Report of the Independent Evaluation of the Maryland Division of Library Development & Services' Implementation of the Library Services and Technology Act Five-Year State Plan 2003-2007

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I. Introductory Statement and Summary of Impact of IMLS Funds to Support State Library Services

The Library Services and Technology Act ((LSTA) (20 U.S.C. 9141) specifies that a State Library Administrative Agency shall expend funds for one or more of the following:

1. expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
2. developing library services that provide all users access to information through local, state, regional, national, and international electronic networks;
3. providing electronic and other linkages among and between all types of libraries;
4. developing public and private partnerships with other agencies and community-based organizations;
5. targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and
6. targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902 (2))) applicable to a family of the size involved.

Chart 1 shows how the Maryland Division of Library Development and Services' Five-Year Plan 2003-2007 support the LSTA purposes.

Chart 1: LSTA Priorities supported by Maryland Division of Library Development and Services Five-Year Plan 2003-2007	
LSTA Purpose 2003	***Maryland DLDS Goal***
6	*GOAL 1: Maryland libraries will meet the changing information and learning needs of their local communities.*
3,4	*GOAL 2: Maryland libraries will be learning organizations both internally and collectively to benefit themselves and others.*
1, 2, 3, 4, 5	*GOAL 3: Maryland libraries will anticipate and meet the digital/electronic needs of their communities.*
5, 6	*GOAL 4: Maryland libraries will become essential resources in their communities.*
5, 6	*Goal 5: Maryland's print disabled community will have access to increased and improved library services.*

The law establishing public libraries in Maryland was enacted in 1902. Within the Maryland State Department of Education's Division of Library Development and Services (DLDS), the Public Libraries and State Networking Branch (PLSNB) is charged with providing technical assistance and direction to improve library services across the state. PLSNB oversees the state library network, which is responsible for providing interlibrary loan, direct lending of resources and materials, technical assistance, and staff training. Public, university, and community college libraries are part of this system.

In addition, there are three regional libraries that support the network—the Eastern Shore Regional Library, the Southern Maryland Regional Library Association, and the Western Maryland Public Libraries.

DLDS contracts with the Enoch Pratt Free Library as the State Library Resource Center (SLRC) to lend materials to libraries and to provide information to State government employees through the Government Reference Service. SLRC operates Sailor®, Maryland's online electronic information network, and Marina®. SLRC, under the direction of DLDS, coordinates the network (including Marina) which connects Maryland residents to information resources within the state and worldwide.

Completing the network are Maryland's 24 public library systems, 1,194 school media centers, 63 college and university libraries, and several state institutional libraries that serve people with mental illness and the incarcerated.

The Maryland State Plan for the Library Services and Technology Act 2003-2007 addressed the unique community needs served by libraries in Maryland, as well as the LSTA priorities, and was a product of the input of librarians and users of library and information services in the state.

The aims of the plan were:

- To provide a framework for establishing program goals to assist libraries in meeting the diverse needs of the citizens of Maryland
- To establish guidelines for the best use of the LSTA funds
- To make widely known a plan for statewide library development
- To fulfill the planning requirements of the LSTA

Importance of Federal Support

The Division of Library Development and Services has invested its LSTA funding in building capacity in public libraries, through staff development, needs assessment and planning, collaboration, and innovation. These four themes were interwoven through nearly every initiative:

- ***Staff Development.*** DLDS's staff development exhibits several hallmarks of excellence, including system-wide inclusion; solid basis in research; persistent focus on a few key themes—emergent literacy, innovation, evaluation; support and follow-up; job-embedded experiences; and investing in building the capacity of staff. In addition, staff development and training were incorporated into nearly every local project, assuring that staff would be prepared to meet new audiences, use new technology, work with partners, and provide excellent service in their libraries.

- ***Needs Assessment and Planning.*** DLDS focused on needs assessment, planning, and outcomes-based evaluation. It modeled the approach by supporting the "Customer Survey of Maryland Residents", which could be used to assess progress toward LSTA goals, but also by individual library systems. DLDS funded a variety of strategic planning efforts for statewide, consortial, and library system planning. Needs assessment, planning, and evaluation are embedded in every grant project as well.

- ***Collaboration.*** Partnerships were incorporated in many, if not all, of the projects funded by DLDS. Many grant recipients reported that the relationships they developed in planning and implementing projects were continuing even after the grant period ended.

- ***Innovation.*** Innovation was a major theme during the three years reviewed for this report. Many of the technology projects were leading edge. Grants to local libraries supported their pilot tests of RFID and similar promising technologies. LSTA grants also sent a few Maryland librarians to consumer

technology conferences and paid for speakers to expose library staff members to thought-provoking content at Maryland conferences.

Chart 2: Summary of Progress toward Goals and Objectives, 2002-03 to 2005-06				
	No Progress	***Progressing***	***Met Goal***	***Surpassed Goal***
GOAL 1: Maryland libraries will meet the changing information and learning needs of their local communities.			**X**	
Program 1.1. Needs Assessment Research				**X**
Program 1.2. Statewide Library Services			**X**	
1.2.1. Virtual reference service			**X**	
1.2.2. Statewide library card			**X**	
1.2.3. Sailor statewide network			**X**	
1.2.4. Marina ILL network			**X**	
1.2.5. Statewide databases		**X**		
Program 1.3 Generational and Intergenerational Responsive Programming			**X**	
GOAL 2: Maryland libraries will be learning organizations, both internally and collectively to benefit themselves and others.			**X**	
Program 2.1: Maryland Library Learning Community			**X**	
2.1.1. Staff development			**X**	
2.1.2 Organizational development			**X**	
GOAL 3: Maryland libraries will anticipate and meet the digital/electronic needs of their communities.			**X**	
Program 3.1. Statewide Technology Opportunities			**X**	
3.1.1. Digitization		**X**		
3.1.2. New and Emerging Technologies			**X**	
GOAL 4: Maryland libraries will become essential resources in their communities			**X**	
Program 4.1. Program Evaluation				**X**
Program 4.2. Collaborative Projects Among Libraries and Other Agencies to Increase the Visibility of Libraries			**X**	
GOAL 5: Maryland's print disabled community will have access to increased and improved library services.			**X**	
Program 5.1. Maryland State Library for the Blind and Physically Handicapped			**X**	

Maryland's LSTA expenditures are spread over a wide variety of programs. Although LSTA funding is used, as it is in most states to provide some support for some basic state library agency programs such as Library Development, the Library for the Blind and Physically Handicapped (LBPH), and administrative costs related to LSTA (especially as it relates to managing an extensive sub grant program), the overall amount expended in these categories is very reasonable

compared to the whole. The pie chart (Chart 3) below shows all categories of expenditures that have exceeded two percent (2%) of the total LSTA funds expended in FY 2003 – FY 2005. Over this period, about one-quarter (27.55%) of the funds were allocated to Library Development, LBPH and administration while the balance was allocated to a wide variety of other initiatives and projects.

This affords Maryland's LSTA program a degree of "nimbleness" in that the majority of funding is not "locked into" ongoing programs. This ability to be responsive to developing needs serves the State well.

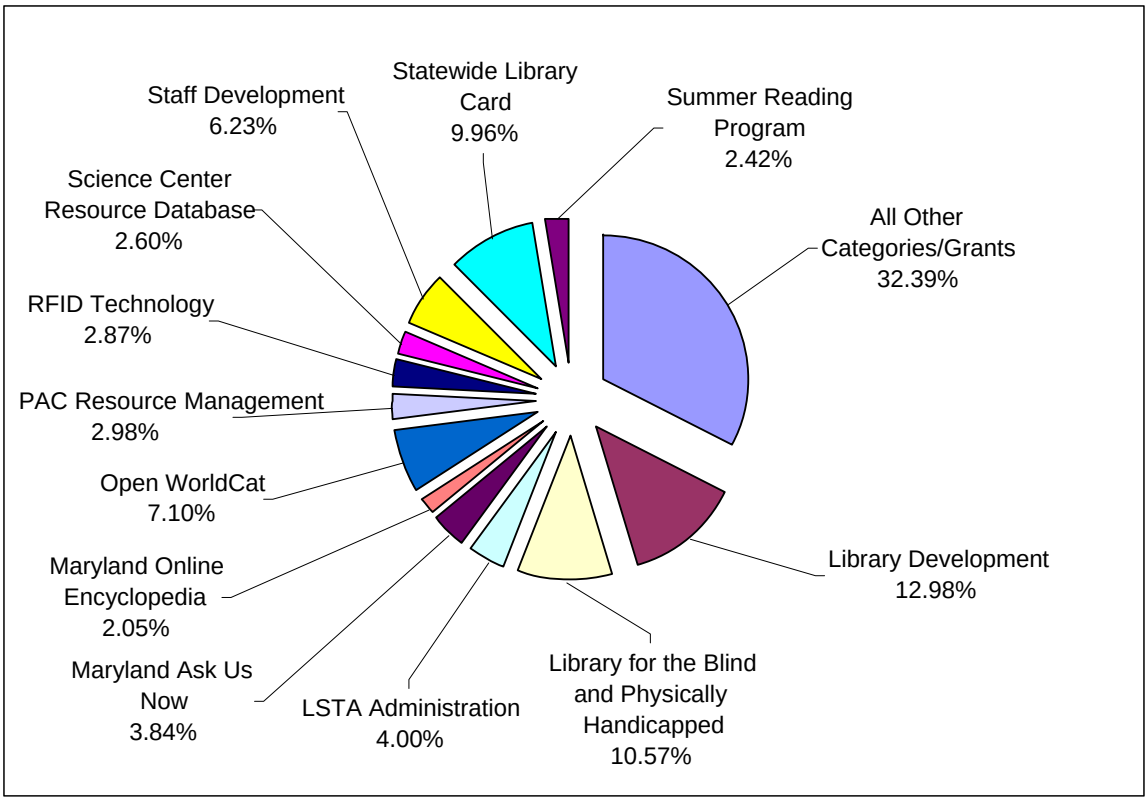


Chart 3
LSTA Expenditures FY 2003 – FY 2005

Charts 4, 5, and 6 on the following page reflects the assessment of librarians in the field regarding Maryland's LSTA program. The data that forms the basis of the charts was drawn from a web survey conducted in January 2007. See Appendix C for details regarding this survey.

Chart 4: Maryland Library Survey: How Well Do Programs Meet Needs of Libraries and Residents? (n=72)

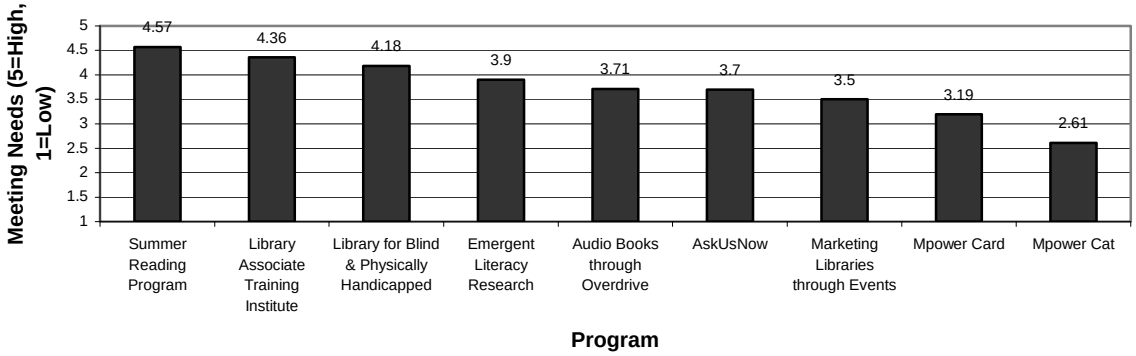


Chart 5: Maryland Library Survey: How Well Do Services Meet Needs of Public Librarians and Libraries (n=72)

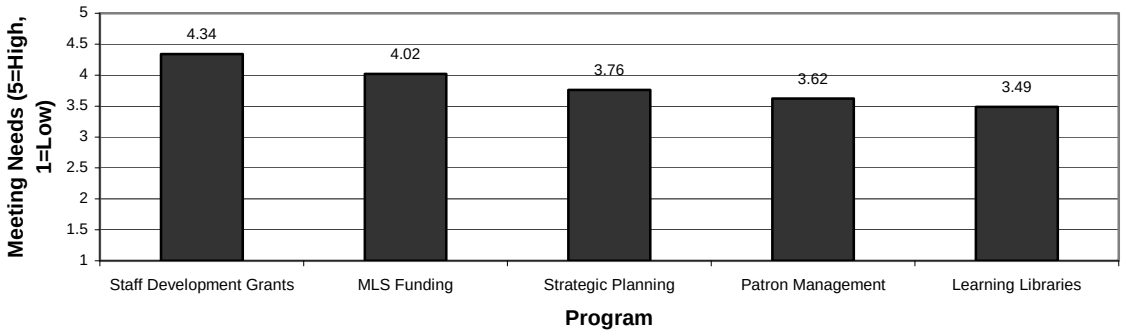
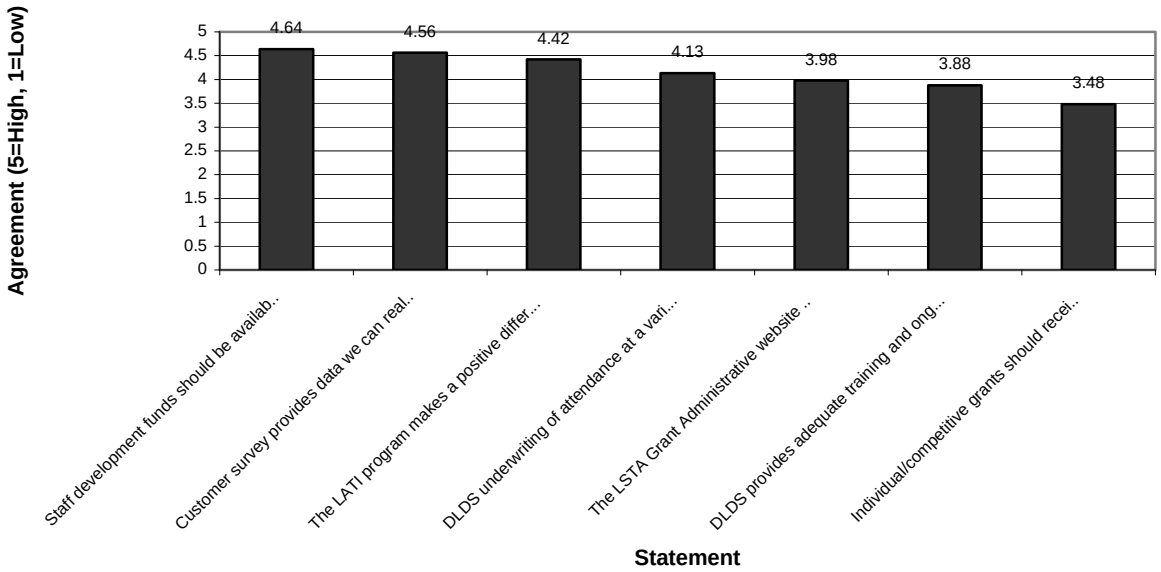


Chart 6: Maryland Library Survey: Opinions (n=72)



II. Overall Report of Results in Achieving Goals and Objectives Based on the Five-Year Plan

GOAL 1: Maryland libraries will meet the changing information and learning needs of their local communities.

Program 1.1. Needs Assessment Research

A number of significant programs and initiatives are described that directly relate to the "needs assessment" program. However, several other projects and initiatives described elsewhere in this report involve needs assessment components. Perhaps the most important is the Survey of Maryland Residents, which has been conducted twice since the beginning of the current plan cycle (2003 and 2006). More information about this critically important effort can be found on page 72.

Among other projects with significant needs assessment components are:

- Library Services to Adult New Readers (Calvert County) (page 65)
- Cultural Connections (Howard County) (page 61)
- Grantsville Grows (Ruth Enlow Library of Garrett County) (page 55)
- A+ Partners in Education (Howard County) (page 53)

Activity 1.1.A: Develop and present workshops on needs assessment.

This increasingly important initiative will be carried over into the next five-year plan.

Activity 1.1.B: Offer incentive grants to libraries to assess the needs of their communities.

Assessing Harford County Public Library and Public Schools Collaboration/Harford County Public Library (2003: $30,000).

Activities

With the help of a consultant, the library developed a research-based evaluation tool and administered it to 2,344 school personnel (teachers, media specialists, and administrators) to assess how the library can use its resources to support the achievement targets specified by No Child Left Behind Act (NCLB) and the Bridge to Excellence Master Plan for the schools.

The four areas which the survey was designed to explore:

- How familiar school personnel were with library services
- How useful were library services to students, parents, and school personnel

- What kind of assistance school personnel would like to have in meeting instructional goals
- What types of assistance school personnel would like from the library

The consultant analyzed the data and produced a report. The library made presentations on its findings at the Maryland Library Association Conference in May 2004 and the Maryland Association of Public Library Administrators in October 2004.

Outputs

The complete report, including methodology, findings, recommendations, and appendices are available online at www.hcplonline.info.

Outcomes

The survey raised awareness of school personnel of the library's capabilities. As a result, the library has been invited to schedule training for teachers on library databases. Requests for booktalking visits have increased.

Strategic Planning/Maryland State Department of Education/Division of Library Development and Services (2003: $33,297). The purpose of this project was to facilitate creation of a strategic plan for a library.

Activities

Each library used grant funds to form a planning committee and hire a consultant. The consultant facilitated the committee's identification of community needs and development of programs to meet those needs.

Libraries participating included:

- Somerset County Public Library ($15,000)
- Charles County Public Library ($15,000)
- Frederick County Public Library ($3,267)

Outputs

Each of the three libraries developed a strategic plan.

Outcomes

In the online survey, library staff ranked strategic planning third (3.72 out of 5.0) in the list of services that meet needs of public librarians and libraries.

In Frederick County, the process of reviewing the library's history enabled board members to understand how much progress the library had made and helped clarify directions for the future. New board members quickly grasped the nature of major changes the library had undergone in the last ten years. Board members came away with stronger commitments to the library and to providing excellent customer service.

Strategic Planning/Wicomico County Free Library (2004: $15,000). The purpose of this project was to focus library resources on community needs.

Activities

The library hired a consultant and appointed a planning committee whose members included stakeholders from all segments of the community. The consultant met separately with staff and board to explain methods and outcomes of the process and to solicit comment on how the library should be using its resources.

The committee drafted a Community Vision and identified community needs, then chose library service responses. The library board/staff task force met to develop a mission, goals, and objectives. Library staff agreed upon activities to accomplish the goals and objectives.

Outputs

The plan was adopted by the board in early 2005 and was distributed community-wide.

Outcomes

Library resources were reallocated to meet identified community needs. The library created a Program Coordinator position to guide library programming and related publicity. The library allocated funding and began the process of reassigning space and renovating the Main Library in Salisbury. The library adopted a new name—Wicomico Public Library.

One of the citizens on the planning committee applied for and was appointed to the board. Participation by a key local school board member enhanced the library's cooperation with the school district.

Business and Government Information Center (BGIC)/Washington County Free Library (2005: $21,735). The purpose of this project was to provide access to relevant and up-to-date educational and informational materials for citizens and

government officials regarding business issues and development in compliance with local and state regulations and statutes.

Activities

The library made improvements to the existing BGIC space, purchasing new furniture, replacing existing shelving with compact shelving to make room for public access computers, adding magazine racks, replacing worn carpet, and adding signage.

Simultaneously, library staff evaluated the collection, weeded out-of-date items, and purchased new materials. They improved the quantity and quality of BGIC links on the library web site.

The BGIC librarian spoke at meetings of various organizations throughout Washington County, including Chambers of Commerce, business organizations, and the library board. He distributed promotional information.

Partnering with the local SCORE chapter, the library initiated a new business seminar series, with topics such as franchising and home businesses.

Outputs

Outputs are summarized in Chart 7 below.

Chart 7: Business and Government Information Center	***2005-06***
Information packets distributed	50
Brochures distributed	50
Materials added to collection	200+
Workshops presented	3
Participants at workshops	31
Customers receiving one-on-one assistance/referral	50

Outcomes

Fifty established and prospective business owners/managers demonstrated skills in locating business information at the workshops. They will receive a follow-up survey in six months to assess knowledge gains and behavior changes.

Project Adelante/Eastern Shore Regional Library, Inc. (2003: $45,000 , 2004: $10,000) The purpose of this project was to develop a better understanding of the needs and service gaps within the Latino community, in order to improve the

services of the public library and other providers and reduce barriers to accessing services for this population.

Activities

In 2003, each of the eight libraries in the regional library's catchment area, as well as Health Services, Transportation Services, Education and ESOL contributed a member to the Advisory Committee, which chose Horizon Marketing, Salisbury State University, and Bienvenidos a Delmarva to conduct a needs assessment of the Spanish-speaking population of the Eastern Shore. The consultants developed a focus group discussion guide and ethno-survey. After testing the interview process, they trained interviewers who conducted the focus groups in Spanish. As a gift, focus group participants received a Spanish-English dictionary.

Library staff received training in Command Spanish; demand for Spanish-language classes for staff was so great that additional classes were added.

Library brochures and publications were translated into Spanish and a marketing plan was under development.

In 2004, the additional funding allowed the library to hire a project director, who did research and assisted with focus groups. She also worked with ESOL teachers and trainers to help identify participants for Project Adelante. She compiled data and other information to complete reports and began creating a statewide model for replication. She coordinated Spanish language classes for library staff.

Outputs

186 ethno-surveys were distributed. Nine focus groups were conducted and 213 dictionaries were given away. Results of ethno-surveys and focus groups have been published.

Outcomes

The non-library members of the Advisory Committee indicated their appreciation for the library's leadership in conducting the needs assessment. The report is being shared with other communities in Maryland.

Demand for classes was so great that additional classes were added.

Based on the research, several Eastern Shore libraries have created new programs for Spanish-speaking patrons.

Strategic Planning/Carroll County Public Library (2005: $15,000). The purpose of this project was to produce a plan to guide the library's activity and use of resources over the next five years.

Activities

Using the New Planning for Results method, the library board named a community planning committee of 16 knowledgeable leaders to identify strengths, weaknesses, opportunities, and threats facing Carroll County over the next five years and to determine roles the library could plan in addressing these needs. The staff, with assistance from Dubberly Garcia Associates, developed goals and objectives and shared them with the community planning committee and the board. The board approved the goals and objectives at their November 2006 meeting. The next step will be to create a work plan for board approval.

The staff also identified strategic competencies that will need to be in place in order to meet the goals and objectives; these were approved by the board. The new plan will be printed and added to the library web site in early 2007.

Outputs

2007-2010 Strategic Plan document.

Teen Parents Community Assessment/Baltimore County Public Library (2005: $28,550). The purpose of this project was to identify agencies that are providing services for teen parents and their very young children, determine how the library can more effectively meet needs of this audience, develop a model for service, and pilot it in the Lansdowne community.

Activities

The library created a project team, which met with consultant Elaine Czarnecki to plan contacts with community service providers. Library staff met with seven providers in Randallstown/Woodlawn, Essex/Dundalk, and Lansdowne to share information about the initiative and discuss their services and challenges. They developed a survey for teen parents, tested it for reliability and validity, and administered the survey to 28 teens. They reviewed results and brainstormed ideas for services.

They conducted focus groups with 15 teens to get feedback on the service model. In the focus groups, they presented a sampling of the materials most requested on the survey and asked the teens to assess how helpful it might be and why. They appeared to enjoy the materials and respond positively as they passed them around the table and gave them an average rating of 4.2 out of 5.

Their report, with a list of community contacts, tentative timeline of activities, and recommendations for implementation in 2007 was shared with key library staff and partner agencies.

Outputs

As a result of the survey and focus groups, the library was able to rank the information useful to teen parents:

- Infant brain development
- Infant health
- Bonding with baby
- Career options
- Parenting and child care
- Teen programs
- Internet access
- Child care
- Story times for babies and parents
- How to read to babies and toddlers

Library staff created information packets for teen parents including a board book, early literacy CD, and handouts on "Safe Sleep for Your Baby," "Reduce the Risk of SIDS," "On Track Milestones," "Importance of Play," "Things To Do Before Hitting or Yelling at Your Child," "Parent's Guide to Emergent Literacy," and others related to library hours and services.

Outcomes

The needs assessment pointed to need in three areas: materials, programs/services, and effective means of advertising and reaching out to teen parents. Teen parents thought that many of the materials and services of the public library would be helpful to them as parents of young children. Most were unaware of the materials and services the library had to offer and/or were not using them.

The library developed relationships with the Department of Social Services/Young Parent Center, Baltimore County Public Schools, Baltimore County Department of Health, and First Step, Inc.

Totally Teen/ St. Mary's County Memorial Library (2003: $60,000). The project provided a number of structured computer and artistic experiences for teens aged 12 to 15, to involve them in constructive activity at the library and help them acquire computer skills, develop and demonstrate artistic talent and youth leadership.

Activities

The library hired an instructor to develop computer classes and purchased and installed a computer lab for teens. The library also purchased digital cameras and software.

Library staff partnered with Tomorrow's Child to present four workshops on theater, poetry, origami, and music.

Flyers in stores, newspaper articles, and personal invitation were used to recruit participants.

Outputs

One hundred thirty-two teens participated in computer classes, including five sessions on web design and two sessions on digital photography and Microsoft products.

Twelve (12) teens participated in the poetry workshop; nineteen (19) teens participated in the theater workshop for a total of thirty-one (31) attendees.

Outcomes

Outcomes from the Totally Teen program include:

- 71 percent of teens demonstrated new computer skills by creating web pages and digital photographs.
- 62 percent of teen participants created one multi-media or desktop publishing presentation and presented it to their peers.
- 100 percent of teens who participated wrote a poem or short story and read or performed it aloud for their peers and other community members.
- 92 percent of teens initiated peer-to-peer mentoring for one activity.
- 36 percent of the teens volunteered at the library or with another community organization.

Twenty-nine teens contributed to two e-zines displayed on the library's web site, through a partnership with local business BAE Systems.

Three teens contributed to creating a brochure for the African-American Juneteenth Celebration.

Eleven teens worked on materials for the NASA@Your Library exhibit that was mounted in the library from December 2004 and January 2005.

Over time, the teens recognized the computer lab and its associated programming as a space that was distinctly theirs in the library. They understood that educational projects were to be completed as part of the workshops, but they also saw the workshops as a time when they could interact with new friends and learn from the instructor and each other. The e-zine project introduced teens to the business community.

The county granted the request of the director of the library to add the computer instructor to the full-time staff at the library.

Activity 1.1.C: Research needs assessment tools and post them on the State Library web site.

This increasingly important initiative will be carried over into the next five-year plan.

Activity 1.1.D: Offer special grants to library staff to be trained in needs assessment.

The Baltimore County Public Library currently has a grant with Federal FY 2006 funds to train staff in two branches on needs assessment. A DLDS staff member is also part of the team. The project is just underway at the time of this writing and consequently, no results are yet available.

Activity 1.1.E: Contract with a consultant to offer technical assistance in needs assessment.

This increasingly important initiative will be carried over into the next five-year plan.

Activity 1.1.F: Conduct a statewide needs assessment on an annual basis.

The Customer Survey of Maryland Residents was conducted twice during the FY 2003 – FY 2006 period (see page 71).

Activity 1.1.G: Sponsor a special needs assessment discussion group or listserv.

This increasingly important initiative will be carried over into the next five-year plan.

Outputs and Outcomes

Target: 50 percent of library staff members demonstrate an understanding of needs assessment.

Target: 55 percent of libraries use one of the tools identified by DLDS to assess their user needs.

Target: 55 percent of libraries have assessed the information and learning needs of at least one segment of their user base.

These targets were met: Project Adelante assessed the needs of the Hispanic population for the eight county library systems in that region. Howard County has assessed the needs of the Chinese and Korean populations with FY 2005 funds. Washington County is assessing the needs of the Hispanic population with FY 2006 funds. Harford County assessed the needs of the students, parents and teachers with FY 2003, and Baltimore County assessed the needs of teen parents with 2005 funds.

Program 1.2. Statewide Library Service

Activity 1.2.A. Virtual Reference

i. **Hold a statewide virtual reference summit with representatives from all types of libraries.**
ii. **Evaluate the virtual reference pilots.**
iii. **Develop, implement, and evaluate a statewide virtual reference service.**

The Maryland AskUsNow! project has been selected as an example of outcomes-based evaluation. Please see Section IV for Activities, Outputs, and Outcomes.

Activity 1.2.B. Statewide Library Card

i. **Evaluate the pilot test of the statewide library card.**
ii. **Develop and implement a statewide library card.**

See Statewide Library Card/Carroll County Public Library on page 51

Activity 1.2.C. Sailor/Statewide Network

i. **Continue to develop and enhance the statewide network.**

Sailor/Maryland State Department of Education/Division of Library Development and Services. Sailor is Maryland's online portal for library and community information services. http://www.sailor.lib.md.us/ It contains some online databases; individual libraries also offer databases.

In the focus group library directors mentioned Sailor as the beginning point for statewide technology.

"We should remember that we used all of the LSTA money for two years to make that happen. Sometimes you have to bite the bullet and go for it."

State Library Resource Center/Maryland State Department of Education/Division of Library Development and Services (2004: $49,802). This project conducted an in-depth study of SLRC at the Enoch Pratt Free Library, to analyze current practice and procedures and make recommendations for future operations.

Activities

In 2003, the Division hired RESI Consulting Group at Towson University to conduct the study. The consultants gathered data about the current practice and compared it with similar operations in other states. They reviewed the current Memorandum of Understanding (MOU) and reporting requirements and interviewed SLRC and Pratt staff.

In 2004, an SLRC planning committee completed a strategic plan, based on an assessment of customer needs and expectations. The draft plan included a mission, recommended a governance structure, and prioritized the list of services. At a two-day statewide planning session, participants gave input. Following that session, the committee finalized the strategic plan and created an implementation plan.

Outputs

In 2003, the consultants produced a report with a prioritized list of SLRC services and programs, organization charts, a description of the funding process and accounting practices, a financial review of funding compared with actual costs for providing services, and made recommendations for improving current practices and procedures. Recommendations included:

1. Revise accounting requirements to enhance grant monitoring and reporting.
2. Adopt a formal SLRC five-year planning process and tie funding to priorities in the plan.
3. Amend the accounting system at the library to identify budgeted SLRC services.
4. Create a yearly budget proposal from the library to request funding from the Division for SLRC.
5. Develop an annual MOU between the parties.
6. Perform regular audits of SLRC expenditures.

2004 output consisted of the strategic and implementation plans.

Outcomes

Target: 27 library systems have new services offered due to increased capacity on the Sailor network.

All public and regional library systems have benefited from new and enhanced databases and the increased capacity that has resulted from the expansion of the fiber optic network throughout the State of Maryland.

Technology Learning Web Site/Enoch Pratt Free Library (2005: $2,333). This project provided for establishment of a learning portal web site for library staff. Funding was matched with the Gates Foundation "Staying Connected" grant.

(See also Maryland E-Learning on page 22)

Activity

Several libraries upgraded equipment purchased in a previous Gates grant.

The Maryland E-Learning Coordinator worked with the webmaster at the Enoch Pratt Free Library and a small advisory group of library staff to develop a "learning portal" site. Thompson Knowledge-Net courses were mounted on the site and each library system received a number of seats for staff. Additional information on e-learning was provided for staff, as well as a statewide calendar of staff development opportunities.

Outputs

The Coordinator presented 22 orientation sessions for 160 library staff. One hundred and fifteen courses have been completed so far.

i. Explore partnership and collaboration opportunities with the Maryland Digital Library (MDL).

There are three library consortia in Maryland that jointly purchase databases – The Maryland Digital Library (MDL) for the academic libraries, the MD K-12Consortia for school libraries, and the Maryland Public Libraries Database Consortia for the public libraries. DLDS is in the process of bringing all three groups together to form one consortium for the purpose of purchasing databases statewide. Currently, the public libraries and the school libraries are working together. The next step will be to try to bring the academic libraries into the group.

ii. Continue dialogue with other types of libraries to provide Sailor enhancements such as seamless access for school libraries and utilizing special library expertise in the ongoing development of Sailor.

Library staff from all types of libraries are invited to the SLRC (State Library Resource Center) user group meetings. SLRC oversees Sailor.

Sailor Strategic Plan/Enoch Pratt Free Library (Baltimore City). The purpose was to prepare a strategic plan for Sailor, the online portal for library and community information services.

Activities

The library hired a consultant to develop a planning process. Stakeholders and Sailor personnel met in a two-day retreat known as "future search."

Outputs

The retreat participants developed a strategic plan.

iii. Choose, implement, and evaluate a statewide reference database vendor.

Science Center Resource Collection/Enoch Pratt Free Library (2005: $228,000). This purpose of this project was to provide statewide access to the Gale Science Resource Center database.

Activities

The Maryland Public Library Database Consortium entered into negotiations with the Maryland K-12 schools to purchase statewide database licenses. The consortium conducted a needs assessment of members to determine which databases to purchase. The Science Center Resource Collection was selected.

Outputs

The database is available through Sailor. This service was just initiated in late 2006. No usage data was available at the time of the writing of this report.

Outcomes

Target: 75 percent of Maryland library staff find the information they need to answer their patrons' questions through the Sailor databases.

Target: 5 percent of the 2,800,000 registered borrowers of Maryland's public libraries obtain the information they need through the Sailor databases.

The targets included in the 2003 – 2007 Plan have not been measured yet.

In the directors in their focus group praised progress and saw room for continued improvement:

"I'd like to commend the database efforts. As a regional, we buy some databases. The state program isn't where it needs to be, but it's certainly much further along than we were."

"We have patrons with high expectations. We need to plan to fill in some of the holes regarding licensing of databases."

Activity 1.2.D. Marina

i. Continue to develop and enhance the statewide interlibrary loan network.

Marina is an open library gateway designed for Maryland libraries that allows the libraries and their patrons to share resources through an automated interlibrary loan system that connects the catalogs of Maryland libraries. At the beginning of this project year, 18 of the 24 public library systems had profiled their catalog in Marina allowing them to be both lenders and borrowers and 15 of them were functioning as end users.

Activities

With this grant, Frederick County Public Library's records were added to Marina, after the catalog was profiled, 12 staff were trained, and promotional materials were prepared and distributed to the public. All public library systems are now connected.

Outputs

A MILO survey of library staff was conducted in 2006. 84% of the respondents indicated that they were satisfied or above with using Marina. 85% were satisfied with the time it takes to fill a Marina network request.

Area Access/Baltimore County Public Library (2003: $35,000). The library coordinated delivery and pick up of interlibrary loan materials among libraries in the north-central and north-east portions of the state.

Area Access/Montgomery County Public Libraries (2003: $50,000 , 2004: $50,000). The library coordinated delivery and pick up of interlibrary loan materials in Frederick , Montgomery, and Prince George's counties. Sites included public libraries, boards of education, academic libraries, and occasionally private school libraries. Interlibrary loan materials are received from the Enoch Pratt Library in Baltimore.

Activities

The libraries hired drivers, purchased and maintained vans, and arranged routes that delivered materials to hubs for connection with other parts of the state.

Program 1.3. Generational and Intergenerational Responsive Programming

This program was selected as Maryland's exemplary program in regard to the implementation of outcome-based evaluation methods and principles. See details in Section III.

GOAL 2: Maryland libraries will be learning organizations both internally and collectively to benefit themselves and others.

Program 2.1. Maryland Library Learning Community

Activity 2.1.A. Assess learning needs to determine development of elearning/blended learning sessions.

Maryland E-Learning/Carroll County Public Library (2004: $40,000, 2005: $75,508). The purpose was to assess library staff learning needs, design and implement e-learning opportunities.

Activities

In 2004, project staff assessed staff needs and identified courses to meet those needs, then set up training sessions, registered participants, and evaluated results. They planned and executed follow-up sessions and other reinforcement activities.

In 2005, the E-Learning Coordinator brought together an advisory team to develop an online training needs survey for information technology (IT) staff, met with the Sailor Network Management Group as an IT focus group to further assess IT staff needs and gain support. Based on results of the needs survey and focus group, the advisory team selected vendors for online computer courses. The E-Learning Coordinator and the webmaster at the State Library Resource Center (SLRC) developed a MERLIN web site for experimenting and learning about technology.

They hosted face-to-face sessions to kickoff the online learning and created an online forum to communicate with learners and keep them motivated.

They negotiated with Ninth House, distributed online seats, and set up accounts for each participant. At completion, they planned a celebration of success and evaluation of the process.

For Leading from Any Position online courses, they gathered an advisory team, coordinated advisory review of documents form consultants, coordinated run-through of the program with the advisory group and consultants. The preview program ran through September 2006.

For Library Ambassadors, they coordinated both workshops, after refining "Podium Presentation" and "Networking Skills" curricula, adding a follow-up session to "Networking Skills", and working with a consultant to develop the session.

Outputs

Participation in online courses and face-to-face introductions are itemized in Table 8.

A listserv, blog, and wiki were set up to help learners communicate and stay motivated. Certificates of completion were sent to those who completed a course and submitted proper documentation. (For Ninth House and LATI support activity, see Activity 2.1.C.)

(For Ninth House outputs, see that grant below on page 26.)

Chart 8: Maryland E-Learning	***2003-04***	***2004-05***	***2005-06***
Participants in NETg courses	217	N/A	N/A
NETg courses completed	450	N/A	N/A
Participants in face-to-face introductions to NETg	100	N/A	N/A
Thomson/MERLIN orientation	N/A	N/A	160
Participants in Thomson/Merlin courses	N/A	N/A	15
Courses completed (14 for each of 15 participants)	N/A	N/A	221
Face-to-face sessions offered	10	20	12
Participants in Leading from Any Position 2	N/A	N/A	22
Participants in Library Ambassadors "Networking Skills"	26	28	29
Participants in Library Ambassadors "Podium Presentation"	23	27	16

Outcomes

This project has introduced many library staff members to online learning and offered a chance to acquire non-traditional library skills. It has also allowed Maryland to provide more training and reduce the travel burden for professional

librarians and library associates who are now required to earn six continuing education credits every five years.

A participant in the Thomson/MERLIN courses commented:

> *"Thomson had a few courses (in particular, securing networks with pix and asa) that were immediately applicable. I am actually in the process of upgrading two newer versions of this platform in our networks, and it was good to get an official curriculum-type presentation of the equipment and concepts in question. I used the Thomson course as part of my preparation for the upgrade."*

One who took the "Networking Skills" course wrote about plans to apply the learning:

> *"My goal is to create an informal networking get-together for professionals who provide information and assistance to people starting their own small businesses."*

Activity 2.1.B. Provide statewide programs to offer access to the latest online learning opportunities.

(See Maryland E-Learning on page 22) A statewide calendar of training opportunities for librarians is maintained on the MERLIN website.

Activity 2.1.C. Create online/blended learning based on current content.

Library Associate Training Institute (LATI)/Anne Arundel Public Library (2003: $ 41,000, 2004: $41,000, 2005: $41,000). Provide public library associates of Maryland's 24 public library systems with the knowledge and skills required to provide Maryland citizens with the best possible customer and information services.

Activities

Trainees participated in a blended learning program, now state mandated, with ten face-to-face and online sessions, synchronous and asynchronous. Each training program lasted 12 to 16 weeks. Trainees also worked individually and in small teams of five to six people. The Institute established and maintained an intranet to facilitate coaching and support for trainees and their supervisors during their "field work."

Outputs

Trainees were required to create a project that enhanced customer service (either internal or external customers, or both). The projects were captured in a searchable database on the LATI website: www.latimd.org/showcase/default.asp.

Using Maryland E-Learning, LATI graduates used an online learning portal known as the LA Community web site. During the first month, the portal received 10,341 hits from 772 visitors. It averages 24 visitors a day, with an average visit time of none minutes.

Chart 9: LATI Participation	***2003-04***	***2004-05***	***2005-06***
Library associates attending LATI	83	63	62
Number of training sessions	5	4	4

Outcomes

In the online survey of librarians, LATI ranked second (4.36 out of 5.0); behind the Summer Reading Program, in terms of meeting the needs of libraries and residents (see Chart 4). In the open-ended question where respondents inserted the programs they judged to be most important to their library, LATI was chosen most frequently. In the opinion portion of the survey, they agreed (4.42 out of 5.0) that "The LATI program makes a positive difference in the services users receive."

In the focus groups, librarians spoke highly of LATI:

> *"I'd like to put a plug in for LATI on behalf of training staff."*
>
> *"The LATI program is very important. Big commitment of time, but it does make a difference."*

In 2004, two library associates enrolled in an MLS program and 2 have expressed their intention of obtaining an MLS in the future. In 2005, one enrolled in an MLS program and three expressed the intention to enroll in the future.

Ninth House/Maryland Library Partnership. The purpose of this project was to enhance the skills of Maryland library management staff to manage staff and ongoing change.

Activities

From 2003 through 2005, forty library staff members from around the state were given access to Ninth House's suite of online training content. These staff

members participated in one of four regional groups which met to debrief online content.

The Caroline County Public Library received 10 seats for Ninth House training; the staff worked on the modules together.

In 2004, monthly face-to-face meetings were held to review content, discuss learning transfer, celebrate success, and evaluate the process.

(For 2005, see also Maryland E-Learning – page 22.)

Outputs

Chart 10: Ninth House	***2003-04***	***2004-05***	***2005-06***
Participants completing Ninth House course	30	64	15
Courses completed	N/A	N/A	14
Face-to-face meetings	7	6	12

Outcomes

Evaluation included end-of-session feedback, in which they gave the experience excellent marks. They also demonstrated their learning in classroom exercises. Participants recommended continuation of Ninth House.

One participant said:

> *"I was able to take the 'High Impact Hiring' modules and exercises and apply them immediately to a perplexing hiring situation. When I sat down and used the matrix to outline each candidate's strengths and how they fit into the priorities of the department, there was no question which candidate I should hire."*

A focus group participant commented:

> *"Ninth House, a management program sponsored by DLDS, is not specifically a library thing, but very valuable. It's not something we could afford to do locally."*

Activity 2.1.D. Develop the Maryland Learning Libraries Portal for sharing, accessing, and communicating learning among all library types.

(See Maryland E-Learning on page 22) This is on the MERLIN website.

Activity 2.1.E. Offer a Staff Development Grant program.

FIND Scholarships/Maryland State Department of Education/Division of Library Development and Services (2003: $15,000, 2004: $9.000, 2005: $11,500). This project provided funding for six public library staff members to attend technology-oriented conferences in the U.S.

Activities

In 2003, two conferences were chosen: Camden (ME) Conference on Technology (POPTECH) and Consumer Electronics Showcase (CES). All public libraries were invited to submit names of staff whose attendance would benefit the library and the state. Participants were chosen in a drawing and were awarded grants of $3,000 for POPTECH and $2,000 for CES.

In 2004, POPTECH was the only conference choice.

In 2005, both POPTECH and the COMDEX conference in Las Vegas were selected.

Outputs

Chart 11 shows the number of library staff attending conferences.

Conference attendees made a presentation to the Maryland Association of Public Library Administrators (MAPLA) and in their own counties.

Chart 11: FIND Scholarships	***2003-04***	***2004-05***	***2005-06***
Library staff attending POPTECH	3	3	5
Consumer Electronics Showcase (CES)	3	N/A	N/A
COMDEX	2	N/A	N/A

Outcomes

In the online survey Maryland public library staff agreed (3.48 out of 5.0) with the statement "DLDS underwriting of attendance at a variety of professional conferences (e.g., POPTECH, Harvard Leadership Institute) is key to innovation in Maryland libraries.

Focus group comments confirm that library staff recognize the importance of attending non-library conferences:

"Underwriting programs of interest to libraries that aren't specifically library conferences is important. Futures and management conferences. There are a lot of new and innovative approaches in the business world that we can apply to libraries. That kind of training has helped us be agile."

Harvard Leadership Institute/Allegany County Public Library (2004: $11,000 2005: $22,000; in 2005, the directors of the Prince George's County Public Library and Eastern Shore Regional Library). This project covered expenses for a library director to attend Senior Executives in State and Local Government at Harvard University, in order to get a broader perspective.

Activities

In 2004, the single participant attended daily presentations and reading with a variety of professors from the John F. Kennedy School of Government and the Business School. Each day included time for small group discussion as well as presentations from outside lecturers. In 2005, two Maryland library directors participated.

Outputs

The 2004 participants created several PowerPoint™ presentations addressing themes of leadership, mapping the players, negotiation, political management, and dealing with the media, and made presentations to his library's board and the Maryland Association of Public Library Administrators (MAPLA).

In 2005, participants presented to MAPLA.

Outcomes

The participant returned inspired and motivated to develop a strategic plan for the library.

Staff Development/Maryland State Department of Education/Division of Library Development and Services (2003: $165,000, 2004: $196,000, 2005: $185,000).

Many of the efforts undertaken by the Maryland Division of Library Development and Services using LSTA funds have a staff development component. Several of these are described in some detail below. Others appear elsewhere in this report because aspects of those programs have a different focus. Programs that can be found elsewhere in the report include:

- Employee Manual (Somerset County) (page 56)

- Boys Read (Queen Anne's Free Library) (page 84)

Activities

The project provided funding on a sliding scale based on the number of staff in the system to all public and regional libraries in Maryland to continue the education of their staff.

In 2003 and 2004, libraries were able to request an extra $1,000 to pay for coursework for staff participating in MLS programs. In 2005, the amount was increased to $2,500.

Outputs

Libraries receiving funding to pay for courses of staff enrolled in MLS programs are identified with * below.

Libraries participating in the staff development grant and a sampling of their 2003 activities:

- *Allegany County Public Library (2003: $5,000, 2004: $6,000, 2004: $6,500) sent two staff members to a seminar on "how to balance priorities and manage multiple projects."
- *Anne Arundel County Public Library (2003: $10,000, 2004: $11,000, 2005: $11,500) staff participated in supervisory training and an administrative retreat to identify strategies for its five-year plan.
- *Baltimore County Public Library (2003: $10,000, 2004: $11,000, 2005: $11,000) focused on improving customer service skills, supervisory skills, and individual skills.
- *Calvert County Library (2003: $5,000, 2004: $6,000, 2005: $6,500) supervisors learned about a wide variety of legal issues including the Family Medical Leave Act and Americans with Disabilities Act regulations.
- *Caroline County Public Library (2003: $4,000, 2004: $5,000, 2005: $3,000) staff attended the "kids are customers too" program and learned new ways to incorporate other languages and cultures into children's programming.
- *Carroll County Public Library (2003: $10,000, 2004: $21,000, 2005: $11,500) sent a new member of the finance department staff to training on Blackbaud, the software used for financial transactions.
- *Cecil County Public Library (2003: $5,000, 2004: $6,000, 2005: $6,500) trained a technology staff member on Unix, in order that she could functional as systems administrator for its OPAC system.
- *Charles County Public Library (2003: $5,000, 2004: $6,000, 2005: $6,500). Administrative Council (representing all levels of staff) attended a motivational seminar that helped reinforce skills learned on the job and how to incorporate fresh ideas to use with staff they supervise.

- Dorchester County Public Library (2003: $3,000, 2004: $3,000, 2005: $3,000). The administrator and administrative assistant attended a workshop sponsored by the Internal Revenue Service on how to meet reporting requirements for the IRS W-9 forms.
- Eastern Shore Regional Library, Inc. (2003: $5,000, 2004: $5,000, 2005: $5,000) sent staff to training on SIRSI and basic system administration.
- *Enoch Pratt Free Library (Baltimore City) (2003: $10,000, 2004: $11,000, 2005: $11,500) sent staff to Level I of Spanish for library staff and a basic Excel course.
- *Frederick County Public Library 2003: ($7,000, 2004: $8,000, 2005: $6,000) sent three staff members from the Maryland history room to the "master docent" program on local history and archaeology.
- Garrett County Public Library (2003: $3,000, 2004: $3,000, 2005: $3,000) trained three circulation staff members on front desk security.
- *Harford County Public Library (2003: $10,000, 2004: $11,000, 2005: $11,500) staff attended workshops on cataloging, school readiness, and reader's advisory service.
- *Howard County Library (2003: $10,000, 2004: $11,000, 2005: $11,500) staff attended training on books for boys, communication, customer service, and appreciative inquiry.
- Kent County Public Library (2003: $3,000, 2004: $5,000, 2005: $4,500). Two administrators learned the basics of accounting for a non-profit organization and gathered ideas for setting up special accounts for grants and other projects.
- *Montgomery County Public Libraries (2003: $10,000, 2004: $11,000, 2005: $11,500) provided extensive training on resources available to assist the aging, their families and caregivers with information needs, using both library and community resources.
- Prince George's County Memorial Library (2003: $9,000, 2004: $11,000, 2005: $11,500) provided 41 staff members with training in Spanish.
- Queen Anne's County Free Library (2003: $3,000, 2004: $3,000, 2005: $3,000). A staff member attended the Connecticut Library Association pre-conference on boys and reading.
- *St. Mary's County Memorial Library (2003: $5,000, 2004: $4,000, 2005: $4,000). Three staff members attended a workshop on "Excelling as a First-time Manager."
- *Somerset County Library (2003: $4,000, 2004: $3,000, 2005: $3,000). Fifteen staff members participated in Myers-Briggs training.
- *Southern Maryland Regional Library, Inc. (2003: $6,000, 2004: $7,000, 2005: $5,000). One staff member attended Apache training and another attended Dreamweaver training.
- Talbot County Free Library (2003: $3,000, 2004: $5,000, 2005: $3,000) sent one staff member to the Legal Research Institute at the University of Baltimore School of Law.

- *Washington County Free Library (2003: $7,000, 2004: $8,000, 2005: $8,500). Five staff members received tutor training to begin a new tutoring program at the library.
- *Western Maryland Public Libraries (regional library) (2003: $6,000, 2004: $5,000, 2005: $5,000). Three staff members attended a workshop on fund raising for preservation and conservation.
- *Wicomico County Free Library (2003: $7,000, 2004: $6,000, 2005: $7,500) sent four staff to the Mid-Atlantic Innovative Interface Users Conference.
- Worcester County Library (2004: $4,000, 2005: $4,000) send a staff member to "Understanding Network Fundamentals; 22 attended the Maryland Library Association Conference.

Outcomes

In the online survey, library staff ranked staff development grants at the top (4.34 out of 5.0) and MLS funding second (4.02) on the list of services that meet needs of public librarians and libraries (see Chart 5). In the opinion section of the survey, they also strongly agreed (4.54 out of 5.0) with the statement "Staff development funds should be available to all levels of staff in libraries" (see Chart 6).

Focus group participants commented on the MLS funding:

> *"We've managed to spark interest in librarianship. We currently have five or six staff members who are working on their MLS degrees."*

Activity 2.1.F. Offer statewide programs that focus on the development of flexible and adaptive library organizations.

Fish Philosophy/Southern Maryland Regional Library, Inc. (2005: $17,790). The purpose of this project was to introduce the Fish customer service philosophy to libraries.

Activities

Harry Paul presented the Fish Philosophy in a one-day conference for a team of five key staff members from every library system in Maryland. After an introduction to the concepts in the morning, teams spent the afternoon brainstorming ideas for instilling the Fish Philosophy in their organizations.

Outputs

Ninety-seven library staff attended the conference. Each team produced a Fish action plan.

Outcomes

87 percent of participants were satisfied with the conference.

Anecdotal information suggests that participants put the philosophy into action in their jobs.

Having a statewide program allowed staff from all Maryland libraries to foster a common customer service culture.

Learning Libraries/Maryland State Department of Education/Division of Library Development and Services. This project was designed to develop a framework built on a common vocabulary for thinking about library organizations and strategies that can be used to implement positive change within organizations.

Activities

Organizational Change Consulting Group facilitated events with designated Learning Libraries staff volunteers from 22 library systems. Eight workshops were presented around the State ($19,640). Seventeen of the systems were awarded grants to work on local projects:

1. Anne Arundel County Public Library ($3,000) created a process for building positive feedback for staff to increase team learning.
2. Baltimore County Public Library ($3,000) developed support for learning libraries principles throughout the library system.
3. Calvert County Library ($3,000) developed new approaches for communicating library programming system-wide.
4. Caroline County Public Library $3,000) created programs for young adults using learning libraries principles.
5. Carroll County Public Library ($3,000) created an innovative system-wide project to promote the use of the library's online catalog.
6. Cecil County Public Library ($3,000) created a system-wide team project to promote library service.
7. Charles County Public Library ($3,000) designed training for system-wide cross-over to a new automated system and a shared vision.
8. Dorchester County Public Library ($3,000) conducted Myers-Briggs training and team-building workshops.
9. Frederick County Public Library ($3,000) developed a model mentoring program to train and support new staff.
10. Harford County Public Library ($3,000) produced a video to introduce new staff to the library, Maryland, and learning libraries principles.
11. Howard County Library ($599) completed a project to support learning organization principles throughout the library system.

12. Kent County Public Library ($3,000) held a staff workshop on learning libraries principles, in preparation for a strategic planning process.
13. Montgomery County Public Libraries ($1,770) use grant funds to disseminate learning libraries principles throughout the system.
14. Prince George's County Memorial Library ($3,000) created a new service approach using learning libraries principles to serve foreign language customers.
15. St. Mary's County Memorial Library ($3,000) created training for newly-hired staff.
16. Somerset County Library ($3.000) created a communications campaign for public schools using learning libraries principles.
17. Wicomico County Free Library ($3,000) developed training and new systems for building team learning throughout the library.

Outputs

Outputs include the applications for the mini-grants that generated the outcomes reported below.

Outcomes

Target: 45 percent of library staff have participated in organizational change learning opportunities and implemented one small change in their library system.

The mini-grants were used to create change within the systems that received the grants. Staff from 17 of the 24 public libraries received grants and, in turn, implemented changes.

In the online survey, library staff ranked the Learning Libraries program 3.49 out of 5.0, lowest among the five services included (see Chart 5), in terms of meeting needs of public librarians and libraries. This program was offered in 2002 and 2003 but has not been offered since. It may be that the program's low ranking was due to the fact that some of the respondents may not have been trained, and therefore, may not be knowledgeable about the program.

The program is being reviewed by the Carroll County Public Library staff and may be presented again in 2007/2008.

However, comments about the Learning Libraries program in the focus group with staff development specialists were very favorable:

> *"I like the Maryland Library Learning Community idea. It's become part of our institutional culture."*

> *"State training has made a difference—the 'Learning Libraries' workshops. You don't see the impact immediately, but the impacts are really there over time.*

We're beginning to see what it means to create a learning community in the state. It's not the flavor of the month. I believe that the learning library will continue for a long time."

"Several hundred people have been through the training. The concepts have become ingrained in these people."

"Learning libraries are managing change."

Maryland Library Association Training/Maryland Library Partnership (2003: $31,076, 2004: $15,748, 2005: $15,000). This project provided speakers for the Maryland Library Association Annual Conference.

Activities

In 2003, the Partnership selected three nationally-recognized speakers on innovation and new methods for inventing the future in all types of libraries. In 2004 through 2006, it selected a single speaker to deliver the keynote address at the conference.

Outputs

In 2005, Barry Schwartz, a professor at Swarthmore College, gave a keynote address on the theme of his book *The Paradox of Choice*, which helped participants understand how people make decisions and what they need to make those decisions.

In 2006, Steve Johnson, author of *Everything Bad Is Good for You*, spoke. He was recommended by the Maryland librarians who attended the POPTECH conference.

In 2007, the speaker will be Chris Anderson, the editor in chief of WIRED magazine and author of the book, *Grow Your Business Through Niche Markets in the Long Tail.*

Library Development/Maryland State Department of Education/Division of Library Development and Services (2003: $508,900, 2004: $499,678, 2005: $129,312). Provided funding for the support and coordination of staff, training, and materials for projects related to youth services, staff development, promoting library services, and evaluation.

Activities

The Division developed and implemented programming events for library staff, implemented and monitored initiatives for emergent literacy, development of e-

learning, organizational learning opportunities, project planning, evaluation, and promoting library services.

Outputs

Chart 12 summarizes activities.

Chart 12: Library Development	***2003-04***	***2004-05***	***2005-06***
Statewide programming events	8	18	9
DLDS staff participating in training	5	5	6

Outcomes

It is very hard to measure the impact of some of the efforts that fall into this category. Grant writing workshops and workshops on outcome-based evaluation have clearly altered the behavior and actions of some participants. There is ample anecdotal evidence from the focus groups to suggest real change and a good understanding of OBE principles within the library community. Efforts such as E-Learning, Library Ambassadors and Leading from Any Position also appear to have had a positive effect on the overall level of awareness of trends that affect library services and on the professionalism within the Maryland library community.

Statewide Training/Baltimore County Public Library (2003: $30,000, 2004: $10,000). This grant provided fees for speakers at statewide training opportunities including the annual trustees' conference, grant writing workshop, and outcomes-based evaluation workshops.

Activities

In 2003, training needs were assessed and programs built around those needs. Presenters to meet needs were identified and hired.

In 2004, the grant paid fees for speakers at the Ready at Five Conference and library ambassadorship workshops and for an educational video for parents and children on the statewide Summer Reading Program.

In 2005, the grant paid for speakers at the Ready at Five Conference, a second round of library ambassadorship workshops, and the Maryland Educational Media Organization (MEMO) Conference.

Outputs

A copy of the video was sent to each of the 24 public library systems. Participant totals for training included in the grant is recorded in Chart 13.

Chart 13: Statewide Training Participants	***2003-04***	***2004-05***	***2005-06***
Participants at Annual Trustees Conference	59	68	52
Participants at "Leading from Any Position" workshop	52	73	35
Participants in 2 library ambassadorship sessions	80	55	45
Participants in Ready at Five Conference	N/A	500	500
Participants at MEMO Conference	N/A	N/A	200

Summer Reading Program/Baltimore County Public Library (2003: $42,150, 2004: $55,000. 2005: $55,000. 2006:$60,000). The LSTA-funded portion of this project provided the game boards for the statewide summer reading programs, developed by the Baltimore County Public Library and implemented by local libraries.

Activities

Each year, the library hosted a statewide meeting to unveil the theme. Mock-ups and game boards were delivered to local systems. The library held meetings with DLDS to assess progress and make adjustments as necessary. At the end of the summer, the library held an evaluation meeting.

In 2004 and 2005, the library produced Summer Reading Program promotional videos.

In 2004, Dr. Grasmick, State Superintendent of Education, participated in the kick-off event along with several classes of children. In 2005 and 2006, the Governor attended and participated.

In 2005, game boards were translated into languages supported by the Maryland State Department of Education.

The DLDS is considering participating in the Collaborative Summer Reading Program, in which 30 other states are currently involved.

Outputs

Participation figures are included in Chart 14.

Chart 14: Statewide Summer Reading Program Statistics	***2003-04***	***2004-05***	***2005-06***
Children participating	163,733	181,033	172,957
Staff who attended planning meeting	51	61	75
Staff who attended evaluation meeting	51	75	54
Game boards delivered		267,585	256,180

Outcomes

In the online survey of librarians, the Summer Reading Program earned the highest rating (4.57 out of 5.0) in meeting the needs of libraries and residents (see Chart 4). It ranked third, behind the LATI and staff development in general, in the open-ended responses to the question about which services were most important.

During focus groups with library staff, two made comments about the summer reading program:

> *"Summer reading support ensures cooperation and quality."*

> *"Programs like these are levelers. They enable the smaller, more rural systems to offer the same level of service as larger, more urban libraries."*

In 2005, the State Library reported the highest participation ever and surmised:

> *"We believe it is a reflection of increased collaboration between public libraries, schools, community agencies, and other non-profit groups."*

Urban Libraries Council Study Tour/Baltimore County Public Library (2005: $6,000). This grant underwrote costs for BCPL staff to visit libraries in Singapore and Hong Kong which have been in the forefront of innovations that have implications for libraries around the world.

Activities

Staff members traveled to Singapore and Hong Kong, on a study tour organized by Susan Kent and June Garcia.

Outputs

Staff members presented their findings to all management groups within BCPL and to several surrounding county library systems. They prepared a PowerPoint presentation and made it available to all Maryland libraries. They are scheduled to present at the 2007 Maryland Library Association Conference. Footage from the visits will be used in an upcoming Library Video Network production on innovation.

Washington County and Allegany County Strategic Plan/Western Maryland Public Libraries (2005: $15,000). The purpose of this project was to complete strategic plans for these two libraries, to identify needs and align library services to meet those needs.

Activities

The libraries hired a consultant to facilitate the process in four phases—design, data collection, planning, resolution.

Outputs

The strategic plan includes Vision, Mission, Goals, Objectives, and Sample Strategies. Strategies for implementing each objective have been developed.

Activity 2.1.G. Collaborate with special libraries to increase distance learning opportunities.

DLDS has worked over the last two years with the Gates Foundation and OCLC WebJunction on this activity (see E-Learning activities on page 22 and with the MERLIN web site) this increasingly important initiative will be carried over into the next five-year plan.

Activity 2.1.H. Explore an online clearinghouse of statewide learning opportunities for all types of libraries.

A statewide staff development calendar has been developed and is on MERLIN.

Activity 2.1.I. Explore a public library/school library partnership to provide professional development opportunities, especially in the area of leadership training.

Public Library and school library media staff attend the Ready at Five conferences. Stephanie Shauck, the Youth Services Coordinator, attends the Maryland Educational Media Organization conference and also attends the School Library Media Supervisors meetings. For the last two years, DLDS has supported public

library directors and staff to attend a conference of school administrators in Maryland.

Activity 2.1.J. Encourage libraries to assist college students in becoming library professionals.

The "set aside" MLS funding is provided for this purpose. Drexel University in Pennsylvania offers a discount to Maryland students.

GOAL 3: Maryland libraries will anticipate and meet the digital/electronic needs of their communities.

Program 3.1: Statewide Technology Opportunities

Activity 3.1.A. Digitization

1. Develop and implement statewide digitization.

Some individual digitization projects such as "The Maryland Online Encyclopedia" (see page 69) have taken place during the timeframe covered by the five-year LSTA plan with LSTA funds. This increasing important initiative will be carried forward in the next five-year plan.

2. Explore collaborative digitization efforts with academic libraries.

All Maryland residents have access to public library collections of cultural heritage resources through the Maryland Digital Cultural Heritage website (http://www.mdch.org/collections.aspx) and the WHILBR website mounted by the Western Maryland Public Libraries (http://www.whilbr.org). Both websites received LSTA funding prior to 2003. This increasing important initiative will be carried forward in the next five-year plan.

In addition, LSTA funding was provided to create a strategic plan for MDCH (see project below)

Maryland Digital Cultural Heritage (MDCH) Strategic Plan/Enoch Pratt Free Library (Baltimore City) (2003: $10,609). The purpose of this project was to provide professional consulting services to develop a strategic plan for building and sustaining digital collections to connect people and institutions with Maryland's heritage.

Activities

The MDCH Advisory Committee met with the consultant to design the strategic planning process. Advisory Committee members and invited stakeholders attended a two-day collaborative meeting to develop the plan, during which participants developed core principles, a purpose statement, and a draft framework for the plan. The Advisory Committee and consultant completed the first draft of a plan.

Outputs

MDCH Strategic Plan

Activity 3.1.B. New and Emerging Technologies

i. Develop and implement technology centers.

Gates Furniture/Maryland State Department of Education/Division of Library Development and Services (2003: $29,815). The purpose of this project was to provide funding for libraries to purchase furniture to house computer equipment purchased through grants from the Bill and Melinda Gates Foundation.

Activities

Fifteen libraries that received grants to purchase furniture to support Gates' grants:

1. Allegany County Public Library
2. Caroline County Public Library
3. Carroll County Public Library
4. Cecil County Public Library
5. Dorchester County Public Library
6. Eastern Shore Regional Library
7. Frederick County Public Library
8. Garrett County Public Library
9. Harford County Public Library
10. Kent County Public Library
11. Somerset County Public Library
12. Talbot County Public Library
13. Washington County Free Library
14. Western Maryland Public Libraries (regional library)
15. Wicomico County Public Library

Outcomes

The provision of these grants in conjunction with the Gates grants enable Maryland's public libraries to provide a variety of services that directly benefit State residents. Anecdotal outcomes were reported by a few of the libraries:

In Frederick County, a woman obtained a computer from her church. She came to the library to learn how to use it. Another woman had no computer skills when she first came to the computer lab for help; now she owns her own computer and uses eBay. A man who owns a construction company came to the computer lab because all his company's records were computerized and he could not access them without help. Staff showed him how to use the online tutorial on the computer and his is now teaching himself.

Kent County Public Library reported that, when Hurricane Isabel flooded the town, FEMA set up in the same building and was able to direct people to the library where they could download the necessary forms. People who normally would not have come to the library saw it in action when the community needed it.

In Wicomico County, a HUD employee used the Gates computer to participate in a web cast. A customer who needed to copy important information from a zip drive to a floppy disc was able to use the library's computer to make the transfer.

See also Maryland Online Encyclopedia (page 67) for another project related to "New and Emerging Technologies."

Gates Staying Connected Grants/Maryland State Department of Education/Division of Library Development and Services (2005: $41,067). This project allowed libraries to provide or improve Internet connectivity, upgrade computer equipment and applications, and provide training and technical support. The Gates funding was supplemented by LSTA funding to provide additional support for some of the projects.

Activities

Two libraries received funding:

- Caroline County Public Library ($1,067) moved its existing servers to another library facility so that normal functions could continue while the computer room was reconfigured with new servers, cabinets, operating systems, databases, and applications.
- Enoch Pratt Free Library ($40,000) purchased, configured and installed 25 new computers. They continued and expanded classes in its Center for Technology Training

Outputs

Response time at Caroline County Public Library dropped more than 30 percent and applications usage increased 20 percent.

At Enoch Pratt Free Library, the Center for Technology Training held more than 300 classes on new computers.

ii. Identify and implement customized technology services (such as audible.com) for Maryland residents.

Audio Books/Carroll County Public Library (2004: $10,000). The purpose of this project was to provide digital audio content for Maryland's Digital eLibrary Consortium of 15 public libraries.

Activities

The library identified titles, purchased and cataloged audio books and made them available online for Maryland residents.

Outputs

Outputs for Audio Books are summarized in Chart 15.

Chart 15: Audio Books	***2003-04***
Titles	195
Total items	312
Circulations	1,146

Outcomes

Patrons have indicated their love the ease of downloading and the selection of materials.

E-Books/Carroll County Public Library (2004: $60,000) the purpose of this project was to provide e-book content for Maryland's Digital eLibrary Consortium of 15 public libraries.

Activities

The library identified titles, purchased and cataloged e-books and made them available online for Maryland residents.

Outputs

Outputs for E-Books are summarized in Chart 16.

Chart 16: E-Books	***2004-05***
Titles	711
Total items	2,102
Circulations	7,778

Outcomes

Patrons have indicated their love the ease of downloading and the selection of materials. Other libraries have better information regarding an E-book program implementation.

24/7 Self Serve/Carroll County Public Library (2005: $34,000). The purpose of this project was to allow customers to pick up materials at times convenient to them.

Activities

The library installed lockers and DVD vending machines. Staff worked with three vendors—lockers, vending machine, and the current automation system) to install the machines. They helped customers learn about the new services and how to use them. They upgraded security in the after-hours location.

Bibliostat Connect and Collect/Maryland Library Partnership (2003: $23,250, 2004: $24,000, 2005: $33,246)

Activities

In 2003, the partnership licensed Bibliostat software to support collection and access to data about public libraries and regional systems.

Outputs

In 2003l 2004, and 2005, 27 library systems and three regional libraries entered their data, which was aggregated and sent to the State Library.

Outcomes

Greater efficiency in collecting and reporting data.

Correctional Library Education Program/Maryland State Department of Education/Division of Library Development and Services. (2004: $50,000, 2005: $50,000) This project provided materials, resources, and programs for inmates who were within three years of being released from prison.

Activities

In 2004, the staff updated the CD-ROM "Discovering the Internet @ Your Library" with web sites that might be of use to inmates, then met with librarians to identify most needed sources and to suggest a strategy for implementing the program. The staff determined which institutions would most benefit from the program and the extent of the service in each. They developed a list of materials, supplies, and equipment and identified locations for the materials in the institutions. They purchased and installed three TV/video players and 36 tapes on various topics such as financial literacy or finding a job.

They developed methods for promoting to the target audience, including bookmarks titled "Library Resources for Life on the Outside," which they distributed to 15 institutions, parole officers, and members of community groups that might be in contact with the target audience upon their release.

In 2005, the library contracted with a part-time lawyer/librarian to update 21 legal packets with a variety of legal information. It also hired a web developer to maintain the web site. The library purchased listening stations (CD-ROM/DVD/audio cassettes), a basic collection of audio books, a laptop and digital projector. The staff upgraded computers in 13 correctional institution libraries and purchased DVDs about passing the driver's license test, medical guides, Scrabble games on CD-ROM, and English-Spanish dictionaries.

Fifteen librarians participated in Maryland Library Association, Correctional Education Association, and American Library Association conferences.

Outputs

In 2004, two libraries sponsored "Career Fest" programs to practice interview skills with representatives from potential employers, educators, and community partners.

Two institutions offered evening classes to extend services to those attending re-entry classes.

In 2005, library staff conducted 21 training sessions in correctional libraries, with an average attendance of 35 inmates at each.

Outcomes

The 2004 State Library report notes that teachers in one institution now use the CD-ROM as a classroom tool. One librarian translated the CD-ROM into Spanish to use with Latino inmates.

In 2005, 12,000 of the 23,000 inmates used computers to access health, legal, or general information—an increase of 2,000 over the previous year.

Three hundred sixty inmates used the listening station.

The CD-ROM version of "Discovering the Internet @ Your Library" was requested by correctional institutions from 24 states, Malaysia, South America and Jamaica.

Database Consortium/Maryland Library Partnership. (2003: $32,856, 2004: $26,262, 2005: $52,312) The purpose of this project was to create a statewide plan for acquiring databases for public libraries.

Activities

In 2003, DLDS hired PALINET to contact vendors about consortium pricing for licensing databases for public libraries.

In 2004, PALINET arranged for the consortium to license Gale's Literature Resource Center, Gale's Biography Resource Center, LearnATest, and Tutor.com. Each participating library could choose any or all of the databases in a flexible purchasing plan.

In 2005, the Maryland Public Library Electronic Resources Committee (MPLERC) provided policy direction. The consortium purchased the Gale Science Resource database.

Outputs

In 2003, the consultant compiled data about current subscriptions and costs among public libraries in Maryland and presented a plan to the Maryland Association of Public Library Administrators (MAPLA).

In 2004, four databases were licensed. In 2005, one additional database was licensed for statewide access.

Digital Video/Carroll County Public Library (2005: $15,000). The purpose was to purchase digital video content for Maryland's Digital eLibrary Consortium.

Activities

The consortium purchased 50 titles for the database.

Outputs

In the first two months following acquisition, digital videos were checked out 1,188 times.

Outcomes

In help e-mail, customers regularly note how much they love this new service and the ease of selection and download.

Open WorldCat (MPOWERCAT)/Prince George's County Memorial Library (2004: $262,717, 2005: $359,582). This project provided OCLC cataloging and access to Open WorldCat for all participating public libraries in Maryland.

Activities

In 2004, public library administrators attended a demonstration of Open WorldCat and were invited to join the consortium. Libraries currently subscribing to OCLC were asked to contribute their current subscription fee and each library identified a local coordinator. The State Librarian, project coordinators, and OCLC representatives held several meetings to conclude negotiations. This service was branded as MPOWERCAT.

In 2005, the contract was renewed.

Outputs

Twenty-three of the 24 public library systems in Maryland joined.

By 2005, all libraries had been trained on the system and their records were available to the public as of September 2006.

Outreach Services/Western Maryland Public Libraries (2004: $29,000). This grant provided Internet access and connectivity to schools, libraries, and local government agencies in western Maryland by expanding the use of an existing wireless network.

Activities

Stakeholders met to plan and coordinate. They conducted feasibility studies to assess the most cost-effective method and to maintain budget control and allocate costs. They designed a system based on capability and funding availability. They selected, purchased, and installed equipment.

Outputs

Clear Spring and Hancock libraries and the Outdoor School have broadband access.

Outcomes

The new infrastructure made it possible for students at the school to view streaming video of images from the telescope at the school.

The grant leveraged investment by the agencies, providing benefit for the community at large.

Patron Management/Maryland State Department of Education/Division of Library Development and Services (2004: $192,318, 2005: $68,700). This project was designed to create more effective method for managing patron access to library and electronic information resources, including print management, cost recovery, patron reservation of computers, and safe Internet access.

Activities

In 2004, the first step was to assess the current state of technology in the library and review library policies. Based on the results, the libraries purchased and installed hardware and software. They provided advance information and training for staff so that they could support the public.

Six libraries participated in the project:

- Cecil County Public Library ($25,736)
- Eastern Shore Regional Library, Inc. ($70,596)
- Frederick County Public Library ($33,252)
- Prince George's County Memorial Library ($18,132)
- St. Mary's County Memorial Library ($19,626)
- Western Maryland Public Libraries ($24,976)

In 2005, two libraries participated:

- Charles County Public Library ($19,626)
- Harford County Public Library ($49,074)

Radio Frequency Identification (RFID) Technology/Baltimore County Public Library (2003: $175,000, 2004: $76,580). In this project, the library installed the most advanced technology at the White Marsh Library.

Activities

In 2003, four senior staff formed a team to carry out the project. They created a blog to detail progress. They received five responses to a Request for Proposals (RFP) and invited the vendors to make presentations. They selected VTLS and ordered tags and software. They installed tags in materials and security gates and added software and hardware to the circulation desk and return room. Staff began to use the system in April 2004 and began offering express checkout for customers in August. The third phase of the project, inventory, was cancelled.

In 2004, additional funding purchased tags to expand the system.

Outputs

Staff tagged 104,250 items. They produced a video on RFID for use in training. From August 18 through September 20, 4,728 customers used express checkout.

Outcomes

Eighty percent of customers were satisfied or very satisfied with express checkout. 465 of those surveyed felt their checkout experience was faster or much faster.

Smart Card/Carroll County Public Library (2003: $65,314). The project aimed to improve access to computers, improve customer relations and self-sufficiency in using library computers. Patrons were issued library cards that could be read by the patron management system that scheduled and timed in-library computer use.

Activities

Staff purchased and installed the system in five branches. They created a staff manual and conducted training. They created patron information sheets and distributed 5,000. Staff showed customers how to use the system to reserve a computer.

Outputs

Seventy-five staff members attended one of 12 training sessions.

One-on-one instruction was given to 2,500 customers.

During the year, 11,104 unique users accessed the system 94,741 times. An average session was 27 minutes.

Outcomes

Saving user's time! Among patrons surveyed, 75 percent were satisfied. Some comments:

"Much improved over the old method."

"We really like not having to stop at the desk to sign up for a computer."

Library staff reported reduced intervention time needed to help customers with computers. They estimated 90 minutes per day per branch, a total of 450 hours per year.

Statewide Library Card/Anne Arundel County Public Library (2003: $22,650). The project tested a system designed to manage PC resources in public libraries, in order to increase user satisfaction and reduce staff time in monitoring.

Activities

The library's Information Systems team investigated several systems and chose the SAM PC and Print Management system. They chose the 8e6 Internet filter because it was the only product designed to work seamlessly with SAM.

The team tested the software at the Severna Park Branch. After two months, filtering was expanded system-wide. SAM was expanded system wide as of June 2005.

The staff contacted out SAM users to develop a promotion strategy for introducing the software to customers.

Outputs

Thirty full time staff members were trained on SAM. Twenty learned how to review blocked sites and temporarily unblock them on request from a customer. All staff were trained on the "procedures for pornography filtering" and how to unblock a site with permission from one of those trained on unblocking.

SAM allows the library to participate in the statewide library card program. It allows the library to accept library card formats from other public library systems in Maryland.

Statewide Library Card (MPOWERCARD)/Carroll County Public Library (2004: $425,030, 2005: $425,030). The grant funded development of a seamless borrowing system for all Maryland residents.

Activities

This grant allowed Maryland libraries to promote the reciprocal borrowing agreement that has existed for many years, by creating a lenticular card carrying the image of a statewide card as well as that of the local library system.

Project staff designed the card and a promotional campaign. They purchased reciprocal borrowing software and trained staff on the new system as well as the reciprocal borrowing policy and procedures.

Outputs

Just over a million cards were distributed.

Outcomes

The 2006 Customer Survey of Maryland Residents indicated that:

- 48 percent of the respondents were aware that their library card could be used in any public library system in the state.
- 17 percent had used their card in more than one library system.

Outcomes

Target: 75% of Maryland's public libraries provide the statewide library card to their patrons.

This target has been exceeded. One-hundred percent of the public libraries in Maryland provide it.

Target: 5% of 2,800,000 registered borrowers of Maryland's public libraries use a statewide library card for Internet access, borrowing, and debit.

In the 2006 Survey of Maryland Residents, 17% of respondents indicated that they had used their library card in a library outside their home county.

The MPOWERCARD is Maryland's state library card which allows residents of the State of Maryland to use library resources all over Maryland. For example, by using this card, a customer in Western Maryland can go to a library near the ocean and use the library there.

In the online survey library staff were in weak agreement (3.19 out of 5.0) that the MPOWERCARD met needs of libraries and residents (Chart 4). One participant felt that customers appreciated the MPOWERCARD:

"The idea that you can use it throughout the state means something to the public."

Technology Link: Final Phase/Maryland Mental Health Institution Libraries 2003: 3,434). This project automated the collections of the Finan Hospital Center, one of the facilities of the Maryland State Department of Health and Mental Hygiene (DHMH).

Activities

The DHMH libraries investigated several automation options and decided to contract with Carroll County Public Library and join their library consortium. DHMH contracted with a firm to complete retrospective conversion of the catalog. The four DHMH libraries installed Horizon system hardware and software and created a home web page for their institutions. Librarians completed four training sessions and began educating patients and staff.

The DHMH catalog currently contains 15,980 bibliographic records and 18,389 items.

Target: 5 percent of each participating library system's registered borrowers have been introduced to new technologies that enhance their reading, information, and learning skills.

The following projects contributed to success in this area:

- E-Books (page 42)
- Audio Downloads (page 42)
- MPOWERCARD (statewide card) (page 50)
- RFID (page 48)
- Patron Management (PAC Resource Management) (page 47)
- Maryland AskUsNow (page 92)
- MPOWERCAT (page 46)
- Digital Video (page 45)
- 24/7 (page 43)
- Correctional Education (page 44)
- Outreach (page 46)

iii. Develop and implement a biennial statewide technology conference.

Target: 80 percent of attendees at biennial statewide library technology conferences have learned new and emerging technology and trends that affect library service.

Three E-Visioning conferences have been held. Library directors and staff from all types of libraries were invited to attend. The conferences were intended to introduce staff to new ideas and technologies and to create forums for staff to collaborate and share ideas.

The first conference was held in 2001 with 135 attendees.

The second conference was held in 2002 with 108 attendees. The speakers for the conference were:

- Tom Kelly, general manager of IDEO and author of ”The Art of Innovation”
- Robin Raskin, a technology consultant with Ziff Davis Media specializing in consumer technologies and editor-in-chief and founder of “Family PC”
- Bran Ferren, co-chairman and chief creative officer of Applied Minds, Inc.

The third conference was held in 2006 with 108 attendees. This conference was used in part as a planning session for the 2008-2012 LSTA five-year plan. The keynote speaker was Andrew Zolli, the curator of the annual POPTECH conference and the futurist in residence at National Public Radio’s “Marketplace”

The E-Visioning conferences were widely praised in focus groups.

GOAL 4: Maryland libraries will become essential resources in their communities.

Program 4.1: Program Evaluation

Activity 4.1.A. Provide workshops in outcome-based evaluation (OBE) to library staff in all types of libraries.

See IV. Progress in Showing Results of Library Initiatives or Services.

Activity 4.1.B. Provide technical assistance to those using OBE.

See IV. Progress in Showing Results of Library Initiatives or Services.

Activity 4.1.C. Provide a mechanism for evaluators to share their results and ideas.

Competitive grant cycle project directors were encouraged to share their results at the annual Maryland Library Association Conference and at other statewide events.

Activity 4.1.D. Evaluate the effectiveness of OBE in libraries.

All competitive grant applicants received training in OBE.

Activity 4.1.E. Identify and support through training and resources other evaluation models.

A+ Partners in Education/Howard County Library (2003: $52,000, 2004: $25,000). This project provided a series of support services through a partnership with the Howard County Library and Howard County Public Schools, including homework help, database access and training, teacher education and support, and public awareness.

Activities

In 2003-04, the library director and superintendent of schools formalized the partnership by agreeing upon and publishing a document with roles and responsibilities. Librarians presented their services at parent, teacher, and student gatherings, including an after-school program for boys. They designed special programs for English-as-a-Second–Language (ESOL) students.

In 2004-05, the partnership expanded. Library staff interacted with students, parents, and teachers, beginning with the new teacher orientation and continuing through the Summer Reading Program. As a result of the successful Kindergarten library card registration initiative, a field trip to the library was added to the curriculum for each full-day kindergarten class.

Work with the ESOL newcomers' classes expanded. The library offered Hispanic students a special intergenerational opportunity through a grant-funded project.

The library initiated a county-wide spelling bee and for the first time, a student from Howard County participated in the National Spelling Bee in Washington DC.

The library initiated a new service for teachers, an A+ teacher's card, and began a teacher resource collection.

The library continued to build relationships between library staff and school faculty and staff. Together, the partners shared their success with other Maryland

counties and outside of Maryland, and saw new partnerships develop based on their model.

Outputs

Library staff created a number of documents for parents, teachers, and students:

- For parents: Tips for Parents (2003), translated into Spanish, Chinese, Korean, Urdu, and Vietnamese (2004)
- For teachers: Catalog of Elementary Programs and Catalog of Secondary Programs (2003, revised 2004), 10 Things You Should Know about the Library, Third Grade reading game board
- For students: Tips for Students, library card application in Vietnamese, list of databases, online tutoring service, translation for summer reading game boards into three languages (Spanish, Chinese, Korean), three summer reading program promotional videos (2003 and 2004) , three author programs for school-age children, Live Homework Help brochure (2004), test practice brochure (2004), activities to reinforce learning about the library before and after kindergarten library tour, kindergarten survey to evaluate learning,
- Catalog of programs for PTA groups (2004)

Presentations in 2004 included ESOL Family Nights, exhibits and presentations at Back to School nights at all levels, presentations for various groups of teachers and media specialists.

Twenty-eight percent (1,132) had received an A+ card.

Thirty-seven libraries across the country requested A+ Partnership tool kits.

Outcomes

In 2003, the library conducted a survey of parents and teachers. Results showed that:

- 87 percent agreed that the public library was very important or extremely important to their child's academic achievement.
- 94 percent of teachers rated the programs that the library presented in their classrooms as highly related to their curriculum.
- 82 percent of teachers agreed that the library program increased their students' knowledge of library resources.

A student comment suggested that the library's involvement improved achievement:

"Thank you so much for all of the help you provided me at the library. I got an 'A' on my Samuel Gompers report that I never would have received had it not been for you."

Teacher comments confirmed that the library is a valuable resource:

"It is so nice to be able to have you as a resource. I really feel that I am upholding one of the biggest missions of our school—to bring students, teachers, parents, and community together!"

The library reported that the project created valuable partnerships with the school, increased the library's visibility in the community, and was largely responsible for increased funding for the library, including three new positions in 2003 and another three in 2004.

In 2004, the library reported results of the kindergarten survey:

- 96 percent of children who participated in the tour were able to correctly identify items they would find in the library.
- 79 percent of children reported they had returned to the library after the tour.

A survey of ESOL parents yielded the following information:

- 25 percent felt their child had benefited from a library resource
- 10 percent indicated they had visited the library following a presentation by library staff.

The Library has been invited to sit on several school committees, such as the Library Media Advisory Committee, the Elementary Curriculum Advisory Committee, and Student Service Advisory Council, and the Committee to Review Policy 2211 (acquisition of textbooks and other instructional media).

Grantsville Grows/Ruth Enlow Library of Garrett County (2003: $40,000). The purpose of the project was to survey the Grantsville community to determine the need for programming for children aged 0 to 5 and their parents and caregivers, and to create programs based on the results to improve pre-literacy and literacy skills.

Activities

The library hired a project director and developed a needs assessment based on the Johns Hopkins Center for Reading Excellence guidelines. The project director administered the survey and collected and analyzed the results. The project director developed a book with 20 pre-planned children's programs for use of staff

(designed to work especially well with children in rural areas), expanded the easy book collection, purchased equipment for the programs, and developed information resources about literacy and pre-literacy skills for staff, parents, and caregivers.

Staff presented story times based on the Johns Hopkins University Center for Reading Excellence guidelines

Outputs

A needs assessment survey was distributed to 18 schools, churches and day care providers. Four-hundred and seventy-five were distributed; however, only 46 were returned. Questions asked included the type and frequency of programs (such as Toddler or Lapsit programs), the preferred day and time of programs in general, and, for specific programs, the types of special event programs (such as a magic show), and the types of services or programs preferred for children ages birth to five.

Outcomes

The Grantsville Grows project exhibits many exemplary traits, many of which fit nicely with an outcome-based evaluation approach. The needs assessment was based on prior high-quality research. A great deal of care and thought went into the development of the survey, identification of target audiences, and distribution of the survey. Some anecdotal information about the program was shared. For example, a childcare provider brought the children in her care to story time. The mother of one particularly shy child said, "My daughter loves the songs from story time. She is too shy to participate during the story time, but she sings and acts them out at home." Reports such as these indicate that the program had some impact on end users.

However, one of the lessons to be learned from the Grantsville Grows project is that outcome-based evaluation does not have to limit itself to end-users nor does it have to be complicated. In the case of this project, the needs assessment caused a very simple change in behavior on the part of the library. Programming schedules were adjusted to better meet the needs of end-users!

Employee Manual/ Somerset County Library (2005: $6,382). The library helped staff understand the organization, policies, programs, and benefits available through creating an employee manual.

Activities

The library appointed a staff team and hired a consultant to assist with development, organization, and writing of an employee manual.

Outputs

The board reviewed the document and recommended editorial changes. The performance evaluation system began in January 2007.

Outcomes

Target: 20 percent of libraries are self-evaluating organizations.

Target: 14 libraries have instituted/dropped programs/services based on OBE data.

Thirteen public libraries have instituted new services with LSTA funds based on OBE as reported through state program reports submitted to IMLS for FFY 2003, 2004, and 2005. Two new services funded with FFY 2006 LSTA money will be reporting outcomes.

Program 4.2. Collaborative Projects among Libraries and Other Agencies to Increase the Visibility of Libraries.

Activity 4.2.A. Provide collaboration opportunities for libraries.

In addition to the specific programs listed below, see also

- Audio Books (page 42)
- Building a Bridge to Small Business (page 86)
- E-Books (page 42)
- MPOWERCAT (page 46)
- MPOWERCARD (page 50)
- Boys Read (page 84)
- Summer Reading (page 36) and
- Project Adelante (page 11).

50 Forward/Worchester County Library (2005: $23,609). The project's goal was to design programs and services to meet the needs of residents 55 years of age and older.

Activities

The library planned lecture/discussion programs featuring scholars from Salisbury University, the University of Maryland Eastern Shore, and Wor-Wic Community College, musical performances, book signings, plays, living history and cultural presentations.

To extend the impact of the programs to those with limited or no mobility, the library hired a senior outreach employee to coordinate an outreach service.

To publicize the programs, staff designed a calendar of events and distributed it by inserting it in a country-wide newspaper with a circulation of 20,000, mailing copies to local organizations and agencies serving this audience, and placing it at branches. They advertised individual events using posters and flyers in the library and community, through news releases to the paper, radio and television stations, and by highlighting upcoming events on the library's web site. They designed and built display boards to advertise coming events in all five branches.

Outputs

Program activities are summarized in Chart 17.

Chart 17: 50 Forward	***2004-05***
Programs presented	79
Program participants	4,427
Increase/decrease in attendance compared with previous year	+26%

Outcomes

Two stories suggest the project made an impact:

- One couple reported that they used to go on day trips to satisfy their need for educational and cultural stimulation, but they have stopped going because all of their needs are met at the library.
- A gentleman, who had not spoken for two years, walked to the front and sang "with everything he had in him" at a nursing home program where the 50 Forward project coordinator was leading the group in old-fashioned Christmas songs.

The library offered a permanent position to the Senior Outreach staff person and the county budgeted an extra $ 20,000 to the library to continue the extensive program series.

Adult Summer Reading Program Prison Extension/Somerset County Library (2003: $2,000). This project was designed to encourage inmates to continue to read during the summer, when many of their regular programs stop.

Activities

The public library partnered with the librarian at the prison and with the College of the Air program serving inmates, using the Sneaks model developed by Baltimore County. Inmates kept reading lists and were required to write a short review of each book. Reviews were collected by the prison librarian and added to a binder to help inmates choose a book.

Outputs

Forty-four inmates completed 114 books.

Outcomes

Many of the inmates spoke of how the books made "new friends" for them and could take them anywhere. One said that reading was a "stress buster." They were appreciative that someone outside the facility had thought of them.

Citizens for Maryland Libraries (2003: $12,500). The purpose of this project was to promote public libraries and educate the public about quality library services statewide.

Activities

Citizens for Maryland Libraries developed a strategic plan, presented a program at the Maryland Library Association for library stakeholders, participated in the annual Trustee Conference sponsored by the Division of Library Development and Services, prepared and distributed a quarterly newsletter, developed a web site with statistics and legislative news, and printed and distributed materials with library statistics for use by Friends and citizen support groups.

Outputs

Results of Citizens for Maryland Libraries activities are summarized in Chart 18.

Chart 18: Citizens for Maryland Libraries	***2003-04***
Trustee Conference participants	50
Maryland Library Association stakeholders' meeting participants	50
Bookmarks distributed	200
Note card packets distributed	200

Computer Training for Inmates of Carroll County Detention Center/Carroll County Public Library (2003: $4,954). This project was designed to teach

inmates basic computer skills, in order to enhance their opportunities for employment, build their self-confidence as students, and reduce their risk of being incarcerated again.

Activities

In consultation with the staff at the Carroll County Business and Employment Resources Center, the library designed a curriculum for teaching basic computer skills, with four hours per week over four weeks. The project director ordered and installed six computer workstations with software and high-speed Internet connections in the multipurpose room of the Detention Center. The project director worked with the liaison at the Center to choose six students for the first class and coordinated interviews with them for the teacher.

Outputs

Fifty-four inmates completed eight two-hour sessions over a four week period.

Outcomes

Each student produced a current resume.

Correctional Library Education Program/Maryland State Department of Education (2003: $50,000). The purpose of this project was to provide equal access to non-English-speaking inmates to library services and information.

Activities

Correctional Education library staff consulted with education, transition, and case management staff at the correctional facilities to determine the number of students enrolled, interest levels, and special needs, and met with librarians in the institutions to gather input and suggestions, identify special collections, and develop procedures. They consulted with language specialists for translations and resources. They surveyed inmates with limited English and with hearing and vision impairments.

They purchased and installed computers with Spanish-language dictionaries for six institutions and closed-captioned TVs for three locations. They provided printouts in Spanish of community resources. They purchased English and foreign language dictionaries and other foreign language materials, materials on gender issues, fiction and non-fiction on topics of interest to African-American readers and sign language materials,

Outputs

Results of the activities are summarized in Chart 19.

Chart 19: Correctional Library Education Program	***2003-04***
Spanish language dictionaries used (average 10 times/day)	3,650
English language dictionaries used (40 times/month)	480
Closed-captioned TV used (30 prisoners/week)	1,560
Foreign language titles circulated (3/day)	1,095

Outcomes

On average, three inmates are first time visitors to the library each month.

Two of the six inmates allowed to use the library at a time check out foreign language materials or read Spanish-language books or magazines in the library.

English-speaking inmates use language dictionaries to assist non-English-speaking inmates to navigate the system, and taught themselves other languages out of personal interest.

Cultural Connections/Howard County Library (2005: $30,620). This purpose of this project was to identify library needs of Chinese and Korean communities in Howard County and write a plan to meet those needs.

Activities

The library hired two Project Representatives to act as a liaison with the target audiences, one fluent in Korean and one fluent in Chinese.

The library staff met with community partners from public and private schools, churches, and other organizations to introduce the project and solicit input for the survey and focus groups, which they named Cultural Connections Conversations. Partners were instrumental in helping distribute the survey and recruiting participants for the Conversations. In addition, the library staff wrote monthly newspaper articles in Chinese and Korean the *The World Journal* and *The Korea Times*.

Staff distributed 650 surveys in Chinese and 920 in Korean, and then input the results using Zoomerang.

Next the staff designed discussion questions for their Conversations. They facilitated six (three each in Chinese and Korean) two-hour Conversations, where

they examined the collection, programming, facilities, the catalog, and customer service. They added a seventh Conversation for Korean and Chinese teens together, conducted in English.

The Project Representatives created reports for each audience, listing needs, wants, and suggestions.

Outputs

The library received 509 completed surveys and produced reports for the Korean and Chinese audiences.

Seventy-one community members attended the Conversations.

A template summarizing the Conversations was created, which can be used by any library with any ethnic group.

Fifty-four library staff members attended two training classes on cultural awareness. A Cultural Connections notebook was placed at every public service desk; the notebooks include commonly asked questions translated into traditional Chinese, simplified Chinese, Korean, Urdu, Hindi, and Spanish.

In the building, the foreign language collection was moved to a larger, more prominent area, and signed in Chinese and Korean were added in prominent locations.

The library offered four sessions of Hand in Hand bilingual story time for children aged three to six. Two sessions were conducted in Chinese and English and two in Korean and English. Combined attendance for all four sessions was 116.

Outcomes

In a survey distributed at the end of each session, 46 percent of families were attending their first children's program at the library.

On the survey at the end of staff training, 80 percent of staff could identify three basic needs of foreign-born customers, 70 percent could identify three service expectations, and 100 percent could identify five changes at the Miller Branch Library designed to enhance service.

The library assumed the salary of the Korean Liaison who currently works 17 hours per week at the Miller Branch. She worked on the information and circulation desk, writes articles for the Korean paper, translates documents, and represents the library at community functions.

Discover Your Library/Dorchester County Public Library (2005: $34,015). Through this project, the library sought to address the needs of the adult Hispanic community to overcome language and cultural barriers that impede their access to the library. The needs of the Hispanic community were identified through Project Adelante.

Activities

The library hired two part-time specialists—one a graduate student who had lived in Spain and taught Spanish and the other a native of Puerto Rico. They organized special events, taught ongoing English classes, selected Spanish-language materials, translated signs and documents, taught Spanish to the library staff, distributed materials throughout the community, and compiled a resource directory.

The library provided training for staff. The specialists learned about library practices and procedures. The specialists worked with staff to develop cultural competencies and to teach basic Spanish language skills.

The specialists selected and acquired Spanish and bilingual materials on health, religion, sports, and politics, as well as a few fiction books. They also subscribed to four magazines and one newspaper and placed the collection near the door.

Outputs

The project produced a number of marketing materials, but the most effective was word-of-mouth.

A new member packet, translated into Spanish, is now handed out to those getting their first library card. It explains the rules of the library in simplified phrasing. The computer policy has also been translated

All signs in the public areas of the library are in English and Spanish.

The library has developed vocabulary and cultural competency lessons for the library staff.

Outcomes

The library has registered 81 Hispanic adults, an estimated 29 percent of the Hispanic adult population in the county.

Eighty-five Spanish language titles have circulated 108 times.

Hispanic adults used the computers for 335 hours.

The library found two volunteers to teach additional English classes, so class sizes could be reduced.

One staff member observed:

> *"Working on the information desk, I have noticed over the past year that more Spanish-speaking patrons have come into the library and more readily approach staff. When we first started, they either didn't come in or would only come in if they had someone bilingual with them. Now I see individuals with very little English knowledge coming to sign up for library cards and use our public access computers. I have noticed that patrons will come in who have been told by a friend, co-worker, and/or family member that we will help them."*

Emergent Literacy Training/Carroll County Public Library (2005: $41,857). The project was designed to provide information, materials, and training to family child care providers so they are prepared to foster school readiness skills in the children in their care.

Activities

The project consultant and community partners met to develop pre- and post-survey tools, parent permission forms, and provider agreement forms. The consultant submitted the forms to a research design firm to check for reliability and validity, and then prepared survey packets, with parent permission forms and child care provider agreement forms. The consultant selected the Early Literacy Skills Assessment (ELSA).

The library purchased Ready at Five activity kits, picture books, puppets, music CDs and realia and other materials in consultation with the Judy Center Partnership and designed the training.

The library received credentialing approval from the Maryland Office of Child Care for participating in the training and an extra credit for encouraging parental involvement in early literacy development.

Through invitational meetings and follow-up phone calls, the library recruited 32 providers, with 17 agreeing to be in the treatment group and 15 in the control group.

In September 2006, the staff administered the pre-survey to all providers by mail. The ELSA was administered individually to each three- and four-year-old under each provider's care.

Parent reports were prepared and mailed to providers for distribution to parents.

In October 2006, the providers in the treatment group attended a three-hour training session. In December, the control group received materials and instructions. In March, follow-up training was conducted for the treatment group.

From April to June 2006, the consultant conducted the post-survey.

Outputs

The project produced two newsletters, a resource kit, a school readiness handbook, and the research report. Participation is enumerated in Chart 20.

Chart 20: Emergent Literacy	***2005-06***
Providers participating in treatment group and receiving training	15
Children in treatment group assessed	31
Providers in control group	11
Children in control group assessed	20

Outcomes

Although the data from the Maryland Model for School Readiness Work Sampling system scores are not yet available, the ELSA data shows that both three- and four-year-olds in the treatment group made significant gains in performance in three of the four areas tested—comprehension, phonological awareness, and concepts about print. Progress in the fourth area—alphabetic principles—was not statistically significant.

The library's report offers some explanation about how a single three-hour training session could be responsible for the increase:

- The treatment included both professional development training and the materials needed to support use of best practices in the childcare situation.
- The training included a combination of modeling and guided practice.
- Ongoing contact in the form of detailed newsletters, additional resources, and phone conversations that provided sustained support for implementing the training concepts.
- The trainer's ability to translate the research into early understandable language and practical activities.

Library Services to Adult New Readers/Calvert County Library (2003: $35,680). The library will reach out to the low-literacy population in the county.

Activities

Project staff interviewed the Literacy Council Director, ABE Coordinator, Housing Authority staff, and Director of the Department of Social Services to understand the audience. Staff ordered signs, books, AV materials, software, furniture, and computers. They trained staff in the audience, materials available, and how to schedule and give tours to participants.

The library promoted the service through press releases, radio spots, letters to churches, and contacts with community organizations.

Staff conducted library tours for participants to introduce them to resources of the library and the library's partners and helped them apply for a library card. They provided transportation and training on using materials as needed. The library forgave fines and provided $5 coupon for future fines. Two weeks and six weeks after the tour, library staff followed up with phone calls.

Outputs

A summary of activity results is below in Chart 21.

Chart 21: Library Services to Adult New Readers	***2003-04***
Brochures distributed	300
Letters to community organizations	210
Annotated lists produced	2
Materials purchased	495
Tour participants	89
Materials circulated	2,941
Reference questions answered	87
Software usage	75

Outcomes

Of the 89 participants in the program, 44 agreed to follow-up by the library. Of those 44, 80 percent reported that they were able to find the pleasure/education materials they sought. The library waived $50 in fines for one customer who came on the tour with her teacher. She said, "Wow, I wasn't planning to come back to the library after this. But now I can."

Among the 44, 61 percent reported that they were able to get the information they needed to answer their questions. One participant stated that she wanted to be able to help her daughter with her homework. The tour made her more comfortable with the library and how to find things. When she was encouraged to ask a librarian to help, she replied, "And that's the best of all."

Only three evaluation forms were completed related to software use; all three reported increased confidence in using software. A customer who was not a native English speaker came in several times to work on "The Alphabet" program to practice certain sounds.

The project allowed the library to develop a strong relationship with ABE through the Board of Education, resulting in ABE donating a set of GED study videos to the library.

Maryland Advisory Council on Libraries Strategic Summit/Maryland Library Partnership (2004:$25,076). The purpose of this project was to host a statewide summit of librarians from all types of libraries and of interested citizens at which participants could discover common ground for future action. Fifty-eight people attended the first summit.

A second summit was held in 2006 to help prepare for the 2008 – 2012 LSTA Plan for Maryland. Seventy people attended the second summit.

Activities

The Advisory Council chose a planning committee, which selected a consultant to design, facilitate, and document three five-hour planning sessions.

Outputs

After the summit, results were distributed to participants and shared with others.

Outcomes

Several working groups, called "Maryland Library Champions," formed around themes from the summit continue to meet and formulate plans for libraries.

Maryland Online Encyclopedia/Enoch Pratt Free Library (Baltimore City) (2003: $150,000, 2005: $30,000). The purpose of this project was to create a public a Maryland Online Encyclopedia about Maryland history and culture, available to educators, students, and lifelong learners through Internet access. The Encyclopedia will be a definitive reference work on Maryland history and culture, designed and edited with the highest professional standards that will remain a reliable source of information for years to come.

Activities

In 2003, the library staff held a series of meetings with staff from the Maryland Historical Society to outline the overall approach to the project and another series of meetings between the library's web department staff and the Encyclopedia managing editor to agree upon technical issues. They set standards for articles, text, and image formatting to comply with the Maryland Digital Cultural Heritage Project standards (March 17, 2004).

The Encyclopedia purchased a URL, configured the server, developed a web site, a web interface that supports a wide range of browsing tools and technologies, a relational database engine and search interface, and an indexing function.

In 2005, the encyclopedia continued as a partnership among the Maryland Humanities Council, Enoch Pratt Free Library, Maryland State Department of Education, and the Maryland Historical Society. The grant funded an additional 75 articles for the encyclopedia.

Outputs

In 2003, 300 articles were posted on the Encyclopedia site.

In 2005, 75 new articles were added.

Outcomes

The Encyclopedia serves as a national model by incorporating in its design and implementation the needs of scholars, teachers, students, and the general public.

Mother Goose/Carroll County Public Library (2004: $29,934). This grant provided Mother Goose training and resource kits, developed by the Vermont Center for the Book, to child care providers and day care center teachers serving children aged three to six. The program addresses all areas of the Maryland Model for School Readiness (MMSR).

Activities

The Vermont Center for the Book provided a two-day train-the-trainer session for library staff from Frederick County and Howard County public libraries, Carroll County Head Start, and Judy Center, and DLDS. The library invited child care providers to the training, ordered kits, and completed credentialing documentation from Child Care Administration. The Center presented training in several locations in both counties. The project director followed up with trainers, assessed results, and scheduled new sessions.

Outputs

Six hundred child chare providers received invitations. Eighty-four participants attended one of nine sessions.

Outcomes

End-of-session evaluations from "Growing Mother Goose" yielded these results:

- 100 percent were more knowledgeable about social and emotional development.
- 87 percent were more likely to read to the children in their care.
- 100 percent were more likely to look for opportunities to let children use their imagination, talk about their feelings, move toward independence, and develop other social skills.

After attending "You Can Count on Mother Goose," participants reported:

- 100 percent were more likely to talk about math in everyday life.
- 85 percent were more likely to read a book with the children in their care.
- 100 percent were more knowledgeable about how preschoolers learn about math.

All three counties built positive relationship with community agencies and developed new partnerships with child care providers. Head Start wrote a grant to continue to have training for their classroom teachers and to share with their families.

Pittsville Library Station/Wicomico County Free Library (2005: $63,722). The library added a branch in a rural area, in order to provide better library access and to test the effectiveness of specific library activities supporting education.

Activities

Thanks to cooperation from the Board of Education, county and city zoning officials, county public works, local water and sewer authority, local cable provider, and other businesses and individuals who provided financial and in-kind assistance, the library installed an 800-foot trailer on the grounds of the Pittsville Elementary/Middle School.

The library hired part-time staff, set a schedule of 40 hours a week, equipped the trailer with six public access computers and a collection of books and periodicals, and added the branch to the delivery schedule.

An ongoing series of classes, programs, and activities helped involve the community and promote the library.

Outputs

Chart 22 on the next page includes a summary of outputs.

Chart 22: Pittsville Library Station	***2005-06***
Computer sign-ins (January-August 2006)	2,868
Book circulation	937
Library cards issued	34
Computer classes offered	18
Participants in computer classes	64
Programs presented	33
Participants in programs	266
Teacher information packets delivered	45
Visitors to school support web page	991

Outcomes

On a survey of middle school students in spring 2006:

- 41 percent had used the branch.
- 22 percent felt it helpful to have the branch near the school.
- 7 percent had used the online branch services.

On a teacher survey near the end of school:

- 50 percent had used the branch.
- 71 percent had referred students to the branch
- 64 percent felt there had been an increase in library use by their students.

Library statistics show that:

- Computer usage increased 85 percent over usage at the prior location.

The school has incorporated library information into their "standard operating procedures"—including it in parent newsletters, PTA meetings, etc. The library also built relationships with community leaders that continue.

Customer Survey of Maryland Residents/Southern Maryland Regional Library, Inc. (2003: $62,280, 2005: $42,500). The purpose of this project was to survey Maryland residents about their opinions of the value of libraries and library services.

Activities

A small group of public library administrators determined what kind of study to undertake. They issued a Request for Proposal and hired a contractor. The contractor met with the advisory group to solicit ideas for questions, developed a draft survey, and took comments, then tested the survey before implementing it. The contractor compiled and analyzed responses and wrote a report, which included statewide results and results for individual library systems.

Outputs

Products included the final report, a PowerPoint™ presentation with statewide results that could be tailored with local results, a tool for reading the survey tabulations, and an informational brochure to present the results to the public.

Using results, at least ten administrators presented the results to their local constituencies.

Outcomes

The survey showed that libraries were highly valued among users and non-users:

- 80 percent of Maryland households have used a public library within the last couple of months.
- Libraries rate at the top of the list of local public services; 80 percent grade their libraries "A" or "B."
- Respondents want larger collections and more accessible hours.
- As a community amenity, people want to live near public libraries.
- 75 percent view their public library as "an essential service like a school."
- 33 percent believe having a public library in the neighborhood raises property values; 40 percent believe they provide an economic anchor.
- 90 percent say public libraries are a "good investment" of their tax dollars.

In the online survey of library staff, they strongly agreed (4.56 out of 5.0) that "The customer survey of Maryland residents provides data we can really use" (Chart 6).

Activity 4.2.B. Provide technical assistance to libraries to form consortia.

Target: 50 percent of Maryland libraries have formed at least one consortium with other types of libraries or organizations.

The following consortia have been formed and are operating in Maryland:

- BAROC – Baltimore Art Research Online Consortium – founded in 2001 has the following partners: Enoch Pratt Free Library, Baltimore Museum of Art

Library, Johns Hopkins University Eisenhower Library, the Maryland Institute for Art Library, DLDS, and the Maryland Historical Society Library. DLDS has provided funds to BAROC in the previous five-year plan to create a charter for the organization. DLDS continues to be a member of the consortium but not LSTA funds have been provided in this five-year plan.

- Maryland Online Encyclopedia is a product of a consortia between the Enoch Pratt Free Library and the Maryland Historical Society (see
- Poetry in the Branches was funded with FFY 2006 LSTA funds. It is a consortium of the Talbot County Free Library, the Howard County Library, the Maryland Humanities Council, and the Library for the Blind and Physically Handicapped. The project is currently underway; no results are available as yet.
- The Talbot County Free Library, the Kent County Public Library and Chesapeake College formed consortia to purchase an ILS system together. They received FFY 2003 LSTA funds to work with a consultant to draft the consortia agreement. (see Upper Shore Consortium project)

Target: 20 percent of Maryland library consortia have developed and implemented projects or services to enhance the lives of Maryland residents.

Several projects involving consortia have produced products such as the Maryland Online Encyclopedia and Poetry in the Branches. The BAROC consortia referenced above also created a website to showcase Maryland art and artists entitled “Maryland Art Source”

Activity 4.2.C. Form and fund a library consortium to undertake marketing campaigns such as the “@ Your Library” program.

At Your Library Campaign/Prince George’s County Memorial Library (2003: $59,900).

Activities

The library convened a committee with representatives from all types of libraries in Maryland and engaged a professional design team to develop an appealing image for the campaign. The library developed and mounted a web site to provide librarians and customer’s information about the campaign, links to participating libraries, and a tool kit to download campaign images. The design team developed promotional materials to be used by libraries throughout the state.

Outputs

The project produced a web site, posters, and four bookmark designs including one in Spanish. Materials were distributed to 820 elementary schools, 170 public library locations, and 200 special and academic libraries.

Outcomes

Target: 30 percent of 5,164,300 Maryland residents report being aware of the value of public libraries and the services public libraries offer.

This question was included in the Survey of Maryland residents. Using a school grading scale of A, B, C, D and F, forty-nine percent t of Maryland residents rated public libraries as an "A." An additional thirty-one percent gave public libraries a grade of "B."

Activity 4.2.D. Explore the formation of a library "Think Tank" that would facilitate collaborative efforts among libraries.

See MACL Summit I and MACL Summit II (page 67). The E-Visioning conferences also allowed for collaborative efforts (page 52)

GOAL 5: Maryland's print disabled community will have access to increased and improved library services.

Program 5.1. Maryland State Library for the Blind and Physically Handicapped

Activity 5.1.A. Expand program schedule.

Library for the Blind and Physically Handicapped/Maryland State Department of Education/Division of Library Development and Services (2003: $215,323, 2004: $360,662, 2005: $350,246).

Activities

LBPH staff provided a number of programs in 2003 and 2004:

- Poetry programs with Maryland Poet Laureate
- A senior initiative, co-sponsored with the National Federation of the Blind and other organizations, which included a seminar for newly blind seniors and activity directors
- Summer Reading Program for children with vision impairments

- Broadening Horizons program to educate counties about the services available to individuals with visual and physical impairments to reading
- Monthly book discussion groups
- Tactile tours of the Walters Art Museum

In 2005, the library also offered:

- An art exhibit by blind students
- A low vision room
- Library tours for public library trustees and members of Citizens for Maryland Libraries

Staff attended training events to support development of projects.

Outputs

Chart 23 summarizes programs. Unique children's programs included a Baltimore Symphony program at which blind children were able to play instruments, a Harry Potter content, and a Fairy Tale Festival in partnership with the Enoch Pratt Free Library. More than 60 patrons attended an Adaptive Technology Fair. LBPH was one of the sponsors on a National Eye Institute exhibit for low vision held in several malls in the area.

Chart 23: Library for the Blind & Physically Handicapped	***2003-04***	***2004-05***	***2005-06***
Adult programs presented	9	12	24
Children's programs presented	N/A	24	26
Book discussion programs presented	N/A	12	12

Outcomes

In the online survey of librarians, the Library for the Blind & Physically Handicapped rated third in meeting the needs of libraries and residents (4.18 out of 5.0), just below the Summer Reading Program and the Library Associates Training Institute.

In 2004, the library received an award from the Art Education for the Blind for its presentation of tactile tours at the Walters Art Museum.

Youth Services/Montgomery County Public Libraries (2004: $33,734, 2005: $53,036). This project allowed the Montgomery County Public Libraries to provide specialized services and collections to children with vision impairments. The Montgomery County system is a sub-regional of the Maryland Library for the Blind

and Physically Handicapped (LBPH). The Youth Services Coordinator worked for the sub-regional library bur provided services to children on a statewide basis.

Activities

In 2004, the LBPH hired a Youth Services Coordinator to provide services, resources, and training for blind and visually impaired children and educators and library staff statewide who work with them. Activities took place at the Library for the Blind & Physically Handicapped in Baltimore and the Special Needs Library in Montgomery County. The Coordinator managed all the existing activities for children and young adults including the Braille Buddy and Summer Reading Program, collection development, and outreach programs. Partners for programs included the Enoch Pratt Free Library, the Walters Art Museum, and the Baltimore Symphony Orchestra.

In 2005, the Coordinator planned disability awareness programs at schools throughout the state. In addition to the 2004 partners, the library collaborated with Maryland School for the Blind, Blind Industries and Services of Maryland, Baltimore County Public Schools, and the National Federation of the Blind. The library acquired new materials for the Juvenile and Young Adult print/Braille, descriptive video, and Braille collections and weeded current collections.

Outputs

The Coordinator completed four collection management projects, creating ten Braille books, a list of educational toys for purchase, weeding the print/Braille collection at the Special Needs Library, and creating a bibliography of books for children with low vision.

Program activities are summarized in Chart 24.

Chart 24: Youth Services	***2004-05***	***2005-06***
Programs	24	26
Program participants	495	526
Participants in training sessions	100	19
Training sessions	2	2
Tours	5	8
Tour participants	32	77

Outcomes

The Coordinator visited the rehabilitation camp sponsored by Blind Industries and Services of Maryland. She told stories and encouraged the children to tell their own stories. It was a bonding experience for the children.

Activity 5.1.B. Expand outreach to retirement and nursing facilities.

See 5.1.A.

Activity 5.1.C. Develop staff.

See 5.1.A.

Activity 5.1.D. Upgrade automated library system and assistive technology.

See 5.1.A.

NEWSLINE/Maryland State Department of Education/Division of Library Development and Services (2003: $40,000). The purpose of this project was to provide online access to newspapers to persons with visual disabilities.

Activities

The Maryland State Department of Education contracted with the National Federation for the Blind to provide local and national newspapers online through NEWSLINE.

Outputs

One thousand eight hundred individuals registered with the service.

III. Results of In-depth Evaluation

The Division of Library Development and Services chose Generational and Intergenerational Responsive Programming (GOAL 1 - Program 3) as the focus for their in-depth evaluation. Goal I reads as follows:

> **"Maryland libraries will meet the changing information needs of their local communities."**

Program 3 (Generational and Intergenerational Responsive Programming) was designed to increase the capacity of Maryland's libraries to offer programming that is relevant to the needs of the people in their service areas. As the name associated with the goal implies, initiatives and local projects funded in this area focused on a variety of age groups, from pre-school children through senior citizens, and on other audiences defined by viewpoint, school subject, gender, and occupation. Detailed program reports for projects are included below.

The Division's emphasis on needs assessment of target audiences, expert guidance and research, and outcomes-based evaluation are clearly evident in these projects, as are the tremendous creativity and persistence of local library staff involved in implementing the projects. Outcomes are well-documented for most of the projects. Thanks to careful planning and a focus on dissemination across the state, many projects are also capable of being replicated. In some cases, other libraries in Maryland and elsewhere have already used the materials created and strategies tested to shorten implementation time and to increase the effectiveness of their efforts.

Many projects and initiatives conducted during the FY 2003 – FY 2005 period that have been supported in part or in whole with LSTA dollars have elements that are related to the intergenerational goal. The analysis that follows documents only the activities, outputs and outcomes that are most directly related to the intergenerational goal.

Following is a listing of other projects and initiatives described elsewhere in this evaluation that could have been included under the intergenerational goal:

- 50 Forward (Worcester County) (page 57)
- Pittsville Library Station (Wicomico County) (page 69)
- Mother Goose (Carroll County) (page 68)
- Emergent Literacy Training (Carroll County) (page 64)
- Computer Training for Inmates of Carroll County Detention Center (page 60)
- Adult Summer Reading Program Prison Extension (Somerset County) (page 58)
- Grantsville Grows (Ruth Enlow Library of Garrett County) (page 55)

It should also be noted that Maryland's libraries start their efforts to serve various demographic cohort groups from a position of strength. The statewide "Customer

Survey of Maryland Residents" that was conducted in 2003 and repeated in 2006 provides the state library agency and library administrators throughout the state with a solid, research-based understanding regarding what is important to the people they serve.

Following is an in-depth look at some of the intergenerational projects that have been funded and some of the results of these efforts. The efforts are organized by the activity areas that were identified in the 2003 – 2007 plan.

Activity 1.3.A. Develop and present workshops on intergenerational topics.

Religious, Political, and Cultural Roots/Howard County Library. This purpose of this project was to offer programs on religious and secular issues that impact international conflict in 11 libraries and senior sites in Maryland.

Activities

The library developed three themes to explore religious and secular issues that impact international conflict:

- Religious Perspectives on War
- International Politics and Conflict Resolution
- Problems of Transnationalism and Globalization

Each theme was developed into three programs, based on successful models previously funded by the National Endowment for the Humanities.

The library recruited scholars to lead the sessions and reserved meeting rooms in five libraries and six senior centers. For each session, the U.S. Institute of Peace provided readings as background material.

Outputs

Scholars presented fifty-seven lecture, reading, and discussion sessions, each of which included a 40-50 minute lecture by the scholar followed by a 40-50 minute discussion among participants.

Training sessions were developed and presented at the 2005 ALA Annual Conference and the National Council on Aging Conference as train-the-trainer programs.

Outcomes

Comments suggest participants enjoyed the programs:

"This speaker makes me want to go back to school and have him as my teacher!"

"I've lived in this community for more than five years and this is one of the best programs I've ever attended."

Activity 1.3.B. Offer incentive grants to libraries to develop intergenerational resources and services.

Improving Senior Lifestyles through Library Programs and Services/Somerset County Library. The purpose of the project was to improve the lifestyles of senior citizens by expanding current library services and marketing arrangements in three branches.

Activities

The library formed a selection committee for new publication titles and chose book discussion themes. They ordered 400 large print books, 40 audiotapes, and book discussion materials.

Staff created a display about the programs and produced nine newsletters. Staff arranged to hold a book discussion at a senior recreational facility and made a presentation on the program at the American Association of Retired Persons (AARP) meeting.

Staff conducted book/film discussion groups and computer training for seniors.

Outputs

In Chart 25, outputs from the project are summarized.

Chart 25: Senior Lifestyles Program	***2003 - 2004***
Book/film discussion sessions	3
Author lectures, with autographing	3
Computer classes	8
Computer class participants	64
Lecture/film programs	1
Other programs	39
Materials circulated	9,143

In addition to the project referenced above, the following projects (already mentioned) also created intergenerational services:

- 50 Forward (page 57)
- Pittsville Station (page 69)
- Emergent Literacy (Carroll County) (page 64)

Activity 1.3.C. Research and assess effective activities and post them on the State Library web site.

This increasingly important initiative will be carried over into the next five-year plan.

Activity 1.3.D. Offer special grants to library staff to be trained in intergenerational services.

Creating Connections: Public Libraries and Emergent Literacy/Wicomico County Free Library. The Maryland Association of Public Library Administrators (MAPLA)/Birth to Five Task Force will provide research-based training and resources to the staff of Maryland's 24 public library and three regional library systems, so that they have the skills and abilities to provide the latest research-based emergent literacy services and resources to children, parents, caregivers, and interested community members, in order that children enter school ready to read.

Activities

The emergent literacy training is based on four principles:

- A parent is the child's first teacher.
- The public library can be the parent's first teacher and supply source.
- All information, resources, and services are based on valid, reliable research.
- Collaborations must be created with other agencies, organizations, and businesses to reach families whose children are least likely to be prepared to thrive when they reach school.

MAPLA co-sponsored a "Ready at Five Symposium" with keynote speaker Dorothy Strickland. It developed and presented four childcare train-the-trainer workshops, with childcare training kits. Childcare certification credit was available.

Emergent literacy training was developed and presented at three pilot sites; then made the training available statewide.

MAPLA conducted a needs assessment related to special needs children and families and developed a conference based on the findings.

Outputs

Chart 26 gives an overview of project outputs.

Chart 26: Ready at Five Symposium Outputs	***2003 - 2004***
Ready at Five Symposium participants	150
Train-the-trainer workshop participants	33
Spanish emergent literacy workshop participants	36
Special needs conference participants	70
Childcare training kits delivered to libraries	25

Outcomes

In the online survey of library staff, emergent literacy research rated 3.9 out of 5.0, fourth in importance in meeting needs of libraries and residents (Chart 4).

Maryland has gotten significant national recognition for its ground-breaking work in introducing best practices in emergent literacy to public libraries.

According to DLDS Youth Specialist Stephanie Shauck, "It took five years to see a significant culture shift. Now people accept and incorporate the principles statewide." She emphasized that key elements of the success were sustained focus and support for the program over that five-year period and administrative support from local library directors.

Emergent Literacy Child Care Training/Maryland State Department of Education/Division of Library Development and Services (2004: $12,000). The purpose was to provide training and resource kits that enable each local public library system to offer state-certified continuing education credits to child care providers statewide.

Activities

Two representatives of each public library system attended a train-the-trainer session. The Division received certification from the Maryland Child Care Administration so that child care providers could get continuing education credit for attending training. Each trainer received a $600 kit to support the training.

Trainers from each public library system then trained child care providers in their communities.

Outputs

Fifty-four staff attended five train-the-trainer sessions around the state.

Twenty-four kits were created and distributed.

See also Emergent Literacy (Carroll County) (page 64)

Activity 1.3.E. Contract with consultant(s) to offer technical assistance in intergenerational services.

Consultants were hired to assist with several intergenerational grants. Included were Emergent Literacy Child Care Training (page 83), Emergent Literacy Training (page 65)

In addition, one of the consultants hired for the above mentioned projects, Dr. Gilda Martinez, followed up with the participants in a six-month study to see which factors influenced the continued implementation of the training as a part of her doctoral dissertation. The results of the study showed that the most powerful factor for the continued implementation was the support of the administration for the program. No LSTA funding was spent on the follow-up study but the results were shared statewide with the public library administrators.

Activity 1.3.F. Conduct statewide needs assessment of intergenerational issues on an annual basis.

This increasingly important initiative will be carried over into the next five-year plan.

Activity 1.3.G. Facilitate collaborative and partnership initiatives with libraries.

AHA Science @ Your Library/Carroll County Public Library (2005: $27,037). The purpose of this project was to collaborate with Carroll County Public Schools to help second and third grade students develop science literacy.

Activities

The library met with the Director of Elementary Science Curriculum to review state and district curriculum and consult on software, Web Quests, kit topics and promotion strategies to reach school personnel, parents, and children in the South Carroll area. Library representatives also met with the Supervisor of Media

Specialists and then all elementary media specialists to give them an overview of the program and is purpose.

The library provided each school with an AHA! Poster for each program, flyers to distribute to students, and a list of the kits, field trip topics and an overview of all programs for teachers. The school district created an informational flyer to explain and promote AHA Science! to parents and children.

Each AHA! Science kit included books, a DVD, manipulatives for hands-on experiments, instructions for conducting the experiments, and resource materials for further exploration at home. The library staff assisted with development of check-in procedures and collection codes.

As part of an independent study project, University of Maryland graduate student created several Web Quests on the topics suggested by the school district—inventions, energy, and astronomy. The Web Quests were included on the library's new children's web page.

Finally, the library staff scheduled programs between September 2005 and May 2006.

Outputs

The results of the project are summarized in Chart 27.

Chart 27: AHA! Science	***2005-06***
Flyers distributed	1,100
Posters distributed	180
AHA! Science Kits created	37
AHA! Science kits circulated	375
Programs presented	82
Children participating in programs: Eldersburg	1,873
Westminster	16
Taneytown	28
Adults participating in programs at Eldersburg	1,137
Westminster	4
Taneytown	4
Workshops for library staff	6
Library staff participating in workshops	101

Outcomes

Each AHA! Science program was inquiry-based. Presenters used the K-W-L (Know/Want to Know/Learn) method to begin each program. Children were asked what they knew and what they wanted to know. After the program, the children were asked what they had learned.

Ninety-one percent of the children attending the program were able to set up and complete an experiment. They often worked in small groups.

One hundred percent of parents who returned surveys included in kits agreed they would check out additional kits, use the online science database offered by the school district, and use the library more for science resources.

An unanticipated result was the popularity of the AHA! Science @ Your Library programs. Sessions filled within minutes of registration opening. The library received calls from all over the Baltimore metropolitan area requesting attendance. In order to accommodate more children, the staff redesigned the workshops so that they did not need to use computers and recruited volunteers from the Westminster Astronomy Club and Fort Meade.

There were waiting lists for every kit in the fall of 2005. The library added additional kits.

Staff at the library reported "an amazing amount of feedback on the popularity and effectiveness of the programs. Staff hear comments during checkout and at other programs, receives requests to repeat programs, and get calls from reporters.

The project has been replicated in Calvert, Howard, Anne Arundel, and Prince George's County libraries and at Enoch Pratt Free Library. The staff have received an invitation to present at the New York State Library Conference and to write an article for *School Library Journal* and have submitted a proposal to present at the Public Library Association Conference.

Boys Read/Queen Anne's County Free Library (2005: $38,125). This project was designed to increase the total time that boys in grades 3 to 5 spend reading and have the boys view reading as an enjoyable way to spend time. There were two parts to the project: a statewide conference for public library and school library staff held at Chesapeake College on the program and the implementation of the program at the Queen Anne's Free Library.

Activities

The library partnered with Chesapeake College Child Resource Center and the Eastern Shore Regional library to contact authors and other speakers, develop

handouts, and advertise the program to children, librarians, media specialists, teachers, and parents. They arranged for taping and broadcasting on cable channel QACTV7. They created and distributed handouts "Cool Books for Cool Dudes" and "Boys Read."

They selected and purchased books and other materials of particular appeal and interest to boys and set up special displays in the children's room.

They planned and conducted 10 additional summer and after-school programs of special interest to boys in each of the two branches. They partnered with two schools to begin book clubs for boys only, contracted with facilitators, and hired a male teacher from each school in order to provide positive male reading role models.

The library held week-long camps in two branches during the summers of 2005 and 2006, with reading materials and handouts as incentives.

Outputs

Outputs to date are detailed in Chart 28.

Chart 28: Boys Read	***2005 - 2006***
Workshops on boys and reading for parents, teachers, librarians, media specialists, and care givers	2
Participants at boys and reading workshops	87
Materials added to the library collection	947
Circulation of boys reading materials	3,871
Afternoon programs at summer reading camps	20
Participants at afternoon programs	100
After-school, summer and holiday programs	20
Boys at after-school, summer, and holiday programs	1,054
Adult participants	191
Reading Club meetings	52
Reading Club attendance	1,042

Outcomes

The library conducted a pre-survey of third, fourth, and fifth graders in Bayside and Kennard Elementary Schools in June 2005, an interim survey in June 2006, and will conduct a final post-survey in June of 2007 of fifth grade only, in order to get results for one grade for the entire three-year period.

The director of a child care center located next door to the Kennard Elementary School commented that the boys in her group that were members of the Boys Read Club were more attentive, more inclined to read for entertainment, and tended to get right to their homework. She also observed them discussing books that were part of the Boys Read Club with boys who did not take part in the program.

Participants of the Boys Read Workshop for teachers, parents, and caregivers listed 110 new ideas learned during the day and 117 changes they will make.

Library staff now order and recommend more boys-friendly books such as graphic novels, humor, paperbacks, and non-fiction and are more knowledgeable about readers' advisory services for boys.

Parents of the boys in the after-school Boys Read Club were very pleased with the changes they saw in their sons' reading habits and the excitement the boys had about the program and offered to pay for a summer series in order to continue the program after school ended in June 2005. The library found money to continue the program.

Library staff felt that the "cool" guy teachers who facilitated the Boys Read Club were a large part of its success.

Most public libraries and school systems sent staff to the statewide conference for teachers and librarians.

Building a Bridge to Small Business/Cecil County Public Library

Activities

The Cecil County Public Library studied business services in other libraries and concluded that they wanted to create a 'one-stop shopping' service, rather than the more common model of providing information and referral. They wanted to invite their partners to join them in the library, so their clients could find information and consult with experts together.

The library hired a full-time business librarian to develop the Small Business Information Center.

The librarian established partnerships with community organizations that work with small businesses, including SCORE, Cecil County Chamber of Commerce, Cecil Community College, Maryland Small Business Development Center, Susquehanna Workforce, Cecil County Office of Economic Development, and local newspapers and radio stations.

Together, the business librarian and partners trained reference staff, selected and purchased business materials and software, added a web page dedicated to small businesses to the library web site, and distributed packets of information about small business resources and services of the library and its partners. The librarian and partners conducted an awareness campaign, including presentations for business and service organizations, articles for publications, and advertisements for the library's programs. They initiated one-on-one and small group training sessions on how to access business information.

Outputs

Participation totals are summarized in Chart 29.

Chart 29: Building a Bridge to Small Business	***2003-04***
Small Business Information Center brochures distributed	1,000
Library brochures, with Small Business included, distributed	500
Small Business Information Center packets distributed	250
Programs presented	4
Program participants	63
Presentations by business librarian	9
Presentation participants	277
Library staff trained	8
Clients assisted: individual consultations	131
Clients assisted: referrals	23
Partner referrals to the library	11
Database searches	566
Web site hits	2,290

Outcomes

Clients indicated that they found the databases user-friendly and self-explanatory and did not need training.

Eight of the 131 who participated in individual consultations returned survey cards that indicated that the information helped them make a decision related to starting a business. The library shared four success stories:

- A woman came to the library with a well-developed concept for a needle arts business. The librarian helped her find information to complete her business plan and introduced her to a SCORE volunteer who helped her find a suitable location for the business and provided financial advice for setting up accounting procedures. She has opened her business in the town of North East.

- Another woman so enjoyed arranging her own wedding that she decided to pursue wedding planning as a business. The librarians found the information she needed to launch her business and helped her get an article published in the Cecil Business Ledger.

- A young couple working on a dairy farm wanted to finance an additional business of making and selling ice cream. The librarian helped them find the information they needed to apply for a national grant. They competed with 400 other applicants and won the grant for $50,000.

- A chef wanted to start a new restaurant in Rising Sun. When the restaurant expanded and needed a new pastry chef, the librarian was working with another client who wanted to start a catering business. The librarian introduced the two chefs and the second client went to work in the first client's restaurant to gain some experience before opening her own business.

The service has resulted in a very high-profile role for the library; as a result, the director continued local funding for the business librarian position.

Activity 1.3.H. Strengthen ties and seek collaboration opportunities within MSDE and with school libraries to improve student achievement to meet national assessment goals in areas such as summer reading and serving young adult readers.

In 2006, the Division of Early Childhood Development was created in the State Department of Education. The Marketing Specialist and the Youth Services Coordinator for DLDS meet with this Division on a regular basis. The first project they have initiated is "Celebrate Child Care" which will provide for a showcase event in each of the 24 public libraries on the services provided to child care workers and children. All of the events will take place March through May of 2007.

In 2006, the Youth Services Specialist attended a NASA program for middle school children with representatives from many of the public libraries in Maryland. School library media representatives were also invited to attend with their public library counterparts. Mini-grants were made available to each public library system to continue the program in their county with FFY 2006 LSTA funds.

For the past two years, DLDS has supported public library directors and staff to attend the annual meeting of county school superintendents sponsored by MSDE.

The Youth Services consultant of DLDS attends the meetings of the School Library Media Supervisors and the Maryland Education Media Organization (MEMO) annual conference. DLDS also supports the MEMO conference with funds to hire a keynote speaker.

The Youth Service consultant and public library and school library staff attend the Ready at Five Conferences each year. Keynote speakers for these conferences are also supported with LSTA funds by DLDS.

Summary

Overall, Maryland's efforts to build the capacity of libraries to design and implement programming that is highly relevant and responsive to community needs is very impressive. There is considerable evidence of extensive planning as well as of a commitment to integrate ongoing programming in several libraries. Furthermore, the programming that was conducted using LSTA funding was clearly programming with a purpose. Grant recipients had a clear vision for what they wanted to accomplish and sound evaluation was built into the projects. The evaluators are particularly pleased to see that the "learning libraries" concept that is the focus of other goals in the plan is infused throughout actions under different goals. This gives further evidence of the effectiveness of the Maryland Division of Library Development and Services efforts to help Maryland Libraries reinvent themselves to better meet the needs of the public in the 21st Century.

IV. Progress in Showing Results of Library Initiatives or Services: Outcome-Based Evaluation

Progress in Implementing Outcomes-based Evaluation

Maryland has made an exceptional effort to incorporate the principles of outcome-based evaluation into its entire program. This effort has included extensive efforts to ensure that sub grant applicants and recipients understand the expectations that IMLS and DLDS have regarding evaluation. It is the assessment of the evaluators that this effort has been very successful and that this has resulted in an LSTA program that is dynamic and effective.

Activities

Performance Results, Inc. presented training on outcomes-based evaluation (OBE) as part of a grant-writing workshop in January 2003 and in a full-day session in February 2003. Eleven projects were funded as a result of these training sessions; eight reported outcomes in their grant reports.

IN 2004, State Library staff included OBE principles and techniques in three workshops for potential grant applicants—one on project planning, one on grant writing, and one for successful grantees on project management.

Also that year, staff decided to use the AskUsNow, 24/7 statewide reference service, as the focus of its initial OBE efforts. AskUsNow was initiated with LSTA funds in FY 2002 and renewed in FY 2003. During the first two years, the project coordinator and partners worked on continuation models for funding the project. They developed a logic model.

Susan Paznekas met individually with each of the grantees to develop their plans and provided consultation throughout the year to facilitate their reporting.

Outputs

In 2006, Susan Paznekas and Dorothy Stoltz, Outreach Coordinator for Carroll County Public Library, created an online course based on the workshops. Paznekas also advised Rhea Rubin during her writing of *Demonstrating Results: Using Outcome Measurement in Your Library*.

Chart 30 summarizes training activity in each year.

Chart 30: Outcomes-Based Evaluation Workshops	***2003-04***	***2004-05***	***2005-06***
Workshops for grant applicants: project planning	N/A	1	1
Number of project planning workshop participants	N/A	46	64
Workshops for grant applicants: grant writing	1	1	1
Number of grant writing workshop participants	N/A	45	60
Workshop for successful grantees: project management	N/A	1	N/A
Number of project management workshop participants	N/A	35	N/A
Outcomes reports/projects funded	8/11	2	8/8
Workshop presentation at ALA	N/A	1	N/A

Outcomes

In the focus group, staff development specialists agreed with the emphasis on outcomes-based evaluation and felt that the OBE training had strengthened grant proposals:

"Showing the impact of what we do is critical."

"OBE is one of the wonderful things that the state has made you do. What I'm hearing from the reviewers is that the grants are getting much stronger. It has allowed us to tell people who have a good idea, "Go to the workshop,' and we can spread the responsibility for writing grants around."

"We went through the process and decided not to submit a grant. We decided we weren't ready yet."

"We're asking customers what they think… the follow-up piece… we assumed, but we never bothered to ask."

"Sometimes we make outcomes harder than they have to be. People thought that it was a big thing. That was part of the learning curve. You don't have to take a five-day course to figure it out. You just have to do it and pretty soon you start thinking about it in a different way and you find that you're building it into what you do."

Two focus group participants (one grant recipient and one staff development coordinator) felt that it was unnecessary to repeat the training for those who had already attended:

"You shouldn't have to go to the training year after year. We don't have a lot of people who would be writing grants. It's just a couple of us and we've been to the training repeatedly."

Outcomes-based Project Evaluation

Maryland AskUsNow!/Baltimore County Public Library. The purpose of the project was for Maryland libraries to provide a 24/7 live interactive reference service, using the expertise of libraries to provide Maryland residents with answers to their questions, research guidance, and help navigating the Internet.

Activities

Partners. In 2003, 20 public and five academic libraries and the Maryland State Law Library were the initial partners in Maryland AskUsNow! During the second reporting period (January-August 2004), Prince George's Community College became a new partner library. In 2004-05, Allegany College and the Maryland Library for the Blind and Physically Handicapped became partners.

Changing technology. In 2004-05, 24/7 Reference continued its merger with OCLC's QuestionPoint service, which led to some new processes for the staff to learn. The project coordinator played an active role in the merger as a member of the QuestionPoint-24/7 Reference Transition Task Force.

In 2004-05, with the addition of the Maryland Library for the Blind and Physically Handicapped, AskUsNow became a participant in the national InfoEyes project, which is designed to provide service to library customers with visual disabilities through Voice Over Internet Protocol (VOIP) and a specially designed screen readable format. AskUsNow was the only participant in InfoEyes that is not a talking book library.

Project staffing and management. Between the summer of 2002 and March 2003, a steering committee designed the service. DLDS selected a coordinator, wrote a plan of service, established policy guidelines, and selected "24/7 Reference" to provide software and back-up staffing. The steering committee planned the initial service schedule and structure and identified staff to participate in training.

In 2003-04, the coordinator made adjustments to staffing hours provided by Maryland libraries to better meet peak customer demand periods and revised policies and guidelines to improve standards of quality service. Staff updated web pages used by state and national cooperative with current information. The coordinator and liaisons communicated through bi-monthly meetings and the mdaskusnow listserv.

The coordinator worked with 24/7 Reference and OCLC's QuestionPoint's Transition Task Force as they completed the merger of the two services.

Training. Initial training was provided in early 2003; many more staff were trained in regional sessions throughout that year.

Training continued in 2003-04, as the project coordinator presented 15 regional half-day refresher trainings, and partner libraries implemented local training initiatives. Handouts and training served as reminders of quality reference interview techniques and special content guidelines. Special attention was directed at methods for addressing e-mail follow-up and legal resources. Handouts were created on "What do we mean by authoritative?" and "How do we find authoritative information online?"

In 2003-04, the project director took part in a two-week distance learning course provided by the University of Maryland titled "Virtual Reference Legal Issues." In 2004-05, staff participated in the Virtual Reference Desk, Collaborative Virtual Reference Symposium, and American Library Association conferences to keep abreast of rapidly changing technologies and developing service standards.

Public awareness. In 2002-03, a marketing team assembled to select the service's name, design logos, and create a marketing plan. The staff created web sites for public access and to support the staff.

In 2003-04, the two AskUsNow! web sites were maintained and updated. In 2004-05, the web pages continued to be updated.

Local libraries also promoted Maryland AskUsNow! using business cards, newsletters, telephone messages, and participating in interviews on local cable stations. They demonstrated the service at faculty and student orientation classes, in visits with teachers and school media specialists, and during technology classes in the library. One rural library system was successful in having the AskUsNow commercial televised repeatedly for free on the local cable station during popular programming.

In 2003-04, target audiences were teens, local businesses, and local library staff. A 30-second spot aimed at K-12 students ran on Comcast cable TV in three targeted areas of the state. Other promotional products included bookmarks, Spanish language logos, and handouts. The project coordinator held preliminary discussions with teens representative of one of the primary user groups to develop a marketing strategy. The teens, local businesses, and library staff helped promote the service in the media, K-12 schools, and at colleges.

In 2004-05, the staff identified businesses as the target audience upon which to focus awareness and promotion.

In 2004-05, the staff worked with Professor Marie Radford, Ph.D., of Rutgers University in her communication research to better understand what behaviors act

as facilitators and barriers to communication in an online reference exchange. Her set of recommendations are now provided at every AskUsNow training class.

Evaluation. An evaluation design, using an outcomes-based logic model, was completed in early 2003.

In 2003-04 and 2004-05, project staff collected data on usage of the live chat service, the e-mail follow-up service, and satisfaction surveys. They reviewed data from exit surveys at the conclusion of each online session. They also surveyed staff at the end of training sessions. Directors of partner libraries examined evaluation data and future funding models.

Outputs

Results for AskUsNow are summarized in Chart 31.

Chart 31: Maryland AskUsNow! Outputs	***2003-04***	***2004-05***	***2005-06***
Reference sessions completed per month	3,350	4,316	4,008
Training sessions for new staff	4	7	7
Library Associates Training Institute sessions	3	4	2
New staff trained	43	60	86
Refresher sessions for staff	27	3	14
Continuing staff trained at refresher sessions	281	30	223
Planning meetings	7	8	9
Presentations: 2004: Law Library Association of MD, American Library Association/RUSA, Montgomery County Public Schools/School Library Media Programs Professional Development Day 2005: Virtual Reference Desk Conference (2 sessions), Louisiana Library Association Annual Conference, Maryland Library Association Conference, Bibliotheque nationale du Quebec, Collaborative Reference Service Symposium, Virtual Reference Forum (AZ), Library Media Services In-service/Prince George's County Schools, ARLD Reference Service Program	7	9	16

Innovative use of technology. When Maryland AskUsNow went live in March 2003, there was only one other statewide service of this kind n the U.S. Maryland took new technology and applied it to an innovative, collaborative model where academic, public, and special libraries are able to provide information to state residents and students at the time and place of need.

In 2004-05, Maryland AskUsNow received one of two Exemplary Service Awards presented by the Virtual Reference Desk Project for "defining quality digital reference service on the Internet."

Use and satisfaction. Statistical data continuously collected and analyzed, including usage of the live chat service, the e-mail follow-up service, and satisfaction surveys, indicate that Maryland residents are becoming aware of the service and that users are satisfied:

The 2006 Customer Survey of Maryland Residents showed that 13 percent of residents were aware of the service. Among those familiar with it, 36 percent had used the service.

End-of-session survey data reported in Chart 32 indicates most users are satisfied with service and are likely to use AskUsNow again.

Chart 32 – End of Session Survey Data	***2003-04***	***2004-05***	***2005-06***
End of session survey: Excellent/good quality of library staff service	85%	83%	82%
Survey of Maryland Residents: Likely/very likely to use the service again	92%	*	94%

* The Survey of Maryland Residents was conducted in 2003 and in 2006. It was not conducted in 2004 or 2005.

Some comments from K-12 students suggest that those who are unhappy with the service believe that it is "not fast enough" or "took too long." Staff believe that these young customers have unrealistic expectations based on using search engines where results are instantaneous (even if quality or relevance varies). They designed a promotion that would establish more reasonable expectations: "Although live and in real-time, answers are not instant. It usually takes at least five minutes and often longer for librarians to find exactly what you need."

One story submitted in the 2004-05 grant report illustrates the complexity of some of the questions received by AskUsNow!: After being involved in a car accident with an uninsured motorist, a customer contacted AskUsNow! with a series of questions. Some had simple answers, while others were much more complex. The librarian who received the question in the live chat session was able to clarify the requests and verify what was needed. She was able to answer the questions requiring standard contact information for government agencies and offered to have a Maryland law librarian follow up by e-mail on the more complex requests. The same day, a librarian from the State Law Library replied by e-mail and pointed the customer to resources and agencies that could be relevant. The customer commented: "Thank you. You provided me exactly what I have been looking for. I had even searched the MVA site and did not find it… You made a believer in Maryland AskUsNow! out of me."

Another 2004-05 report from a local library shows how one customer became aware of the service:

"This last week I was approached at my desk by a visitor to the library who I had never met before. When she was introduced to me, she immediately told me how much she not only loved Maryland AskUsNow service, but earnestly credited her recent employment at a local organization to her use of the service. She had set up an interview with a potential employer on short notice and didn't know much of anything about the organization. Earlier that day, she had driven by the library and saw the banner outside promoting the AskUsNow web site. At 11 p.m. the night before the interview, she logged onto AskUsNow and communicated with a library at the time of day that most other library buildings and services would be closed. The librarian was ale to connect her with information about the organization's mission, goals, and history. She went to her interview with confidence and was offered the position."

End-of-session comments indicate that users are pleased with the ease of use and the expert knowledge they receive:

"Two words can describe your service—fast and efficient."

"The service was very knowledgeable. They knew just where to look to find the information that I needed."

"I especially appreciated the fact that the librarian shared with me the method for locating the information so that I can try it myself. Great service. I'll be back!"

On the survey of Maryland library staff that was part of this evaluation, AskUsNow rated 3.7 out of 5.0 in meeting needs of libraries and residents (see Chart 4). In their open-ended comments library staff rated AskUsNow fourth in importance, below the Library Associates Training Institute, staff development in general, and the Summer Reading Program. Their comments indicate that they believe usage is low and that the service needs more promotion:

"AskUsNow doesn't get a lot of local use and may need more marketing."

"AskUsNow is potentially a really great service, but it doesn't get much local use. Even patrons that the librarians have shown how to use it seem reluctant."

"Maryland AskUsNow is a wonderful tool, but it doesn't get much local use. Perhaps more marketing would help with this."

"Used by a relatively small number of people, but those people <u>love</u> it."

In the focus groups with librarians, AskUsNow elicited one comment:

"AskUsNow is a new and innovative service."

Identification of and training for useful behaviors for successful online reference transactions. The training program developed to assure reliable, accurate service in this decentralized, collaborative program is geared to helping librarians practice useful behaviors that lead to successful online reference transactions where visual and auditory clues are not available. Other virtual reference services have frequently requested to use the "Behaviors Checklist"** when training their staff on the chat reference interview.

In surveys of staff after refresher training in 2003 and 2004, 100 percent of staff reported they have increased their ability to provide online reference service; in 2005 96 percent of staff increased abilities. Review of session transcripts confirm that staff are providing accurate and appropriate service.

** originally developed for another DLDS program, "Better Communication Equals Better Reference Service" and adapted for the MarylandAskUsNow program.

Management of collaborative online reference. The project staff and advisory group have developed processes for handling the demands of management, staffing, and collaboration. They continued to learn how customers are using the service and how they many want to use a service of this kind in the future.

Conclusion

Maryland's experience using outcome-based evaluation in the AskUsNow program demonstrates the value of the approach. Building OBE into the program provided ongoing feedback from both end-users and practitioners that, in turn, was used to strengthen the program.

V. Lessons Learned

Building Capacity

The Division of Library Development and Services has invested its LSTA funding in building capacity in public libraries, through staff development, needs assessment and planning, collaboration, and innovation. These four themes were interwoven through nearly every initiative.

Staff Development

DLDS's staff development exhibits several hallmarks of excellence:

- System-wide inclusion, including library associates, librarians, library directors, and library trustees in a sustained effort to create "learning libraries." The concept is widely shared throughout the state and includes not only the people in libraries but those in their communities as well.
- Based on research, from the brain development and early literacy research that underpinned the emergent literacy emphasis to the local needs assessments embedded in nearly every sub-grant, where library staff and partners designed surveys, held focus groups, interviewed community leaders, and consulted experts before implementing programs.
- Persistent focus on a few key themes—emergent literacy, innovation, evaluation.
- Support and follow-up, through coaching, collegial communications (online and in person), and through a variety of materials including handouts, documents, videos, and web content.
- Job-embedded. Many of the efforts required or invited participants to choose a local issue or project and connect the theories they were learning to local experience.
- Investing in building the capacity of staff, for example, in learning to use the logic model for program design and grant writing, in learning needs assessment and marketing techniques, in attending Library Associate training or courses leading to certification or a degree.

In addition, staff development and training were incorporated into nearly every local project, assuring that staff would be prepared to meet new audiences, use new technology, work with partners, and provide excellent service in their libraries.

Needs Assessment and Planning

DLDS focused on needs assessment, planning, and outcomes-based evaluation. It modeled the approach by supporting the Customer Survey of Maryland Residents, which could be used to assess progress toward LSTA goals, but also by individual library systems.

DLDS funded a variety of strategic planning efforts for statewide, consortial, and library system planning. Each of these also included a broad-based committee, a knowledgeable facilitator, an information-gathering process, and detailed prioritization based on the needs.

Needs assessment, planning, and evaluation are embedded in every grant project as well. It is evident from the grantees' reports that they understand and are able to incorporate the structure of outcomes evaluation in their program planning and that doing so has strengthened their programs and services and brought them enhanced credibility in their communities.

Collaboration

Partnerships were incorporated in many, if not all, of the projects funded by DLDS. Many grant recipients reported that the relationships they developed in planning and implementing projects were continuing even after the grant period ended.

Innovation

Innovation was a major theme during the three years reviewed for this report. Many of the technology projects were leading edge—the Maryland AskUsNow!, for example, was one of the first statewide virtual reference services in the country.

Grants to local libraries supported their pilot tests of RFID and similar promising technologies. Grants leveraged consortial purchases of databases, E-Learning platforms, E-Books, and development of original digital content.

LSTA grants also sent a few Maryland librarians to consumer technology conferences and paid for speakers to expose library staff members to thought-provoking content at Maryland conferences.

Recommendations

a. Continue the successful capacity-building approach.

b. Continue to develop, encourage, and support outcomes-based evaluation. With Maryland's substantial investment in staff development, strengthening evaluation in this area might be the next priority. Current efforts are largely limited to end-of-session evaluation, which captures awareness, knowledge and perhaps skill changes, but not behavior and condition—changes that occur over time and in the job.

c. Continue to support development of partnerships at the local, regional, and state level.

d. Investigate ways to enhance sharing among Maryland's "library learning community," perhaps by collecting tools, strategies, products, and results on a state library portal.

Maryland has a highly successful LSTA program that embodies both the spirit and the letter of the Library Services and Technology Act. The evaluators believe that the greatest lesson to be learned is that Maryland "really gets it" in regard to outcome-based evaluation. Other states can learn a great deal by looking at the way in which high-level evaluation is built into Maryland's LSTA program.

VI. Brief Description of Evaluation Process

Evaluation Methodology

In keeping with the spirit of cooperation that pervades the LSTA program, Maryland's evaluation was carried out as part of a cooperative effort undertaken by six northeastern states — Maine, Maryland, New Hampshire, New Jersey, Rhode Island, and Vermont. A Request for Proposal covering the LSTA evaluations for the six states was issued through the Chief Officers of State Library Agencies in the Northeast (COSLINE) with the Maine State Library acting as the administrative and fiscal agent for the effort. By taking this approach, the six states hoped to achieve a high level of efficiency in their evaluation efforts and to benefit from a heightened awareness of the strengths, weaknesses and innovative aspects of LSTA programs in other states in the region.

Himmel & Wilson, Library Consultants was selected to carry out the five-year evaluation of LSTA for six COSLINE states as the result of a competitive bidding process. The evaluation methodology proposed by Himmel & Wilson was designed to assess each state's implementation of the LSTA program individually using a similar set of data gathering techniques and to report the findings of the evaluation process using a standardized report format.

The considerable demographic variation between and among the six states as well as the differing approaches the six states had taken in developing their five-year plans required some modification of the process from state to state; however, the evaluators believe that the cooperative approach has resulted in some economies of scale as well as providing a number of insights that might not have emerged if each state had conducted a completely separate assessment of their LSTA program.

In addition to evaluating each state's progress toward the goals outlined in their five-year plans, the process also represents one piece of a coordinated effort to ensure that LSTA met or exceeded the expectations of the elected officials who authorized the program. Furthermore, the assessment process served to determine how LSTA makes a difference in the quality of library services available to the residents of each state. Because library services in each state exist in unique environments, each state's plan ***should*** differ both in its focus and in terms of the nature of the programs that were supported with LSTA dollars. At the same time, the LSTA purposes provide a framework that serves to create common themes among the states.

The evaluation progressed through five phases that involved a variety of stakeholders and a mix of quantitative and qualitative data-gathering methods.

The phases were:

- Discovery
- Data/information Gathering
- Data/Information Analysis
- Synthesis
- Reporting

Following is a brief description of the efforts that took place in each phase of the project.

Phase I: Discovery

State library liaison: The consultants scheduled a telephone conference call involving representatives of all six states on July 17, 2006 and asked that each state name a liaison to act as the primary point of contact between the consultants and their states' library agency. Susan Paznekas, Public Library Consultant, served as Maryland's liaison.

State library questionnaire: Prior to the conference call, Himmel & Wilson created a web-based questionnaire in which the state liaison identified specific materials, reports, and websites that could be made available for the consultants to review, including reports to IMLS and valuable internal documents (such as minutes from advisory committees and sub-grant evaluations) that would be useful in gaining an understanding of a particular state's approach to LSTA.

The web-based questionnaire also asked the state liaison to identify specific time periods that would be particularly good or particularly bad for site visits to the state library agency, focus groups, and other on-site events. This assisted the consultants in their effort to develop site visit schedules that were relatively free of conflicts with important events that might impede the ability of key stakeholders to participate, while taking advantage of statewide meetings such as library conferences or large training events. Addressing scheduling conflicts and opportunities early in the process was critical to carrying out this ambitious project in a timely fashion.

In addition to calendar information, the state liaison identified general locations, based on regional traffic patterns, topography, and even personalities, which might be well suited as focus groups sites and recommended libraries that had good meeting facilities, parking, and access to major highways.

Phone calls with State Library liaisons: Shortly after the conference phone call, the consultants called the state liaison to refine the list of background documents, to select focus group sites, and to begin to refine the calendar for work to be conducted on-site.

Review of background documents: The consultants reviewed background documents, revisited the LSTA plan, examined the State Program Reports submitted to IMLS, and reread the last five-year LSTA evaluation. The consultants also reviewed supplemental materials and information that each state provided.

Phase II: Data/Information Gathering

Site visit to state library: After completing the background review, the consultants scheduled a site visit to Maryland to gain a thorough understanding of the scope of its LSTA program and overall library development and service priorities. Ethel Himmel visited the Maryland Division of Library Development and Services on September 26th and interviewed:

- Irene Padilla, Assistant Superintendent, Library Development and Services (State Librarian)
- Susan Paznekas, Public Library Consultant
- Jill Lewis, Branch Chief, Library for the Blind and Physically Handicapped
- Stephanie Shauck, Public Library Consultant, Youth Specialist

Development of data collection instruments. In order to gather opinions and personal experiences of a wide array of stakeholders, the consultants developed and refined focus group questions, interview questions, and web surveys during this phase.

Focus groups: Bill Wilson conducted three focus groups on October 4th and 5th with a total of 27 participants, in the following locations:

- Towson (Staff development specialists)
- Towson (LSTA grant recipients)
- Ocean City (Public library directors)

A summary report covering the focus groups is attached to this report as Appendix A.

Personal interviews were conducted via telephone in early December with 13 key individuals identified by the DLDS staff. The individuals who were interviewed and the organizations with which they are affiliated are listed below.

- Lew Belfont, Staff Development Coordinator, Howard County Library
- Audra Caplan, Director, Harford County Library
- Renee Croft, Director, Somerset County Library
- Jim Fish, Director, Baltimore County Public Library
- Micki Freeny, Director, Prince George's County Memorial Library
- Lisa Harrison, Community Services Coordinator, Worcester County Library

- Betty Morganstern, Information Services Coordinator, Anne Arundel County Public Library
- Scotti Oliver, Asst. Director, Talbot County Free Library
- Dorothy Stoltz, Outreach and Program Services Coordinator, Carroll County Public Library
- John Taube, Director, Allegany County Public Library
- Kate Tavakolian, Staff Development Coordinator, Montgomery County Public Libraries
- Debbie Thomas, Resource Enhancement Coordinator, Baltimore County Public Library
- Joanne Trepp, Staff Development Coordinator, Anne Arundel County Public Library

A summary of the interview content is attached to this report as Appendix B.

Web-based surveys: Seventy-two individuals responded to a web-based survey designed to gather responses to questions related to services and programs supported with LSTA funds in Maryland.

A third of the respondents were directors; another third worked in reference/information services.

Just over half of respondents worked in libraries with fifty or fewer FTE employees.

Thirty percent of respondents reported materials budgets of $1,500,00 or less.

More information regarding this survey is included in Appendix C.

Phase III: Data/Information Analysis

During this phase, consultants compiled survey results and focus group and interview notes, as well as statistics. They made follow-up contacts with the state library liaison and other key state library agency staff and collected and reviewed additional documentation that had been identified in the course of the data gathering effort.

Phase IV: Synthesis

The consultants synthesized the data and information collected. They shared draft reports of the various data gathering efforts such as the web survey results with the state liaison to make sure the data gathering met the expectations of the state agency and fully complied with IMLS requirements.

Phase V: Reporting

The consultants completed the draft final evaluation report and provided it to the State Library agency and provided an opportunity for State Library staff to offer comments, corrections, and editorial suggestions. Upon receipt of the input from the State Library agency, the consultants produced the final version of the evaluation in a format suitable for forwarding to IMLS.

Responsibilities of Evaluation Team Members

The evaluation process was carried out by Himmel & Wilson's partners, Dr. Ethel E. Himmel and Mr. William J. "Bill" Wilson, with the assistance of two experienced associate consultants.

Himmel acted as principal consultant for the project and was responsible for the design of evaluation tools such as surveys and focus group and interview questions. She also coordinated the review and analysis of background documentation. Himmel conducted focus groups and interviews, analyzed data and was involved in writing the six evaluation reports.

Wilson participated in nearly all of the evaluation efforts as well, including the review of the background documentation, conducting focus groups and interviews, and creating web surveys that were used to gather information from a variety of stakeholders in each state. Wilson took the lead on the analysis of how dollars were distributed and assumed primary responsibility for the creation of maps and graphs that illustrated trends and the consultants' findings. Wilson assisted with writing the six evaluation reports.

The Himmel & Wilson partners were assisted by two other experienced consultants, Ms. Coral Swanson and Ms. Sara Laughlin. Swanson's primary involvement in the project was conducting and reporting on focus group sessions and telephone interviews in Maine and New Hampshire. Laughlin assisted with evaluation of specific programs and authored portions of the six evaluation reports.

Evaluation Team

Since its founding in 1987, the Himmel & Wilson firm has completed nearly 300 planning and evaluation projects for public libraries, regional consortia, and state library agencies in thirty-five states. Included among these projects are six statewide evaluations of the implementation of the Library Services and Technology Act (LSTA) program completed during the last round of five-year evaluations in 2001 and 2002—for Indiana, Massachusetts, Montana, Nevada, Ohio, and Oregon. Swanson worked on North Carolina's LSTA evaluation during the same time period.

Himmel & Wilson does a great deal of work with state library administrative agencies. In addition to the COSLINE contract, Himmel & Wilson was awarded contracts in 2006 by the New York State Education Department to evaluate the New York Online Virtual Electronic Library (NOVEL) database program as a part of their five-year LSTA evaluation, from the Delaware Division of Libraries and the District of Columbia Public Library to conduct their LSTA evaluations and to help with the development of their next five-year plans, and from the Oregon State Library to conduct their five-year LSTA evaluation.

Ms. Laughlin has recently worked with the State Library of Iowa, the Kentucky Department of Library and Archives, and the Mississippi Library Commission. Ms. Swanson has worked with state library agencies in Georgia, North Carolina, and Wisconsin.

Evaluation Costs

The following table (Table 33) documents the total costs involved in the contract with Himmel & Wilson for conducting the LSTA evaluations for the six states that participated in the COSLINE shared evaluation effort. The six states shared equally in the evaluation costs. Therefore, Maryland's portion of the total evaluation budget was $ 23,900. In addition to these costs, it is estimated that Maryland Division of Library Development and Services staff devoted approximately 97 hours to the evaluation representing an investment of somewhere in the neighborhood of $3,500 in Maryland's evaluation effort.

Chart 33: Evaluation Costs for All Six COSLINE States

Phase	*Total*
I: Discovery	$14,600
II: Data/Information Gathering	$79,200
III: Data/Information Analysis	$15,400
IV: Synthesis	$7,200
V: Reporting	$27,000
TOTAL	**$143,400**

The primary contact at DLDS was Ms. Susan Paznekas, public library consultant, who has been the LSTA Coordinator for Maryland. Ms Paznekas performed these tasks and spent the following number of hours in the process:

- Gathering data – 24 hours
- Meeting with/talking on the phone with the consultant – 12 hours
- Editing/finalizing the survey instrument – 6 hours
- Organizing and attending the focus groups – 16 hours
- Organizing the follow-up interviews – 2 hours
- Editing the draft report – 16 hours
- Editing the final report – 16 hours

The consultant met with the Assistant State Superintendent, the Youth Services Consultant, and the Director for the Library for the Blind and Physically Handicapped on September 26th. Amount of time spent in this activity:

- Youth Services Consultant – 3 hours
- Director for the LBPH – 3 hours
- Assistant State's Superintendent – 3 hours

The Assistant State's Superintendent also met with Ms. Paznekas to edit the draft report and finalize the final report. Amount of time spent on this activity – 2 hours.

Maryland Focus Group Report

Three focus group discussions were held on October 4th and 5th, 2006. A total of twenty-seven library professionals participated in the sessions. One session was comprised of staff development specialists, another of LSTA grant recipients, and the third of library directors. The same general topics were explored in all three sessions although the discussions varied somewhat depending upon the expertise and responsibilities of the participants. Each session closed with "final comments," which was an opportunity for participants to summarize what they thought most important or to bring up new topics.

Several themes recurred across the sessions:

- The emphasis on partnerships and collaboration has strengthened libraries in Maryland.
- The emphases on the ability to replicate projects and on the value of assessment have had a positive impact on library services in Maryland.
- Participants believe there is a need for better (more extensive) sharing of results and information on grants.
- DLDS support for staff training and participation in conferences that stretch people to think about new ideas and approaches are very important in maintaining a high level of library service.
- The statewide customer survey is very useful.
- Participants applauded DLDS for being supportive, for building on research findings, and for being willing to take risks (trying innovative things)

Comments from each of the sessions follow.

Staff Development Specialists Focus Group, Towson, October 4, 2006

Nine individuals attended. Experience in Maryland libraries ranged from two years to almost 30 years. Participants had a wide variety of backgrounds; many had worked both in urban and rural settings. Some had staff development as their primary responsibility while others had administrative titles that included many facets of work in addition to staff development.

Tell us about efforts in your libraries that have been successful in the past 2 -3 years.

The emphasis that has been placed on building partnerships and collaboration has strengthened us. It's certainly more work, but it has been very beneficial.
We've had a number of projects that have allowed us to try a number of things and learn a number of things The AHA! Science project is an example.
Partnership with the school systems worked with kids and parents to spark greater involvement with the library.
This came out of the "envisioning conference" (which was LSTA funded). Some people came away from that conference and said, "What can libraries do to capitalize on these new realities?"

Our project with the schools has been fun and it is replicable. Other libraries in the state are doing it or something similar now.
That's been our experience as well. When a grant goes well, it grows interest in other places.
We're doing a study of the impact of some basic training for school readiness.
We worked with a consultant, trained some child care providers and had an experimental and control group. We got a sign-off from parents to let us see the test scores of the kids involved in the study. It's LSTA funding that allows us to examine what we're doing and determine what's most effective.

We all do a lot of things that feel good, but we need to be more accountable than that.
Showing the impact of what we do is critical
It's hard to do the outcome based evaluation, but we're getting better at it.

In Washington County we're piggybacking on the Project Adalante grant (services to Spanish speaking).
We really learn a great deal from each other. One library does it, but everyone benefits.
LSTA is to demonstrate and to share.
St. Mary's is jumping on Carroll County's grant with care givers. We're doing the same program but without the research component.
Fabulous that we had a chance to meet the reading students from Johns Hopkins (they were involved in the grant).

In terms of reaching the public, the Potomac Survey (Customer Survey of Maryland Residents) has been the most important. It provides data that we can really use. It helps us understand the things we can and can't do; should and shouldn't do.
The MPOWERCARD… The idea that you can use it throughout the state means something to the public.
The whole digitization area
I think that was our last grant… it was a learning experience… not entirely successful, but we learned from it and that's important as well.

Skill development is important. We can't do a lot of these things unless we have staff that have the training… the skills and competencies they need to do their jobs well.
State training has made a difference – The "Learning Libraries" workshops. You don't see the impact immediately, but the impacts are really there over time.
We're beginning to see what it means to create a learning community in the state.
It's not flavor of the month… I believe that the learning library will continue for long time.
Several hundred people have been through the training. The concepts have become ingrained in these people

I'd like to come back to the E-visioning conference. They brought in people who "bent our minds to the possibilities." You come back revved up even if you came away a

little uncomfortable. The conference was a great motivator. You came away thinking, "I have to do something!
That's the power of doing these things at the State level. At the state level we can bring in really top people.

What's missing? What are the needs that should be addressed?
We need to continue emphasizing the whole customer service philosophy.
New technologies…
Overdrive - consortium for downloadable audio. It keeps us in the digital age…
It shows customers that we know about these things.

Coping with the training needs… Between the technology and the machines and the firewalls, security… it's very difficult to keep up.
The State's goal is to protect the integrity and ours is to get the content in.
Training issues about new databases… it's a bottomless pit.

The statewide training calendar on MERLIN (LSTA supported) makes it easy to contribute the information, but we still need more collaboration on training.

More cross-sharing and cross-fertilization. We need to work with colleagues from different counties. We're actually getting people from hospitals and other types of libraries in our training events because it has been posted on MARY-LIB listserv. More of that kind of thing.

Reaching out to Maryland Historical (Society) on digital projects – reaching out to other counties. We're getting phone calls from people wanting things to be digitized, but we don't have a mechanism in place to deal with it.
A few years ago they surveyed what we had (historical resources). A person from Pratt came to visit and created some sort of inventory of what was out there. I'm not sure where things have gone from there.

What about outcome based evaluation? How successful have you been in integrating it into your projects?
OBE is one of the wonderful things that the state has made you do… you have to go to a workshop to be able to submit a grant.
What I'm hearing from the reviewers is that the grants are getting much stronger.
They take you through it step by step.
It has allowed us to tell people who have a good idea… go to the workshop and we can spread the responsibility for writing the grants around.

I have a little bit of a different take on that. You shouldn't have to go to the training year after year. We don't have a lot of people who would be writing grants… it's just a couple of us and we've been to the training repeatedly.
Here's an odd one. We went through the process and we decided NOT to submit a grant. We decided that we weren't ready yet.

We did outcome based evaluation with products with our teens. We got a dozen computers for teens. Kids did digital photography and brochures, business cards, etc. We ended up doing an e-zine on the Internet.

I recently submitted a grant – "Get ready for your day in court at the library." We partnered with the Maryland Legal Assistance people. We're giving a pre and post test and doing focus groups and a survey of the court staff and looking at reference stats on legal reference and contacts with end users.

We're asking customers what they think… the follow up piece… we assumed but we never bothered to ask.
Know your product…
Know your behaviors…
Do the follow up question…

Sometimes we make outcomes harder than they have to be.
People thought that it was a big thing. That was part of the learning curve. You don't have to take a five day course to figure it out. You just have to do it and do it and pretty soon you start thinking about it in a different way and you find that you're building it into what you do.

Are there changes that DLDS should make that would make the whole LSTA program more effective?
I honestly think that the projects with statewide impact are really important. The ones that position us together… those are critical.
I like the little chunk of money that they give us for staff development and also the money for MLS support.
Also some money for the regional libraries. Very nice that we get a little chunk of the LSTA funding. The staff development grant is customizable. We have to show that you're going to use it in a way that advances your strategic plan. They've made it easier. I think their process is really effective.

It's also nice to have smaller or more regional projects for target populations.
We can probably still improve some of our staff development and recruitment efforts. Getting your MLS. What's there is wonderful but we need more. We're looking more and more at recruitment. We're looking at the next decade and recruitment is going to be important. The problem is becoming acute.
We're doing leadership training. We're turning people into team leaders

I wouldn't be here if it wasn't for the MLS program.
At Pratt the staff development grant does help support the seats under the open seat program
The MLS stuff is really important… we're trying to grow our own. People in their 40s are going back and getting their degrees.

We need a better way to share results; including the sharing of spectacular failures.

Pratt will never share its failures…
Making it safe to share the turkeys. Pratt is kind of an exception… they have to deal with so much political stuff.
It's very easy to access the folks at DLDS… it's really easy to get advice.

Some of the projects are new to me and it would be good to have a clearinghouse. There should be a little more information on the website.
Technology can be used to increase efficiency. The division sent out a podcast. That's a good example of what I mean.
The MERLIN site is a good example, but that's only about technology. They could grow it to be the "e-learning portal." We took a stab at it but we were a little too early. Then there was some turnover.
I think that the training calendar is a first step in that direction… it could become the learning portal.

More seats in the Thompson…. This is the second round… Sometimes it's not much of a cost bump to add more seats.
The whole technical piece is better.
I was just going to say that the division has done a good job of moving the state forward but the people in the trenches are ready as well. We have staff signing up for things. The staff is grabbing on to all of these pieces. An important role for DLDS is making these things available.

Video conferencing is still iffy, but we need to keep heading there; working in that direction.
We also need to coordinate the training so we can get people comfortable with the technologies before the public comes looking for them.

Why keep it in Maryland? If we can nurture it inside and then sell it outside, we could get more for our dollars.
The Learning Libraries as a PLA project is an example.
LATI - worked with Delaware… LSTA money is making it available online. Adding Delaware has made it wonderful.
I agree, the collaboration with Delaware has been great… we can send the eastern shore people to Dover and they can participate in training there.

Is there anything that DLDS should stop doing?
They should reinvest in Maryland SHARE… I&R part of our reference is doing the information and referral stuff. Part of it is to strengthen our databases…
Maryland SHARE is foundering and it hasn't had a lot of support.
The information place is one of the things we need to be. The 211 thing is kind of a soft 911… Info and referral… more of a social service needs bent on a 24X7 basis.
They've designated who should be responsible for what. We thought it was gone, but it's back. Our local management board says we're going to have Chesapeake HELPS. The libraries should be part of that.
Last year we made it a priority to update our community information file.

We need to be partnering to get work like this done.

What do you see as the top needs in the next 3 – 5 years?
Resources for the Spanish speaking. The population change is happening in almost every area of the State and we're not well prepared to deal with it.
Digitization - we have the equipment, but not the people who know how to use it.
The regionals all had digital labs set up and we've done some. I think the major issue with that is figuring out the best way to do it. This is one area where I don't believe we've done particularly well.

Two areas that could make a difference in the libraries are project management as a methodology and project management software as a tool. We have to work smarter and there are tools and methodologies out there that can help us do that.
Succession planning… We're losing a lot of talented people to retirement.
I would agree, succession planning and leadership development are needs.
I also agree that we have to be smarter about managing.

What you're talking about is knowledge management.
Librarians are good at documenting but not so good at disseminating these things. We have to do it for ourselves.
It's all the stuff that's not written down and maintaining this in an internal database.
Starting it up isn't the problem. Keeping it up to date is the hard part.

Networking in the community… We're asking everyone to get out there into the community, but a lot of people don't quite know how or what to do. We need to make it clearer as to why we're going out into the community and what we hope to accomplish by doing so.
Marketing training is needed. Marketing is everyone's role (every staff member).
Everyone is a spokesperson for the library by what they do in addition to what they say.

There need to be some changes in managing the credits that we need to get for the state. There needs to be some kind of simple tracking software. I'm just doing it for our regional and it's a real effort.

Final thoughts?
I want to reinforce the fact that the MLS funding is great and that the succession planning piece is important. New Jersey has been doing a lot along these lines that we can benefit from,
Staff development continues to be exceptionally important. We need to do more visioning exercises like the envisioning conference.
We need to provide more technology training opportunities for staff at all levels

Something that didn't come up that's very important… Summer Reading program funding and coordination.
Along with that, training for early literacy. We all know how important it is to have the staff trained in early literacy skills.

We need to build on what Carroll County is doing. DLDS needs to keep funding literacy initiatives.
We're going from early literacy to applying some of these concepts to young adults.

Reaching the non-user - we need better catalog access and access in multiple languages.
Another program that was not mentioned… Ninth House – a management training program sponsored by DLDS… not specifically a library thing but very valuable. It's not something that we could afford to do locally.

I would also like to second summer reading and training for programming – for preschoolers through young teens
Quality, innovative staff training.
We need better follow-up on competitive grant projects so that everybody knows about the projects. Right now a lot of this happens by word of mouth. A director talks about a project with another director at a meeting… that kind of thing. But it's not very formal and I think a lot of good information falls through the cracks.

Worcester County got a grant for serving people 50 years +. It was so successful that it resulted in the County funding a position.

I'd like to reiterate the need to continue with competitive grants. The leadership training and the MLS support… empowering workers… That leadership institute started one staff member on her way and she's gone on to get her masters (LSTA again). You need all of those pieces.

I would agree about the teen emphasis and also about MERLIN. It's a wonderful resource that I'd like to see expanded
I'll return to knowledge management as a method. There are lots of books written on it… it's a way of doing things. You'd think that librarians would be good at this, but we're not. We need to learn more about it.

As part of the succession planning… New ways of working… Pratt is stuck in a City model for hiring. Flexibility of moving people around is difficult. If we can use those nearing retirement in creative ways, we might get them to stay a little longer

Learning libraries are just one way of looking at things. It won't address all of our challenges, but if you have a tool box of models you can look at how to cope with different challenges.
We need to avoid the flavor of the month… It's having the successes of learning libraries. Expanding the tool box. I see training as skill-building.
Learning libraries are managing change.

Maybe a mentoring program statewide. I went to a scholastic Training conference and they did some really good things on mentoring.

How do we prioritize and focus? If I'm going to maintain quality I'm going to have to cut the number of things.

In businesses there are knowledge management directors. It's a full time job. Staff development officers need to meet. We don't get together nearly often enough. We have so much to learn from each other.

LSTA Grant Recipients Focus Group, Towson, October 4, 2006

There were eight participants in the session. One had less than five years experience working in libraries; however, most had 15 – 25 years of experience with the majority of it being in Maryland libraries. Many had worked for several different libraries in the State. A few had worked in libraries in other states, including one who had worked for a state library agency. All had been involved in implementing and/or administering LSTA grants.

Talk about the grants that you've been directly involved with. What kind of impact have they had?

We've had a grant for service to teens that addressed both technology and the arts. The grant included a computer lab in the library, digital photography, teens creating web sites, and creating and publishing an e-zine. The idea of the grant was to engage the kids with a new branch library… the teens had been wreaking havoc and this grant gave them a positive creative outlet. Most of the kids did not have computers at home. It worked out really well. We ended up hiring the person who worked on the grant.

Our latest grant set up a small business center in our central branch. The business center provided information on how to write a business plan etc. The kinds of questions we received demonstrated the need for this kind of thing in our library. We have at least 10 success stories of people who started their own business at least in part because of the information and materials we provided.

The AHA! Science grant actually came out of the e-visioning conference (I think it was also LSTA funded). We identified the need to get kids more excited about math and science. We had already been doing Mother Goose; this was a nice extension of that. Our staff member hooked up with NASA and others … the kids used the computer lab. They had to figure out a mystery/problem and to explore deeper to figure it out. We partnered with the schools. Everyone started getting involved. The number of participants was limited by the computer lab capacity. The program became so successful that within five minutes of the program opening up for participants (at midnight), it was fully subscribed. The program has now spread to other counties. Will be producing a show (3 ½ hour shows). We also developed circulating science kits. Didn't DLDS also give mini-grants? If you attended training, you could get $ 2,500 grant to replicate the program. It's expanded with other science organizations and is continuing. The other grant we had is an Emergent Literacy grant for family and child

care providers. The big problem is that there is a lack of statistics to show that what we do does make a difference.

We did a project for Adult New Readers; we created a computer program, materials, etc. in each branch. About half were English as a Second Language. The greatest benefit of the project lasted beyond the grant period. The biggest benefits were the partnerships that we formed with other literacy players such as the schools, the Department of Social Services, etc.

We had a grant to replicate the Ready at Five program; the first part was the MMSR training. Participants were separated into a treatment group and a control group. The providers were given a survey about language and literacy. The control group heard nothing from us all year… the others interacted with the library frequently. There were some dramatic results. We got the schools to agree to give the MMSR scores. It has now become a longitudinal study and the grant has been extended. The former control group will now get the training

One in nine residents in Howard County is foreign born – we improved signage, materials, catalog access and held programs. We did a survey and focus groups. Our initial goal was the development of a service plan, but a lot more came out of it. It was published in an online journal and the Multnomah County Library (OR) picked up on it. One of our bi-lingual story hours had about 80 participants and about 40 were first timers.
We added many DVDs because the need for them showed up in the surveys. From nothing to having all of these… it's a dramatic change. We now have new Chinese magazines, Korean newspapers, etc. We have a quarterly newsletter and new partners. We've developed a really nice network that I can use to spread the message to the various groups. Through the grant we hired two liaisons (to foreign born communities). They did some of the story times as well. We would like to have more volunteers involved in book clubs.

Our largest grant (we've gotten 4 or 5) was one to establish children's services at a new branch. We hired a contractor to take some of the materials from the Johns Hopkins education program and apply it to the story hours. We hadn't had children's programming in that community before. Since that grant we're doing lapsit programs, summer reading… a full range of children's services.

Wicomico is a geographically large County, but we've never really had branches. We used the LSTA funds to put a branch on the grounds of an elementary school. The grant money gave us the reason to go to the School. The County paid for sidewalks, etc. The branch is in a trailer. The kids don't like the trailer, but it's a lot better than nothing. This is way out in a rural area and although there is a media center, we're serving a different need. For some of the kids this is their primary access to computers.

Harford didn't get funded the last cycle, but the grant in the cycle before was to have a public school/public library collaboration. We hired a consultant and worked with the schools… tried to get the flow of communication going (home assignment alerts, etc.). We did a survey and got 93% participation from school staff. We published the results. The second grant (the one we didn't get) was to try to continue the project. We've tried getting other grants, but we haven't been able continue at the same level.

We used your survey results in our county.

You've mentioned a lot of assessment and evaluation activity. What do you think accounts for that?
I think it's the OBE emphasis from IMLS and DLDS that push it. It changes the way you think about the grants.
Howard County had started the A-Plus program. Carroll heard about it and wanted to do it. The assessment piece was very useful to others.
Part of the goal for DLDS is to be able to facilitate the development of new and innovative services. Assessment and evaluation are a part of that.

How do people in the various libraries hear about the innovative programs? Is there any formal communication of the results of the various projects?
The directors share some of it with each other, but I'm hearing some new things here today. I really encourage others to tell about their projects.

They've added some things to the LATI website.
There are some presentations at MLA.
We could probably use some better mechanism to share results.

Right now we hear about most things by word of mouth. Some library is doing "Fidos for Freedom" to reach out to kids using service dogs. Some other library does something similar and calls it "Story Tails."
It would be nice if there was a better way to share the results. We have to write an end of the grant report, but that doesn't get shared widely.

Wasn't there going to be a part on the web page… but I don't recall seeing it. That would be great.

How could DLDS increase the effectiveness of the LSTA program?
We're a very small county and we don't have a grant writer. Writing grants is time consuming; we simply can't afford to do much in the way of grant writing.
Another problem is that as a small library we may come up with something that's old hat to someone else, but it's new and innovative to us. We're unlikely to get a grant like that, but it might have made a real difference to the people in our area.

One way to be more effective would be to offer more "set aside" grants where you don't have to go through a long process to get the grant… mini grants.

It's not a lot of money, but it's something. Usually they're targeted for a specific program.

When we hear that the grant cycle is open, there is a short time frame. It would be helpful to know more about the grant availability and categories more in advance. I think it was particularly short this year because their staff (DLDS) was decimated.

We like the process that requires that you attend the session in order to apply for a grant. It introduces people to the DLDS staff (and other colleagues) who can help them with the requirements and the evaluation portion.
I agree that the training is really helpful.

I totally agree with what she said BUT… I'm not sure you should have to go to the training if you've been to it before. I'm the only one who is ever going to go from my library. I would like to have the sessions be optional for those of us who have done grants on an ongoing basis.

It would be nice to do some training using an online system or maybe DLDS could fund having a person stay the night. Travel time is significant for some of us.

I asked my supervisor and she said that the most recent training was really fabulous. It was to the point and useful. She took some of the information and used it as the basis for a presentation at the National Bookmobile Conference.

We need more advanced notice of grant cycles and priorities.
I have a comment along the same lines. I know that it's a five year strategic plan but some times the priorities change from year to year… we need more lead time.

What should the priorities be for the future?
The LATI training is important and well worth continuing.
Teen programming should be a priority.
I agree… both technology and programming need to be included in teen initiatives so we don't become a non-entity to that group.
We don't see a lot of "20 somethings" in our libraries either. How do we get to them?
We do see a lot of "20 somethings" in our library and the computers are the big draw. Providing the up-to-date technology is important to attracting and keeping both the teens and the "20 somethings."

The technology needs to catch up.
Keeping up with the technology and using it effectively. We do live story times, but it's hard to get copyright OK for doing TV programming to distribute to the public.
Our websites need to be engaging. Enhanced content, video streaming… anything that makes your website more interactive and more of an attraction.

I would like to see funding for purely cultural type programming, things to underscore the importance of the library as a place. Our community doesn't have a lot of cultural outlets so this kind of thing would definitely address a need in our area.
The underserved is still an important priority; we're at a loss with the programs with other cultures.
The Hispanic population is growing. We are doing bi-lingual story hours, but we need to do a better job. You really have to go to the "community" (of the target population)

We need to provide technology instruction… everything from how to use a mouse to Podcasting.
Libraries with movable walls; we need to break out of the box.

One of the goals of LSTA is to encourage cooperation and partnerships between and among different types of libraries. To what extent is that happening in Maryland?
We have St. Mary's college students doing story hour programs.
We've talked to the schools about our grant.
We're heavily involved in partnerships. We developed a partnership with Western Maryland; their materials can be reserved on our catalog.
We couldn't do much of what we do if it wasn't for the Head Starts; the Literacy Council Collaboration is really built in.
We do a lot with local governments.
Partnership is a buzz word right now. It makes sense; there used to be big turf separation, but maybe not as much now.
I think that we're there; the partnerships have a purpose. Traditionally we were giving and not receiving.

We even sometimes get a benefit from what might be described as "empty partnerships," … the partnerships where one party doesn't bring much to the partnership.
Libraries have come up in the world and we're PLAYERS; we've become a community cornerstone.
The Giant grocery store called and asked the library to participate; we used to have to call them.
The health information project was one of the first projects that really pushed partnerships hard. The DLDS started that.
The library's status has changed because we've had to reinvent ourselves. Part of it is technology services. The technology brings in people in Howard County too.
That would be another good thing to look at --- how to promote libraries in general, reaching the unserved and underserved.

Final comments?
I would repeat that the grant process is a really good one. Additional resource information (about the grants underway) on the web would be good. Coming here today helps that process.

Does DLDS have a web site other than the Dept of Education? There's nothing there. They need a better site with more information about LSTA grants. Maybe just summaries of the grants, the initial forms, etc. Abstracts would be good. We could just start planning earlier if we knew what the priorities were going to be.
That's a really good idea. Maybe build on the MERLIN web site.

The training that is offered is superb. Even if you don't plan on writing a grant soon its worth going to.
The support that we got from DLDS was outstanding.
I feel that DLDS has been very supportive. They'll read your grant before you submit it.
Because we get the grant funds we get the chance to go out to the community.

Library Directors Focus Group, Ocean City, October 5, 2006

There were ten participants; all of whom were county or regional library directors. Their experience in Maryland libraries ranged from three to 31 years. Several of the attendees had worked previously in libraries in other states and/or in libraries of other types.

Which two DLDS programs (regardless of whether or not they're supported with LSTA) are most important to your library?
Ask Us Now is a new and innovative service.
Summer Reading has to be near the top of the list. Summer reading support ensures cooperation and quality. It makes everyone's life easier
Programs like these are "levelers." They enable the smaller, more rural systems to offer the same level of services as larger, more urban libraries.

Probably the LSTA (or was it LSCA?) funding that started SAILOR was the most significant. That's the starting point for our backbone.
I'd like to put in a plug for LATI on behalf of the training staff and I'd like to put in a word for the Customer Survey of Maryland Residents as well. The customer survey helps us target areas where we're doing well or areas where we're not doing so well.
I also like to put in an A+ for the customer survey. We use it at the county level and at the state level. The data is good and very useful.
We also use other survey tools to assess performance. They help us determine how we should deploy our resources.

I'd second the comments about the leadership and the MLS funding. We've managed to spark interest in librarianship. We currently have 5 or 6 staff members who are working on their MLS degree.
We need to grow our own librarians.
I'd also like to commend the database efforts. As a regional, we buy some databases. The state program isn't where it needs to be, but it's certainly much further along than we were.

The LATI program is very important. It's a big commitment of time, but it does make a difference.
I'd also like to mention the support for administrators. DLDS gives grants that enable people to go to the Kennedy School of Government. It gave me an opportunity to step away from my job and look at things differently
THE JFK experience is the closest thing to a sabbatical that we have in the public library field.
Underwriting programs of interest to libraries that aren't specifically LIBRARY conferences is important. Futures and management conferences for example, there are a lot of new and innovative approaches in the business world that we can apply to libraries.
That kind of training has helped us be agile.
We've been more willing to try new things.

There are some great programs, but not enough people know about them.

We've noticed that Maryland's LSTA program places a greater emphasis on research than most other states. Where does the research component come from?
I think that some of it is a tradition in Maryland. I remember coming from Florida and trying to look at reference performance. I found that there was a good study at Pratt that was done in the 50s. Tom Childers had done an unobtrusive study in Maryland and DLDS and Rutgers picked up on that.

More recently, the research component has been included in strategic plans. DLDS has provided resources through LSTA to do community surveys to assess information needs.
We've been doing it long enough that we're not defensive about evaluation.
DLDS changed its structure as a result. DLDS listened.
We've had good leadership in the state, both at the state level and on the local level.

We should remember that we used ALL of the LSCA money for two years to make SAILOR happen. Some times you have to bite the bullet and go for it.
DLDS is accessible. Some places where I've worked you didn't even talk to the people at the state library. Here, they're more partners.
They're willing to fund some whacked out approach if the potential payoff is high.
They're willing to take a risk. That's unusual.
One thing that they've done is little set aside grants to do little things that kick something up a notch.
The County governance structure helps make some of this possible. Consolidating an entire county allows everyone to have some reasonable access to library service in the first place.

For example, LSTA is used as seed money. It helped move the Counties to get seed money and use it to leverage a county contribution to do ENVISIONWARE.

With the competitive grants, somebody jumps in and tries something. Howard or Carroll County try something and then we have a knowledge base that others can build on. Most of the time MAPLA meetings are the forum to share information about grants. The projects also allow the staff to take on new projects. Our staff intranet started with seed money.
We're taking on greater responsibility for continuing projects locally.

How have things changed in the last 3 – 5 years?
DLDS has tried to streamline the paperwork.
And the accounting aspect too… we can do some of it online now.
The paperwork is already efficient.

There are certainly more technology components now than was true five years ago.
We also are doing somewhat more statewide projects… that may be a trend.
Everyone is moving up
We're seeing a lot of people moving from the western shore to the eastern shore and they bring their high expectations with them.

The two day workshops for those applying for grants are very valuable.
I think that that has been helpful as well. They're helping you and you have a better chance of getting a grant. DLDS staff will critique a draft of your grant for you.
There is something they could do better on. MORE LEAD TIME. To get staff members thinking about things in advance.
I think that this year was particularly bad because of a shift in fiscal years…

I'd like to make a comment about one time projects… It's often hard to get a one time idea that doesn't have staffing component. Multi year grants allow for the gradual transfer of staff from grant money to local money.

We have patrons with high expectations… we need to plan to fill in some of the holes regarding licensing of databases.

If a program is successful you can use it to leverage with the County for funding.
I'd like to see us work on improving on sharing the outcomes of projects. I feel as though I needed some help in spreading the word… In our case, the needs assessment was one of the outcomes… it's now a model for other libraries.

What could DLDS stop doing?
The two day training session for grant planning. Maybe if you've attended a couple of times you could get out of going the next year or so. We've had the same person going year after year.

The state has such an excellent record of statewide projects. The state looks at things from a consortia approach. That's fine but once in a while you need something for your library; sometimes it's pretty local and unique. That's where the individual grants can play an important role.

On the flip side, you could do something locally that applies to most or all libraries. One outcome of the program might be at the local level, but it may have a wider impact in that other libraries could do the same thing or adapt the idea to their individual instance.

Maybe we need "an innovations pot of money." We need some CRAZY money. Obviously we wouldn't call it crazy money, but it would be available to try really innovative, somewhat far-out ideas that address thorny problems.

Does everyone have the same budget year? The LSTA cycle doesn't fit our fiscal year. We wanted an external LED sign, but we needed a match and our budget cycle didn't track right to go after LSTA funds.

What about the next plan? How should Maryland's next LSTA plan be different from the current one?

We need to change the vision statement. It's nice in concept, but it's not a realistic statement. It's not realistic to think that this will happen.
Remember that a vision statement needs to have some reach.
Reach is one thing, but if they did what the vision statement says, we'd all be blown out of the water. This sounds like a Google vision statement.
We want to make sure that what we're doing will move toward the vision. No one is saying that we'd ever reach it.
I agree it needs to be changed. It needs to say that libraries will be more of an integral part of their communities.

It needs to say that the library is very important in community life.
The focus is on providing information… what about recreational?
The plan needs to deal with both present and anticipated needs.
Librarians are advocates for individual success. That needs to be reflected.

I would like us to be one of the few places that provide access to information for those who have traditionally found it difficult to use libraries.
People need to be more aware of what we have.
I really see the library as more than just support system. We're giving people an opportunity to succeed; we're helping people start small businesses; we're helping them gain an education or get a job.

I like the Maryland Library Learning Community idea – it's become part of our institutional culture.
There's another component though. We spend a lot of resources that target specific areas of our staff, but most of it is at the associate level and up. We need more for the people in the trenches.

We've been alluding to one thing that needs to be a priority in the future. We need something that addresses the fact that we won't be directors in 10 or 15 years. We need to be grooming our replacements.

It's important to serve the underserved, but we need to remember that we're not a social service agency. Right now, if you've got the money you go to Barnes and Noble. We need to stay attractive to the upscale community as well if we're going to continue to get tax support.

I don't see them as being mutually exclusive. If we concentrate too much on serving the upscale community we can lose something that's very important.
There's a sense that goes along with serving the underserved that we're social workers. Librarians tend to be caring people.
It's how you strike a balance you can spend a lot and get little… it's balancing the resources so that all can benefit.
You can kill yourself trying to drag people into the library… you have to balance resources.

Many people have a dream of starting their own business. We can't help them unless we develop more expertise. It's more likely that we'll partner with other types of organizations (but not so much with other types of libraries) to get things done.
The school public model is dangerous (put the pervert next to the kids).
The schools share our catalogs.
We do provide access to online databases.
Obviously we are involved with the schools in terms of learning.

I see a lot of cooperation with homeschoolers; they're starting their own networks. We can never over emphasize the fact that children's services are an important aspect of what we do. Services to preschool kids too, including that is a no-brainer.
For the parents, it's a quality of life issue.

Traditionally we have gone after the middle class, but we have a shrinking middle class. We have more millionaires and more people in poverty. The library is left addressing the two ends of the spectrum that we haven't been particularly successful addressing in the past.
That brings us back to marketing. That's an important one to add. Not necessarily identifying the market. We've done that successfully. It's taking the next step.
We need to reach people even if they don't come in… even if they cocoon. They need to know that they can do it from the comfort of their home.

We need to facilitate access.
Saving people time is something that we can look at. We need to examine our services and see how we can do it better.
Another tie in - digital content. We need to be fostering and developing digital resources. We need to position ourselves better in that arena.
How do we go about doing that? The digitization that we've done took us all kinds of time. We finally found a vendor who thought he could do what we wanted to have done, but we've got a long way to go before we figure this one out.
It may be hard, but it would be worth it. It's not just used by genealogists.

Final Thoughts?
Data mining… video streaming… we need to be doing innovative things.
We've made a lot of progress with the LSTA funds. We're not just heading off in all directions. Even the new directions have been thematic. We've been trying things together more.
Make things (applying for a grant) as easy as possible and easy to replicate.

As we go forward we need to remember that we're a community of 24 counties. One size doesn't fit all. We need to be sure that we maintain a level playing field in all areas of the State.
I have a question regarding the future of LSTA - does anyone anticipate that it will ever go back to LS***C***A with construction money?
I don't think so. I think getting federal money for construction would be good but we need to get that into other federal legislation. Community development… that kind of thing.
It would be better to have LSTA and some new component that funds construction in another program that has its own advocates.

What I'd like to see is long term. We need to be ahead of the curve. We don't know what all of the needs will be even in the five years that will be covered by the next LSTA plan.

I want to see an emphasis on quality of life issues.

LSTA has been vitally important to us. Wicomico was notorious for not having branches. We now have two branch libraries and a computer outlet and the grants helped make that happen.

I just want to emphasize that individual systems need to do their own thing. Sometimes you can make a great advance in a rural county doing something that already been done elsewhere. We need to allow for that.
We need continuing funding for strategic planning.
Competitive grant cycle – allow for libraries to be adventurous.
I have nothing original to add.
I just want to say that we maintain some of the traditions of the Maryland Library Community. One of them is networking; another is collegiality. We need to hang on to these. The reason that LSTA works so well for us is that we have input, writing letters, calling Irene. We need to keep the lines of communication open. We need to make sure that these things remain in place.

I don't think that the Dorchester Library would be a library of the 21st century if it wasn't for LSTA. LSCA and LSTA funded all kinds of firsts. FAX machines for example… we had the first public one in the county when that was the emerging technology. Through the years LSCA and LSTA have helped us keep up with the trends.

I agree, it's made the difference between being in the dark ages and being a modern library.

Appendix B
Maryland Interview Report

Thirteen individuals identified by DLDS staff were interviewed via telephone during early December 2006. They included library directors and assistant directors, staff development coordinators, and staff members who had written or administered grants. Some were in large public libraries with over 250 FTE staff members; others represented small Maryland public libraries with less than 15 FTE staff members.

Questions varied somewhat depending upon the position and responsibilities of the person being interviewed. The consultants also used the opportunity to ask those being interviewed about the grants and projects with which they had been involved. All were asked which programs or services of DLDS were most important, how the programs could be made more effective, what current programs or services DLDS could stop doing, and what the top priorities for the coming five years should be.

Some general themes emerged from the interviews.

- The most important programs or services provided by DLDS to individual libraries are the staff development funding and support for professional development. "Enhanced staff skills mean we are better able to serve customers."
- DLDS support for databases and statewide coordination of initiatives are also very important to the success of Maryland libraries.
- All of those interviewed had very positive things to say about DLDS. In particular people said DLDS was very responsive and listened to the library community. Several wished DLDS had more money for more staff.
- People had difficulty thinking of anything DLDS could stop doing. "They aren't really holding on to old programs; DLDS tends to focus on the future."
- Those interviewed also had difficulty making suggestions for improving the programs and services although there were two suggestions that recurred. One was to lessen the requirement for attendance at the training for grant applications.
  "Perhaps grant applicants could be excused after 2-3 years." The second suggestion was for longer lead time in implementing new initiatives or earlier communication on them so that libraries had more time to schedule staff.
- Priorities for the coming five years were fairly diverse although one participant stated succinctly what several had suggested in their earlier comments. "First priority is staff development; second priority is helping us keep up with technological advances through grants or an awareness campaign."

Representative comments follow.

Which programs or services of DLDS are most important to you or your library?
Professional development: Leading from any Position; LATI Institute; staff development in general
The continuing education piece—formal and informal. For example, the e-visioning conference that's coming up. You hear speakers you wouldn't normally hear.

The staff development grant is really critical for my library.
Staff development funding hasn't changed much in terms of how it's awarded, but the state requirements have changed and that has made the staff development dollars even more critical.

The Library Associate Training Institute has been really helpful; it has enhanced staff job performance.
It's important that libraries think about the big picture; that's what DLDS does for us.
There's a POPTECH conference in Maine that has speakers from all over the world. I got a scholarship to attend one year. People in Maryland who get DLDS financial support to attend are then under obligation to share what they hear with others. DLDS "invites" you to attend these things; they get you to think in different ways. It's leadership development.

Databases!
The databases are a good thing. All schools and public libraries in Maryland have access to Gale Science Resource Center and consortium buying of databases.
The databases are incredible; they are marketing them to schools and the public.

DLDS also spearheads the cooperative agreements across the state and facilitates things—statewide library card, marketing campaigns, summer reading.
Statewide coordination of initiatives; DLDS is trying to keep us all moving forward together; important that they're the grant agency for LSTA, that allows us to test new things.
DLDS is a very supportive organization. They don't abdicate responsibility, but they want to be helpful.
Administration of LSTA grants is very important.
Staff cuts at the state level have affected the things they can do, but they are responsive.

The discretionary funding they've been able to provide. I was able to hire a consultant to update the library's policy manuals.

AskUsNow is the best thing that the state has done in recent years because it gets buy in and cooperation. Participants are very conscious of providing good service. There's a real sense of pride involved.

The Potomac Survey (Customer Survey of Maryland Residents) has followed responses on these things for 3 years; we have longitudinal data.
The statewide survey done by the Potomac Group provides a PR wedge with citizen attitudes in Maryland. Have done it twice, once 2 years ago and again last May. It has worked for my library; the results worked with politicians in getting state dollars for capital projects.

We're dependent on SAILOR, Internet connectivity.
One library card has been good; ILL is wonderful.

Our library is in a partnership with Howard County and LBPH for a poetry and humanities program

What has the impact of those DLDS programs and services been on library users?

Widens our ability to provide information. We buy more databases, but what the state provides frees up our funds to purchase more.
Staff development is important for a million reasons! We're building and expanding. Have sent 50 library associates to the LATI Institute; it makes our librarians better librarians!
Enhanced staff skills mean we're better able to serve customers. Without the state funds it would be difficult to keep up with the changes in formats and technology. Also have a growing immigrant population that needs different staff skills.

How might the DLDS programs and services be made more effective?

I'd like more access to the consultants at the state library. DLDS has had multiple vacancies. DLDS tries to be responsive.
I wish they had stable funding for staffing. They have a small staff, but they do a wonderful job.

The competitive grant cycle needs more transparency. Certain library systems are just given money to do innovative things while others put in lots of time on competitive grants and don't get funds. It should be more equitable.

Leading from Any Position was fabulous!
I'd like more training to be available via video or desk top.
Minigrants are effective.

Communication is outstanding. DLDS listens to the public library community. Maybe they could do more in facilitation of communication among other types of libraries as well.

Maybe more dollars should go into staff development with more local control over how they're spent. We have to train maintenance and cleaning staff as well; they're not covered under the DLDS staff development guidelines.

I have no negative feedback to share. DLDS was helpful; the structure of the program and the training for the grant were excellent. The application was quick and easy. DLDS staff is available and they will look over the application for you. I just wish they had more money.

When DLDS wants to implement projects they need to give libraries a longer lead time. Sometimes the DLDS deadlines are unrealistic, but they don't seem to be punitive. Libraries already have their own training calendars and training going on. Planning six months out would be better.

One thing that is frustrating is that state initiatives come out and we aren't asked in advance about the impact on us. Often implementation takes time that they haven't considered. I'd like more communication and the possibilities for more feedback. We plan a year in advance and we have lots of things going on. Trying to schedule people for the initiatives at the last minute is hard.

DLDS and the regional seem to ignore automation systems when they talk about enhancements. They do talk about connectivity, but they aren't interested in automation systems any more.

I can't think of anything about making the grant management more effective; the reports are available online and the instructions were clear.
It's important for other libraries to take advantage of the models that are developed. This is important because it extends earlier successes into the future.

Communication is always an issue. Maybe there could be a DLDS blogging tool; let us know how we could connect with others better.

DLDS has made it (the grant application workshop) a learning process; they pull people together and train them. Focus of training is users and really good service. The training workshop is also good for helping the grant people network. The 2 day training could be shortened to one day. Currently it includes time to work on your proposal, but that's wasteful of time. But, it's a good program.

The financial support for staff development and MLS students helps us grow our own staff.
My library loves Leading from Any Position. The State should continue the original on that.
Also like e-learning; we have many staff involved in Thompson K-Net.
Maryland Library Leadership Institute is offered every two years and is an excellent opportunity. It's a very necessary program.

What should/could DLDS stop doing?
Nothing I could recommend. DLDS has diverse constituencies. DLDS does need to do a better job of getting to know the various constituencies. They need to do more personal assessments, but that may be impossible with the size of their staff. There needs to be more than just offering a session; there needs to be some kind of follow-up.
DLDS needs to use us as a network to carry out their goals.
We're redesigning information services, doing away with the reference desk. How do we train staff, plan workflows, etc. to do that? Maybe that has relevance across the state and would be useful if we shared our experience.

I don't agree with the dollars going for WorldCat. That wasn't money well spent. I'd prefer to see the money put into databases.

No—they're nimble, responsive, always looking ahead. They put things out there for libraries to think about. That's a unique positive approach and a natural for them.
Nothing comes to mind.
No!!
They aren't really holding on to old programs; DLDS tends to focus on the future.

They could stop the mandatory attendance at the training for the grant applications. Perhaps grant applicants could be excused after 2-3 years. It's a day I have to be out of the office. Perhaps you wouldn't have to attend unless there were changes in the process. If the project manager and/or the grant writer is new, that person does need to go. This year the cycles were so close that you were excused from attending.

The training sessions are where you meet your counterpart at other libraries. So that's good.
Having two days of training before you can apply for a grant seems excessive. I feel discouraged in applying when I know I'll have to spend two days being there on top of finding partners and thinking through what we want to do with an application.

They're on the right path, but DLDS needs to understand where everybody is before they jump into new things. (Some libraries have difficulty in implementing new technologies and systems)

What should the DLDS priorities be for next 5 years?
Put more money into competitive grants because that helps libraries leverage local dollars and helps them to be more innovative.
Staff development
Advocacy at the state level is really important to libraries.

Continue to focus on technology, equipment and innovative projects. I also like the emphasis on continuing education and the fact that county libraries get staff development dollars.

Would be good if more training and workshops were held in more locations around the state. Some things like short sessions and talking heads are appropriate for video; all day sessions with audience interaction and role playing kinds of things are not appropriate for video.

Also would like a statewide digitization initiative to deal with local newspapers, for example.

I worry about leadership development and management skills in public libraries (issues coming like health care and unfunded pensions). We need to prepare to think differently. We need to learn how to do things like project management and cost benefit analysis.

First priority is staff development; second priority is helping us keep up with technological advances through grants or an awareness campaign.
Also important that they keep Maryland libraries up with the trends and how those trends are important to libraries.
Look at/concentrate more on improving public access to catalogs. With six SIRSI/Dynix systems in Maryland, there could be lots more sharing on that, training, etc.

Put a big emphasis on keeping libraries relevant and valued throughout their communities. That may be PR, it may be technology, it would depend on system needs.
Second top priority is attracting new staff as retirements happen. Most of our staff is non-MLS and it will cost money to recruit their replacements. We want to make the library an exciting place; materials and quality staff will be required.

Is there anything else you'd like to add?
The Customer Survey of Maryland Residents is very useful to library directors.
The strategic planning grants are good for small libraries.
DLDS has a wonderful team. It's a really important job that they have; wish they had more money.
The training DLDS provided on writing the proposal and pulling a team together within the library is wonderful. They helped us pull the grant proposal to the practical level. DLDS also let me modify the training for presentations to several other groups. And, they helped me get a handle on OBE.

AskUsNow, the databases, MPOWERCAT, and the Potomac Survey are all good, strong projects.
It's really hard for library people to think about OBE, but everybody asks that now. It really helps a grant project if people think in terms of the users, the end people.

I'm seeing an increased enthusiasm from the staff looking for the impact of grants and training. It's just really neat!
More and more of our staff are looking for online approaches and courses. What they're looking at isn't remedial, but it is catch up in some cases and they're trying to be there ahead of the customers, to be on the leading edge.
Last year four people participated in Thomson Knowledge Net; excitement was generated and this year nine people are doing it!

Interviewees:
Lew Belfont, Staff Development Coordinator, Howard County Library
Audra Caplan, Director, Harford County Library
Renee Croft, Director, Somerset County Library
Jim Fish, Director, Baltimore County Public Library
Micki Freeny, Director, Prince George's County Memorial Library
Lisa Harrison, Community Services Coordinator, Worcester County Library
Betty Morganstern, Information Services Coordinator, Anne Arundel County Public Library

Scotti Oliver, Asst. Director, Talbot County Free Library
Dorothy Stoltz, Outreach and Program Services Coordinator, Carroll County Public Library
John Taube, Director, Allegany County Public Library
Kate Tavakolian, Staff Development Coordinator, Montgomery County Public Libraries
Debbie Thomas, Resource Enhancement Coordinator, Baltimore County Public Library
Joanne Trepp, Staff Development Coordinator, Anne Arundel County Public Library

Appendix C
Maryland Web Survey Report

Seventy-two librarians responded to the web survey conducted as a part of the LSTA evaluation for the Maryland Division of Library Development and Services (DLDS). The survey was developed jointly by the consultants and DLDS staff, mounted on the consultants' website, and promoted by DLDS to the Maryland public library community.

Executive Summary
It appears that all of the public library directors in Maryland completed the survey along with an almost equal number of reference/information services librarians.

- The Summer Reading Program rated highest as a service that addresses the needs of Maryland libraries and residents, followed by the Library Associate Training Institute.
- The Staff Development Grants received the highest rating for addressing the needs of Maryland public librarians and libraries.
- Respondents believe staff development funds should be available to all levels of staff in libraries.
- LATI and Staff Development are the two programs of DLDS funded by LSTA that are most important to the libraries of the respondents.

Who participated?
The highest percent of respondents were library directors/administrators. Given that there are twenty-four public libraries in Maryland, the number of directors/administrators participating may represent 100%. (It is unclear whether the regional library administrators had access to the survey.)

Job Title	*Number*	*Percent of Total*
Library director/administrator	24	33.33%
Reference/information services librarian	23	31.94%
Children's/youth services librarian	7	9.72%
Other		
Branch manager	5	6.94%
Asst. director	4	5.56%

Two respondents were technology coordinators or specialists and another two identified themselves as acquisitions librarians. The survey allowed respondents to check 'other' and to key in their job title. The 'other' category in the table above gives the major break down of these responses. Two more identified themselves as branch administrator and library associate—branch manager; including those would bring the number of branch managers to 7 or nearly ten percent (9.72%).

Twenty-nine percent (29.17%) were in libraries with 20 or fewer full-time equivalent (FTE) staff members; another 24 percent (23.61%) were in libraries with 21-50 FTE staff.

Over thirty percent (30.56%) had materials budgets of $1,500,000 or less.

What did they say?

How well do services address the needs of Maryland Libraries and residents? Respondents were asked to rate nine services on a scale of 1 to 5, with 5 being high, how well each service addressed the needs of Maryland libraries and residents. The services are listed below in descending order of their calculated mean scores. Respondents were able to give a score of '0' if they did not know about that service or had not used it. The '0' scores are not included in calculating the mean scores. Note that a mean score of 3.0 would be the mid-point of the scale, or 'average,' neither low, nor high.

Service	*Mean Score*
Summer Reading Program	4.57
Library Associate Training Institute (LATI)	4.36
Library for the Blind & Physically Handicapped (LBPH)	4.18
Emergent Literacy Research	3.90
Audio Books Through OverDrive	3.71
Maryland AskUsNow	3.70
Marketing Libraries Through Events	3.50
MPOWERCARD	3.19
MPOWERCAT	2.61

Of the nine services three received a mean score above 4.0: the summer reading program, LATI, and LBPH. One service, MPOWERCATt, received a score below 3.0.

Respondents were also able to check 'other' and to key in other services as well as rate them. Twelve people did so; most of them indicated Sailor, or some aspect of Sailor, rated a 5.

How well do grant programs address the needs of Maryland public librarians and libraries?
Using the same scale, respondents were asked to rate how well each of five grant programs addressed the needs of Maryland public librarians and libraries.

Grant Program	*Mean Score*
Staff Development Grants	4.34
MLS Funding	4.02
Strategic Planning	3.76
Patron Management	3.62
Learning Libraries	3.49

All of the grant programs had a calculated mean score above the mid-point. The staff development grants received the highest score, the learning libraries grant program the lowest. Interestingly, these two grant categories were the ones that most of the respondents knew about. Only seven respondents checked 'don't know' for these two grant categories. Twenty-six people were unfamiliar with the patron management grant program.

Level of agreement with statements
The survey included nine statements that the consultants had heard in focus groups and interviews and asked the survey respondents to indicate their level of agreement with the statement. Again a five-point scale was used, with 1 indicating highly disagree and 5 indicating highly agree. Zero indicated the respondent didn't know or had no opinion on the statement.

Statement	*Mean Score*
Staff development funds should be available to all levels of staff in libraries.	4.64
The Customer Survey of Maryland Residents (the Potomac Survey) provides data we can really use.	4.56
The LATI program makes a positive difference in the service users receive.	4.42
DLDS underwriting of attendance at a variety of professional conferences is key to innovation in Maryland libraries.	4.13
The LSTA Grant Administrative website on www.maplanonline.org is informative.	3.98
Two days of required training each time you apply for a grant is adequate for applicants applying for competitive grants.	3.96
DLDS provides adequate training and ongoing grant support once a grant has been awarded.	3.88
There is adequate lead time in the grant application process.	3.65
Individual/competitive grants should receive more funding, be a higher priority.	3.48

While the respondents agreed with all nine of the statements, they had a high level of agreement (mean scores above 4.0) with four statements. All the respondents had an opinion about staff development being available to all levels of staff; there were no zero scores for this statement and no one gave the statement a score indicating they highly disagreed. There was a similar response to the LATI program statement; only one person had no opinion on this statement and there were no highly disagree responses. Thirty people had no opinion on the statement about the LSTA grant administrative website. The consultants presume respondents who had not personally written or administered a grant might find this response most appropriate.

Which two programs or services of the Maryland DLDS funded by LSTA funds are most important to your library?
Respondents were provided with two text boxes and asked to key in their first and second choices for the Maryland LSTA funded services that were most important to their library. A compilation of the responses follows the chart of responses at the end of this appendix. The responses are arranged in alphabetic order. Identical responses were merged with a (#) to indicate the number of times that response was given in order to save shorten the length of the report. Some respondents listed multiple items as their choice.

Seventeen respondents gave LATI (the Library Associate Training Institute) as their first choice. Thirteen respondents gave LATI as their second choice. Staff development (of various word combinations) received the second most frequent mention for both first choice and second choice.

Other comments?
Respondents were also invited to share other comments in a text box at the end of the survey. Some responses were “thank-yous;” others offered suggestions on improvements to various services. There was no consistent theme to the comments.

Appendix C
Maryland Web Survey Report – Text Responses

How well are the services listed below addressing the needs of Maryland libraries and residents? – Other

(Note: Number to right is the rating respondents gave to services that they mentioned other than those listed. 5 is high, 1 is low)

Books After the Bell (Cecil County)- after school visits by bookmobile	5
Database consortiums	5
Marina Interlibrary Loan	5
Sailor	5
Sailor Cruise Accounts	5
Sailor Cruise Accounts	5
Sailor Dial-Up Access for Internet	4
Sailor especially Sailor Cruise accounts	5
SAM	5
Subscription databases	4
Summer Reading statewide	1

How well are the grant programs listed below addressing the needs of Maryland librarians and libraries? – Other

(Note: Number to right is the rating the respondent gave to the grant program that they mentioned other than those listed. 5 is high, 1 is low)

Capital funding for buildings (if Feds ever re-instate)	5

Which two programs or services of the Maryland Division of Library Development and Services funded by LSTA are most important to your library? – First Choice

All of the programs that support staff development, including LATI, MLS funding, projects like Learning Libraries and Leading From Any Position, and scholarships to PopTech, etc.
Ask Us Now (2 gave this response)
Audio books through OverDrive
Automation
Capital projects grant
Conferences - especially PopTech
Early Literacy initiative
Emergent Literacy (2 gave this response)
Grant administration
LATI (17 gave this response)
LATI but participants tell me it needs some revision to strengthen it

LATI/Staff Development
LSTA Grants
LSTI
MARINA (2 gave this response)
PATRON MANAGEMENT
Potomac survey!!!!
Sailor, Marina, marketing, training (Its hard to choose)
Send staff to out events/conferences out of our field
Staff development and training
Staff Development (4 gave this response)
Staff Development Funds (2 gave this response)
Staff Development Funds & MLS Funding
Staff Development Grant (2 gave this response)
Strategic planning funds
Summer Reading Club (2 gave this exact response)
Summer Reading Program (7 gave this response)
Technology: Overdrive & SAM
Training (2 gave this response)
Unknown
Whole range of staff development funding, including LATI, MLS support, projects like Learning Libraries and Leading f
Youth Services

Which two programs or services of the Maryland Division of Library Development and Services funded by LSTA are most important to your library? – Second Choice

Add priority grant funding for shared ILS systems (consortiums)
AskUsNow (8 gave this response)
Capital
Competitive grant cycle
Databases
E and Audio Books through Overdrive
Emergent Literacy Research
Grant opportunities
Grants
Individual/competitive grants i.e. materials for teens or non-English speakers
LATI (13 gave this response)
Leadership Trainings
Learning Libraries
Learning Libraries/Leading From Any Position
Library for the Blind and Physically Handicapped
MLS funds
MPOWER CARD
Potomac Survey (2 gave this response)
SAM PC Activity Manager
SRC (if problems are addressed)
Special projects

Staff Development (6 gave this response)
STAFF DEVELOPMENT - LEARNING LIBRARY – LATI
Statewide cooperative programs like Summer Reading and Overdrive purchasing
Summer Reading Program (7 gave this response)
Support of non-competitive new technology: MCat (OCLC), SAM patron management, Overdrive
Underwriting of attendance at professional conferences
Unknown

Job Title - Other

Assistant Administrator
Assistant Director (4 gave this response)
BRANCH ADMINISTRATOR
Branch Manager (5 gave this response)
I'm also the on site systems person, and work at the branch location.
Library Associate - Branch Manager
Library Associate II (I know I didn't click on Other but I wanted to clarify)
Public Services Administrator

Other Comments

AskUsNow doesn't get a lot of local use and may need more marketing.
MPower card is a hit with the public but that actually cards have problems in that the print rubs off and the key tag hole is too close to the edge and breaks.
Competitive grants are great but we need a mix of those with set aside grants, such as, mini technology grants, planning grants, marketing grants, etc.
I would like to see a library marketing program that uses model behaviors like the reference training did developed by DLDS for implementation by public library staff at all levels. It would include a follow-up question along the lines of "What would have made your visit to the library today better?"
AskUsNow is potentially a really great service, but it doesn't get much local use. Even patrons that the librarians have shown to use it seem reluctant.
MPower Cards: The cards are very attractive and popular, but print of the barcodes (code and numerals) wipes off too easily. Also the keychain ones break too easily. If the hole was a little farther from the edge it would be better.
Ditch WorldCat subscription. Ditch AskUsNow or have SLRC take it over.
DLDS does a consistently good job at bringing new ideas into the state with support for things like e-Visioning, sponsoring speakers at MLA, etc.
I have a key concern about the ability of our public libraries across the state to incorporate new technologies in the management of operational functions and the delivery of services.
Leadership at the state level for the funding power and the brain power is needed.
I truly appreciate the statewide projects that are offered in Maryland. The most recent example was E-Visioning.
Thank you for your efforts on behalf of libraries.
Involvement of many staff from all levels in an organization is critical and DLDS offers many opportunities for that participation.
It's hard to just be able to pick two most important services DLDS provides with LSTA funds. All the following LSTA has helped us so much -- Staff development/training, research (ex:current emergent literacy grant project very exciting, which may lead to more staff training and thus more help to children to better help them be ready to enter kindergarten), surveys - Potomac

Survey very powerful to see how we are doing and as a tool with our funders, opportunities to see how new technology can help us do our jobs better or reach more people (AskUsNow, overdrive, tutor.com) and always planning (strategic plans).

We're a very small system - not only what we get through LSTA funding has helped us, but what other Maryland libraries have received and how they have shared in the learning and often later the development of partnerships to share resources is great.

Jump starting initiatives with LSTA funding is very valuable in smaller to medium systems. Note that smaller to medium systems can rarely do expensive innovations first, but they still really need "jump start" money to keep up with the bigger systems. SAM money from LSTA was a huge help to us, for example.

Consider fostering initiatives between county public library system partners to explore cost saving ideas for collaboration or new service ideas.

LSTA funding has been particularly important to Cecil County Public Library in the areas of Emergent Literacy and the implementation of new technologies. We favor LSTA sponsored innovative projects that don't require complicated grants, that help us overcome the financial risks of implementing new technologies and services, and help us maximize our limited administrative staff. For example: the M-Cat project which allows us to try OCLC, the patron management project which allowed us to implement the sorely needed SAM system and the Overdrive project which allows our patrons to access ebooks and eaudio. On our own (without the benefit of regional library services) our relatively small staff struggles to keep up, let alone innovate. The leadership that LSTA has provided for Emergent Literacy has had important impact on the quality and improvement of our children's services. It has spurred us to great things. LSTA, especially the non-competitive grants have helped us do what other Maryland libraries are doing when they are doing them. Please continue to fund projects that provide us with technical and service equity. Thank you.

Maryland AskUsNow is a wonderful tool, but it doesn't get much local use. Perhaps more marketing could help with this.

Patrons love the MPower card, but we have had trouble with the barcode rubbing off, and the keyhole on the fob is a little too close to the edge.

The Sailor Cruise Accounts are a welcomed service that we provide for our patrons. Many counties don't take advantage of this service and their patrons will come to us to get their internet accounts. Great job!

N/A

RE Questions: MD AUN: Used by relatively small number of people but those people LOVE it; fills a niche. SRC: information & materials not timely & creates havoc & frustration; perception that feedback for improvement is spurned. LBPH: Used by few but valuable for those who do.

Services and programs of MDLDS are vital to MD public libraries and their customers. The ongoing training of librarians and services such as online reference 24/7 keeps libraries important and relevant.

The training that you provide is so valuable. It's important to keep our library workers up-to-date and informed. Thank you!

The two days of training prior to applying for a grant should be recommended but not required. Any information needed can be sent to us. The travel time required is prohibitive.

Appendix C
Maryland Web Survey Report

	Responses	Percentage of Responses Excluding Don't Know/No Responses	Total Percentage
Rating of how well services address the needs of Maryland libraries and residents			
Maryland AskUsNow			
1 - Low	2	2.82%	2.78%
2	9	12.68%	12.50%
3	17	23.94%	23.61%
4	23	32.39%	31.94%
5 - High	20	28.17%	27.78%
0 - Don't Know - Have Not Used	1		1.39%
Mean	**3.70**		
Summer Reading Program			
1 - Low	0	0.00%	0.00%
2	0	0.00%	0.00%
3	6	8.33%	8.33%
4	19	26.39%	26.39%
5 - High	47	65.28%	65.28%
0 - Don't Know - Have Not Used	0		0.00%
Mean	**4.57**		
MPOWERCAT			
1 - Low	14	25.00%	19.44%
2	10	17.86%	13.89%
3	17	30.36%	23.61%
4	14	25.00%	19.44%
5 - High	1	1.79%	1.39%
0 - Don't Know - Have Not Used	16		22.22%
Mean	**2.61**		
MPOWERCARD			
1 - Low	9	12.86%	12.50%
2	10	14.29%	13.89%
3	22	31.43%	30.56%
4	17	24.29%	23.61%
5 - High	12	17.14%	16.67%
0 - Don't Know - Have Not Used	2		2.78%
Mean	**3.19**		

Appendix C
Maryland Web Survey Report

	Responses	Percentage of Responses Excluding Don't Know/No Responses	Total Percentage
Emergent Literacy Research			
1 - Low	2	3.23%	2.78%
2	3	4.84%	4.17%
3	16	25.81%	22.22%
4	19	30.65%	26.39%
5 - High	22	35.48%	30.56%
0 - Don't Know - Have Not Used	10		13.89%
Mean	**3.90**		
Library Associate Training Institute (LATI)			
1 - Low	0	0.00%	0.00%
2	4	5.80%	5.56%
3	5	7.25%	6.94%
4	22	31.88%	30.56%
5 - High	38	55.07%	52.78%
0 - Don't Know - Have Not Used	3		4.17%
Mean	**4.36**		
Marketing Libraries Through Events			
1 - Low	2	3.13%	2.78%
2	4	6.25%	5.56%
3	27	42.19%	37.50%
4	22	34.38%	30.56%
5 - High	9	14.06%	12.50%
0 - Don't Know - Have Not Used	8		11.11%
Mean	**3.50**		
Audio Books Through OverDrive			
1 - Low	3	5.08%	4.17%
2	7	11.86%	9.72%
3	11	18.64%	15.28%
4	21	35.59%	29.17%
5 - High	17	28.81%	23.61%
0 - Don't Know - Have Not Used	13		18.06%
Mean	**3.71**		
Library for the Blind and Physically Handicapped (LBPH)			
1 - Low	0	0.00%	0.00%
2	1	1.52%	1.39%
3	13	19.70%	18.06%
4	25	37.88%	34.72%
5 - High	27	40.91%	37.50%
0 - Don't Know - Have Not Used	6		8.33%
Mean	**4.18**		

Appendix C
Maryland Web Survey Report

	Responses	Percentage of Responses Excluding Don't Know/No Responses	Total Percentage
Rating of how well the following grant programs address the needs of Maryland public librarians and libraries			
Staff Development Grants			
1 - Low	0	0.00%	0.00%
2	2	3.08%	2.78%
3	9	13.85%	12.50%
4	19	29.23%	26.39%
5 - High	35	53.85%	48.61%
0 - Don't Know - Have Not Used	7		9.72%
Mean	**4.34**		
MLS Funding			
1 - Low	1	1.67%	1.39%
2	2	3.33%	2.78%
3	15	25.00%	20.83%
4	19	31.67%	26.39%
5 - High	23	38.33%	31.94%
0 - Don't Know - Have Not Used	12		16.67%
Mean	**4.02**		
Learning Libraries			
1 - Low	4	6.15%	5.56%
2	7	10.77%	9.72%
3	19	29.23%	26.39%
4	23	35.38%	31.94%
5 - High	12	18.46%	16.67%
0 - Don't Know - Have Not Used	7		9.72%
Mean	**3.49**		
Strategic Planning			
1 - Low	0	0.00%	0.00%
2	7	12.07%	9.72%
3	16	27.59%	22.22%
4	19	32.76%	26.39%
5 - High	16	27.59%	22.22%
0 - Don't Know - Have Not Used	14		19.44%
Mean	**3.76**		
Patron Management			
1 - Low	3	6.67%	4.23%
2	4	8.89%	5.63%
3	11	24.44%	15.49%
4	16	35.56%	22.54%
5 - High	11	24.44%	15.49%
0 - Don't Know - Have Not Used	26		36.62%
Mean	**3.62**		

Appendix C
Maryland Web Survey Report

	Responses	Percentage of Responses Excluding Don't Know/No Responses	Total Percentage
Degree of agreement or disagreement with the following statements			
The Customer Survey of Maryland Residents (the Potomac Survey) provides data we can really use.			
1 - Highly disagree	0	0.00%	0.00%
2	0	0.00%	0.00%
3	5	9.62%	6.94%
4	13	25.00%	18.06%
5 - Highly agree	34	65.38%	47.22%
0 - Don't Know - No Opinion	20		27.78%
Mean	**4.56**		
Two days of required training each time you apply for a grant is adequate for applicants applying for competitive grants.			
1 - Highly disagree	4	7.69%	5.56%
2	5	9.62%	6.94%
3	6	11.54%	8.33%
4	11	21.15%	15.28%
5 - Highly agree	26	50.00%	36.11%
0 - Don't Know - No Opinion	20		27.78%
Mean	**3.96**		
The LATI program makes a positive difference in the service users receive.			
1 - Highly disagree	0	0.00%	0.00%
2	3	4.23%	4.17%
3	7	9.86%	9.72%
4	18	25.35%	25.00%
5 - Highly agree	43	60.56%	59.72%
0 - Don't Know - No Opinion	1		1.39%
Mean	**4.42**		
Individual/competitive grants should receive more funding; be a higher priority.			
1 - Highly disagree	2	3.23%	2.78%
2	7	11.29%	9.72%
3	22	35.48%	30.56%
4	21	33.87%	29.17%
5 - Highly agree	10	16.13%	13.89%
0 - Don't Know - No Opinion	10		13.89%
Mean	**3.48**		

Appendix C
Maryland Web Survey Report

	Responses	Percentage of Responses Excluding Don't Know/No Responses	Total Percentage
The LSTA Grant Administrative website on www.maplaonline.org is informative.			
1 - Highly disagree	1	2.44%	1.41%
2	0	0.00%	0.00%
3	10	24.39%	14.08%
4	18	43.90%	25.35%
5 - Highly agree	12	29.27%	16.90%
0 - Don't Know - No Opinion	30		42.25%
Mean	**3.98**		
There is adequate lead time in the grant application process.			
1 - Highly disagree	2	4.08%	2.78%
2	6	12.24%	8.33%
3	9	18.37%	12.50%
4	22	44.90%	30.56%
5 - Highly agree	10	20.41%	13.89%
0 - Don't Know - No Opinion	23		31.94%
Mean	**3.65**		
Staff development funds should be available to all levels of staff in libraries			
1 - Highly disagree	0	0.00%	0.00%
2	3	4.17%	4.17%
3	4	5.56%	5.56%
4	9	12.50%	12.50%
5 - Highly agree	56	77.78%	77.78%
0 - Don't Know - No Opinion	0		0.00%
Mean	**4.64**		
DLDS underwriting of attendance at a variety of professional conferences (e.g., POPTECH, Harvard Leadership Institute) is key to innovation in Maryland libraries.			
1 - Highly disagree	1	1.56%	1.39%
2	4	6.25%	5.56%
3	10	15.63%	13.89%
4	20	31.25%	27.78%
5 - Highly agree	29	45.31%	40.28%
0 - Don't Know - No Opinion	8		11.11%
Mean	**4.13**		

Appendix C
Maryland Web Survey Report

	Responses	Percentage of Responses Excluding Don't Know/No Responses	Total Percentage
DLDS provides adequate training and ongoing grant support once a grant has been awarded.			
1 - Highly disagree	0	0.00%	0.00%
2	1	1.96%	1.39%
3	19	37.25%	26.39%
4	16	31.37%	22.22%
5 - Highly agree	15	29.41%	20.83%
0 - Don't Know - No Opinion	21		29.17%
Mean	**3.88**		
Which two programs or services of the Maryland Division of Library Development and Services funded by LSTA funds are most important			
to your library?	**See Text Responses**		
Select the title that reflects your duties			
Library directoradministrator	24		33.33%
Reference/information services	23		31.94%
Children's/youth services	7		9.72%
Cataloger	0		0.00%
Technology coordinator/specialist	2		2.78%
Acquisitions	2		2.78%
Other	11		15.28%
No Response	3		4.17%

Appendix C
Maryland Web Survey Report

	Responses	Percentage of Responses Excluding Don't Know/No Responses	Total Percentage
Number of FTE staff			
20 or under	21		29.17%
21 - 50	17		23.61%
51 - 100	10		13.89%
101 - 200	8		11.11%
201 - 300	5		6.94%
301 - 500	9		12.50%
501 or over	0		0.00%
No Response	2		2.78%
Materials budget			
$ 1,500,000 or less	22		30.56%
$ 1,500,001 - $ 2,500,000	11		15.28%
$ 2,500,001 - $ 4,500,000	7		9.72%
$ 4,500,001 - $ 10,000,000	12		16.67%
$ 10,000,001 - $ 20,000,000	4		5.56%
$ 20,000,001 - $ 45,000,000	11		15.28%
Over $ 45,000,000	0		0.00%
No Response	5		6.94%