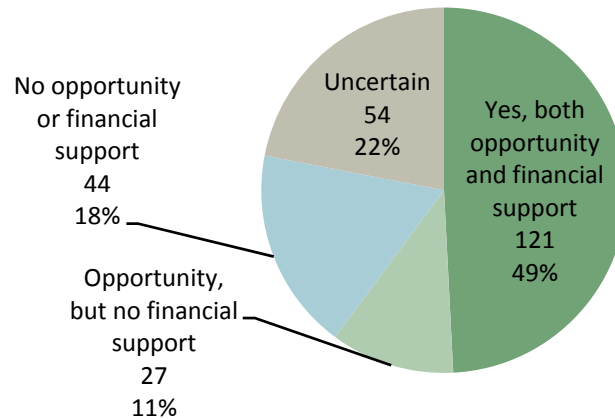


Preferred training methods, school libraries, by "1 most preferred" (N=252)						
Training method	1 most preferred	2	3	4	5 least preferred	N=
Face-to-face classroom or lecture	126 (54.5%)	41 (17.7%)	26 (11.3%)	20 (8.7%)	18 (7.8%)	231
Online self-paced course	51 (22.9%)	52 (23.3%)	59 (26.5%)	47 (21.1%)	14 (6.3%)	223
One-on-one tutoring	32 (14.2%)	41 (17.5%)	37 (19.3%)	44 (20.3%)	58 (29.2%)	212
Independent reading	30 (15.0%)	37 (19.2%)	41 (17.4%)	43 (20.7%)	62 (27.2%)	213
Live web-based training (webinars)	17 (8.1%)	43 (20.5%)	47 (22.4%)	43 (20.5%)	60 (28.6%)	210

School library workers appear to have the strongest resistance to webinars of any of the library types, as indicated by the percent of respondents who marked either a 4 or a 5 for live web-based training. Online, self-paced courses were better received by school library workers than by those in other types of libraries.

Library conference attendance

Are you given an opportunity and financial support to attend library conferences on work time? (School libraries, N=246)



School library workers attending specific meetings/conferences at least once every three years, ALL that apply (N=252)		
Conference	Number	Percent
Wyoming Library Association (WLA) Annual Conference	75	29.8%
Information Power	41	16.3%
WLA Spring Meetings	34	13.5%
IRA/WEA (International Reading Association/Wyoming Education Association)	19	7.5%
Other, please specify	19	7.5%
ALA Division Conference (PLA, ACRL, AASL, etc.)	11	4.4%
Mountain Plains Library Association (MPLA) Annual Conference	8	3.2%
WYLD Regional Meetings	7	2.8%
American Library Association (ALA) Annual Conference	7	2.8%
WYLD Annual Meeting	6	2.4%
WLA Legislative Reception	3	1.2%
No conference attendance reported at least once every three years	144	57.1%

School library workers were the least likely to report that they received both opportunity and financial support to attend meetings and conferences. They also had the highest percentage of workers who did not report attendance at any meetings or conferences at least once every three years. As with other types of libraries, attendance at the Wyoming Library Association fall conference was most often reported, although school librarian attendance at WLA was well below that of other libraries. Information Power rated second; 41 of 42 respondents who attended it worked in school libraries. "Other" conferences and meetings reported from schools:

AASL	haven't attended any for 3-4	no, never was given the
AASL Conference	years	opportunity
BER	International Reading	none
BERT Seminars	Association.	None - not offered
CCIRA (4)	NA	Reading Workshop - BER
covering library while others	never offered	Renaissance Place
attend	No	SCSC Literature Conf.

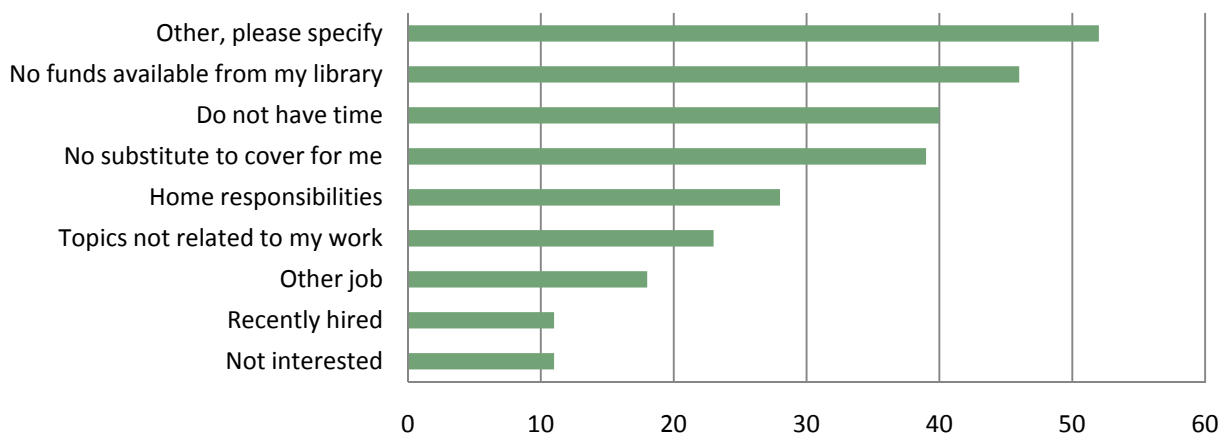
Sheridan High School Library
 Alexandria Training
 software inservice - 2 day
 software training in Denver

Tribal libraries, muesuem, and
 archives (national meeting)
 ULA
 WYLD data base uses

WyPec @ Casper

Barriers to training and conference attendance

Reasons why school library workers have not participated in training events or conferences during the past three years, ALL that apply (N=252)



Barriers to training, school library workers, ALL that apply (N=252)	Number	Percent
Other, please specify	52	20.6%
No funds available from my library	46	18.3%
Do not have time	40	15.9%
No substitute to cover for me	39	15.5%
Home responsibilities	28	11.1%
Topics not related to my work	23	9.1%
Other job	18	7.1%
Not interested	11	4.4%
Recently hired	11	4.4%
Respondents reporting one or more barriers to attendance	155	61.5%

Three out of five school library workers reported one or more barriers to training – the highest percentage of any library type. School library workers were more likely than workers in other types of libraries to report that a lack of funds hindered training. Time and substitute coverage were other significant barriers. Looking at “Other” reasons, it appears that library aides and assistants may have less access to training than professional staff does. “Other” barriers to training and conference attendance reported by school library workers:

"being an assistant to the full time librarian, I'm trained ""in-house"" as needed."
 BER What's new in YA Literature classes

doesn't seem to pertain to library aides
 Have teaching duties as well
 "haven't asked - didn't know if I could being an ""Aide""
 haven't heard of opportunities

I am an aide - the Media Specialist would be the one to do those things.
 I am an aide.
 I am not on a mailing list
 I didn't know that there were training events to attend

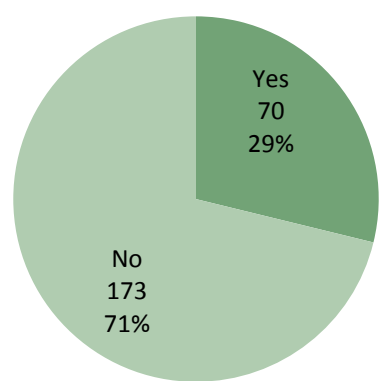
I'm only a substitute. Not enough work hours available.
 It's more important for the librarians to attend training and someone needs to stay behind.
 Just hired
 just my first year as librarian
 Just started
 just started this position
 Just started working in the library in September and haven't had the opportunity.
 Library Aide
 locations held not convenient for winter travel
 Lose \$100 a day per absence many are out of town
 my location
 never offered

new employee
 New Hire
 new hire 2007
 New Librarian
 no information
 none offered
 Not allowed
 not asked
 not asked to go
 not aware of trainings
 not encouraged much, Hastle to apply to go - get coverage, etc.
 not here last two years but prev. years not asked
 not informed about training, did not know I could attend, as I am not a librarian.
 not made available to us
 not offered to parttime
 not the head librarian

others attend from my library- not enough funding for all to attend
 Physical Limitation
 Switched jobs - just returned to library field
 This is my 1st year at this position
 used to/giving others a chance usually working for participants that attend training.
 We are self contained library and I feel very good with what we have.
 worked in library less than 1 year
 Working on my ESL
 Endorsement so ad to take classes & attend workshops.

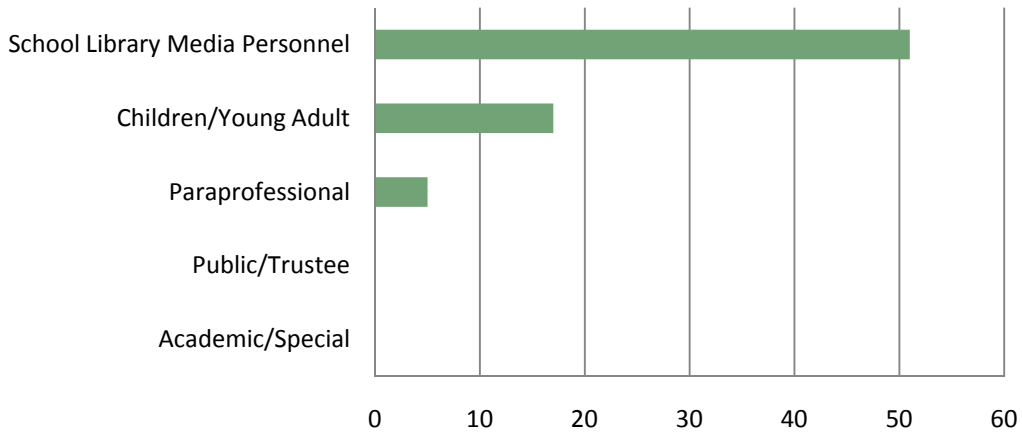
Wyoming Library Association involvement

Wyoming Library Association membership, school libraries (N=243)



School library workers had the lowest rate of WLA involvement– less than one-third of school library workers (70 of 243, 29%) reported membership. Those that do join WLA have higher rates of special section membership than WLA members from other library types. Nearly three-fourths (51 of 70, 72.9%) of WLA school library members belong to the School Library Media Personnel special section, and 17 out of 70 (24.3%) belong to the Children/Young Adult section.

**School libraries, WLA members, section membership, ALL that apply
(N=70)**

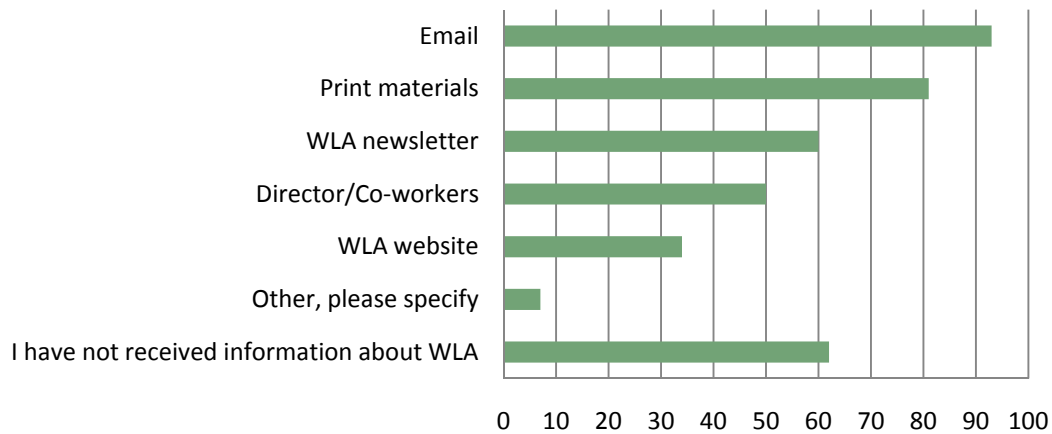


School libraries, WLA members, section membership, ALL that apply (N=70)		
Section	Number	Percent
School Library Media Personnel	51	72.9%
Children/Young Adult	17	24.3%
Paraprofessional	5	7.1%
Academic/Special	0	0.0%
Public/Trustee	0	0.0%
None, or none marked	13	18.6%

Two people marked that they were not members of WLA, but that they were section members. They have not been included in the above table.

Service to WLA as an officer or committee member at any level was reported by 19 of 70 school library WLA members (27.1%). One respondent reported that he or she was not a member, but had served in some capacity.

**How school library workers receive information from or about WLA ,
ALL that apply (N=252)**



13

How school library workers receive information from or about WLA, ALL that apply (N=252)		
Source	Number	Percent
Email	93	36.9%
Print materials	81	32.1%
WLA newsletter	60	23.8%
Director/Co-workers	50	19.8%
WLA website	34	13.5%
Other, please specify	7	2.8%
I have not received information about WLA	62	24.6%

School library workers were the least likely of all library types to receive WLA information through their Director/Co-workers. In other library types, anywhere from one-third to one-half of workers reported getting WLA information from others at their workplace – for school library workers, it was less than one-fifth. One-fourth of school library workers reported that they had not received WLA information – higher than any other library type. “Other” sources of WLA information school library workers listed were:

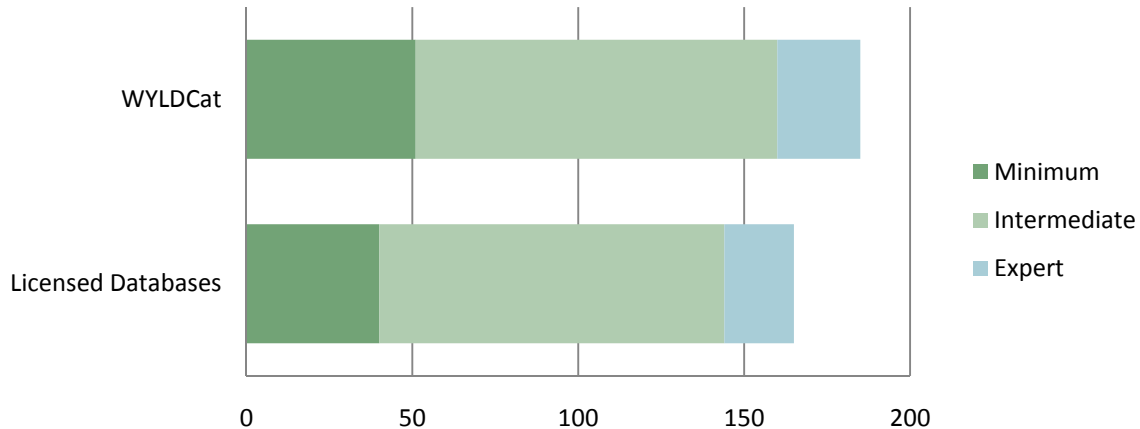
WLA_Other_Specify
district informer
I hear of a few thing
occasionally from co-
workers.

I just signed up for email notices
I only receive info. If I look for
it.
Jan Segerstrom
whatever comes in US post mail

Wyoming State Library

WYLD training needs

Self-reported skill levels, WYLDCat and licensed databases, school libraries
(N=252)



WYLD function	Minimum	Intermediate	Expert	N=
WYLDCat	51 (27.6%)	109 (58.9%)	25 (13.5%)	185
Licensed Databases	40 (24.2%)	104 (63.0%)	21 (12.7%)	165

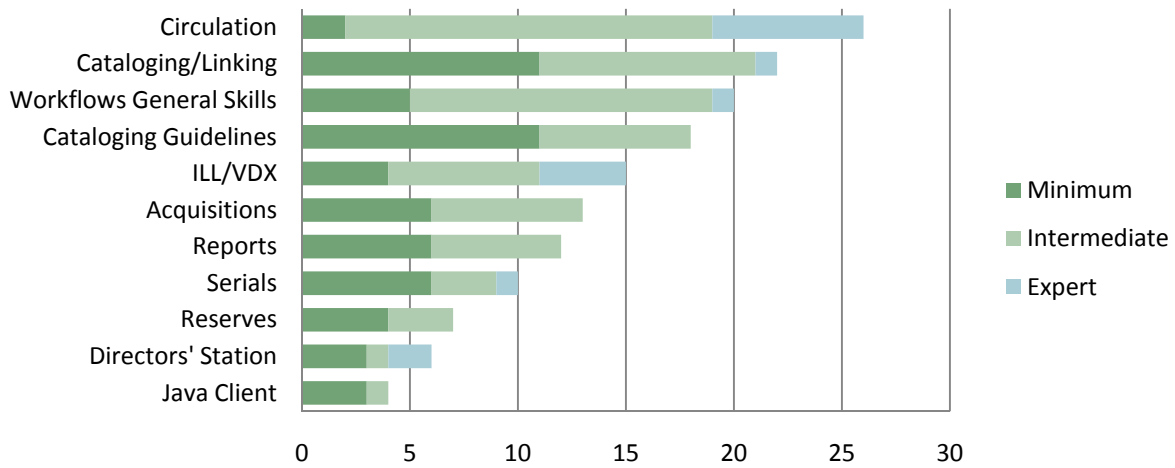
Question 26 asked respondents to rate their skill level as “Minimum,” “Intermediate,” or “Expert” on 13 different WYLD (Wyoming Libraries Database) functions. They were also asked if they would like to receive training on these functions.

A distinction has been made between the functions in general use and those only available to WYLD members. WYLDCat and the licensed databases are freely accessible to all Wyoming libraries. All other functions are only used by WYLD member libraries that participate in the statewide integrated library system.

Survey responses were coded to differentiate WYLD from non-WYLD libraries. School libraries were particularly difficult to differentiate, because coding only extended down to the school district level and not to individual schools. If even one school in a district was a WYLD library, the entire district’s responses were coded as WYLD. There were 37 responses from school districts with WYLD libraries, and 215 from districts that had no WYLD libraries.

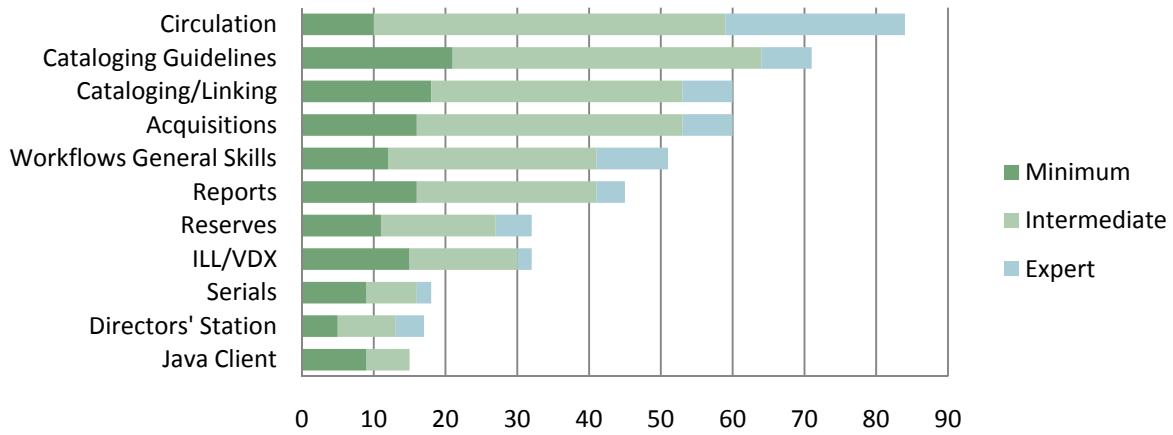
Even though non-WYLD libraries do not use the WYLD system, many non-WYLD respondents ranked their skill level on one or more functions, and requested training on system functions. Data is presented separately for WYLD and non-WYLD libraries.

Self-reported skill levels, WYLD functions, WYLD school libraries (N=37)



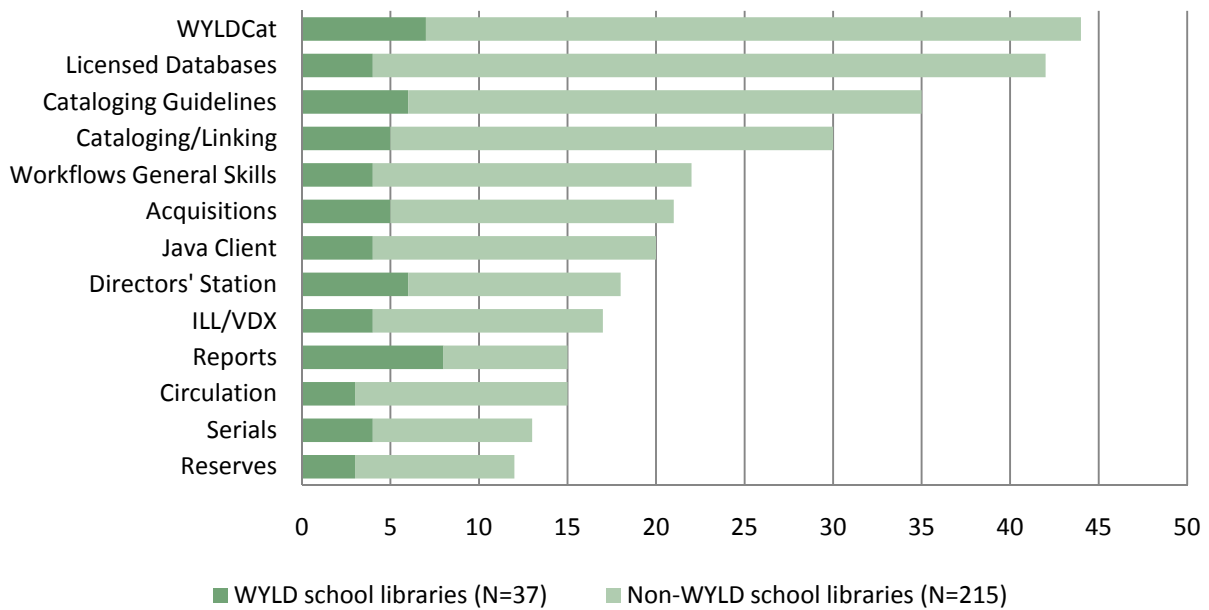
Self-reported skill levels, WYLD functions, WYLD school libraries (N=37)				
WYLD function	Minimum	Intermediate	Expert	N=
Circulation	2 (7.7%)	17 (65.4%)	7 (26.9%)	26
Cataloging/Linking	11 (50.0%)	10 (45.5%)	1 (4.5%)	22
Workflows General Skills	5 (25.0%)	14 (70.0%)	1 (5.0%)	20
Cataloging Guidelines	11 (61.1%)	7 (38.9%)	0 (0.0%)	18
ILL/VDX	4 (26.7%)	7 (46.7%)	4 (26.7%)	15
Acquisitions	6 (46.2%)	7 (53.8%)	0 (0.0%)	13
Reports	6 (50.0%)	6 (50.0%)	0 (0.0%)	12
Serials	6 (60.0%)	3 (30.0%)	1 (10.0%)	10
Reserves	4 (57.1%)	3 (42.9%)	0 (0.0%)	7
Directors' Station	3 (50.0%)	1 (16.7%)	2 (33.3%)	6
Java Client	3 (75.0%)	1 (25.0%)	0 (0.0%)	4

**Self-reported skill levels, WYLD functions,
non-WYLD school libraries (N=215)**



Self-reported skill levels, WYLD functions, non-WYLD school libraries (N=215)				
WYLD function	Minimum	Intermediate	Expert	N=
Circulation	10 (11.9%)	49 (58.3%)	25 (29.8%)	84
Cataloging Guidelines	21 (29.6%)	43 (60.6%)	7 (9.9%)	71
Acquisitions	16 (26.7%)	37 (61.7%)	7 (11.7%)	60
Cataloging/Linking	18 (30.0%)	35 (58.3%)	7 (11.7%)	60
Workflows General Skills	12 (23.5%)	29 (56.9%)	10 (19.6%)	51
Reports	16 (35.6%)	25 (55.6%)	4 (8.9%)	45
ILL/VDX	15 (46.9%)	15 (46.9%)	2 (6.3%)	32
Reserves	11 (34.4%)	16 (50.0%)	5 (15.6%)	32
Serials	9 (50.0%)	7 (38.9%)	2 (11.1%)	18
Directors' Station	5 (29.4%)	8 (47.1%)	4 (23.5%)	17
Java Client	9 (60.0%)	6 (40.0%)	0 (0.0%)	15

Requests for training on WYLD functions, school libraries (N=252)



WYLD function	WYLD school libraries (N=37)	Non-WYLD school libraries (N=215)	All school libraries (N=252)
WYLDCat	7	37	44
Licensed Databases	4	38	42
Cataloging Guidelines	6	29	35
Cataloging/Linking	5	25	30
Workflows General Skills	4	18	22
Acquisitions	5	16	21
Java Client	4	16	20
Directors' Station	6	12	18
ILL/VDX	4	13	17
Circulation	3	12	15
Reports	8	7	15
Serials	4	9	13
Reserves	3	9	12
Number of workers requesting training on one or more functions	13	65	78
Number of workers requesting training on one or more functions	35.1%	30.2%	31.0%