# Maryland State Department of Education

## MSDE Library Services

### Division of Library Development and Services

# Maryland State Plan
## for
## Library Services and Technology Act (LSTA)

**2008**                                        **2012**

**2009**          **2011**

**2010**

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# PREFACE

The Library Services and Technology Act (LSTA), a federal program for libraries administered by the Institute of Museum and Library Services (IMLS), requires a five-year plan from each state. The Maryland State Plan 2008-2012 addresses the unique community needs served by libraries in Maryland, as well as the LSTA priorities. It is produced from the contributions and participation of librarians and users of libraries and information services in Maryland.

The aims of the Maryland State Plan are to:

- Provide a framework for establishing program goals to assist libraries in meeting the diverse needs of the citizens of Maryland;
- Establish guidelines for the best uses of the Library Services and Technology Act funds;
- Make widely known a plan for statewide library development;
- Fulfill the planning requirements of the Library Services and Technology Act.

# BACKGROUND

## Vision

Maryland Libraries: Collaborative, Innovative, Customized!

## Mission

The Division of Library Development and Services provides leadership and support to Maryland Libraries to serve the changing needs of Maryland residents.

## Maryland Public Libraries

The state of Maryland has 24 public library systems, representing the 23 counties and Baltimore City. Generally, a Board of Trustees governs each county public library. Each Board of Library Trustees may establish and operate libraries at any location in the county, determine the policy of the library, and adopt reasonable rules, regulations, and bylaws for the use of the library and the conduct of its business. The board may also advise in the preparation and approval of the library budget, receive, account for, control, and supervise, under the rules and regulations of the county governing body, the spending of all public funds received by the library, and use the services of the fiscal agencies of the county governing body.

Maryland's public libraries continue to be among the best in the nation, ranking near the top in most measures of library effectiveness. Maryland residents borrowed a total of 50.8 million items in 2004—which is 9.4 library items per capita—compared to a national average of 7.1.[1] Nearly 55% of the state's residents are registered borrowers at one or more library systems, and Maryland is one of the few states in which 100% of the public library systems in the state are connected to the Internet.

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[1] **National Center for Education Statistics,** *Public Libraries in the United States: Fiscal Year 2004*, **p. 6 and Table 8.**

Maryland residents are eligible to borrow from any public library in the state without paying a registration fee and thus may use multiple library locations to meet their information and reading needs.

## Maryland School Libraries

The state of Maryland has 24 school systems, representing the 23 counties and Baltimore City.  Each local school system is required to establish and adequately maintain a quality school library media program, with appropriate staffing, in each school.  In addition, there are many nonpublic schools in the State.  Through a literacy skills instructional program that is integrated into the curriculum, library media specialists teach students how to become life-long learners, informed decision-makers and effective users of information.  Maryland school library media programs provide access to a variety of resources and services to support this goal.  In addition the school library media specialists are responsible for providing professional development in the use of instructional technology and many provide primary technical support for the equipment and networks in Maryland schools. Although only 90% of Maryland's public schools have automated online public access catalogs, 100% of the school library media centers have the ability to access online information databases.

## Maryland Higher Education Libraries

Maryland has libraries in all 58 colleges and universities and over 120 private career schools.  A major goal for these libraries is to provide sustained access to the mix of formats appropriate for the particular institution through management of collections that include a combination of digital and paper materials.  Maryland's academic libraries reach out beyond their walls to the students, faculty, and staff on their campuses, and also beyond the campuses to serve the information needs of communities throughout Maryland and elsewhere.

Today, Maryland higher education libraries are facing two major challenges: (1) paying for the system of scholarly communication, which involves creating, evaluating, disseminating, and preserving scholarship; and (2) preserving access to recorded knowledge and data in electronic format.  At the MACL Summit in December 2006, these key issues were identified for academic libraries:
- Need for a statewide shared library repository (physical)
- Need for further creation of and easy access to digital collections (unique collections, special collections, state documents)
- Need for information literacy programs that begin in the K-12 setting, prepare students for the transition to the higher education environment, and in higher education, teach students higher level information literacy skills for both academic work and lifelong learning.
- Need for more diversity in our workforces
- Need for greater staff and professional development opportunities at reasonable cost (especially for non-librarian staff).

In 2000 the Maryland Digital Library (MDL) was launched. It is a gateway to electronic resources available to students and faculty, and staff at public and private universities and colleges across the state. MDL provides on-campus access to more than 200,000 students and faculty, giving them access to databases, e-books, electronic journals, and reference works.  MDL is currently seeking state funding through the Maryland Higher Education Commission.  An infusion of modest state funding will enable it to move forward three programs more vigorously.

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- Shared core databases that provide the baseline information needed for all students from community college through university level. This has been a core MDL effort, but state matching will provide the firm foundation needed for equal access across sectors.
- A direct patron borrowing capability that extends benefits currently enjoyed by the 16 University System of Maryland and Affiliated Institutions (USMAI) members to all 52 MDL members and economically to any student or faculty anywhere in the state no matter what institution they are affiliated with.
- The development of the Maryland Memory Project that extends access to the special and unique materials from many members through digitization and Internet availability. Such access will provide a new resource for K-16 teaching and research similar to the Library of Congress Memory Project.

USMAI is a consortium of 16 libraries on the 12 campuses of the University System of Maryland and the 2 affiliated institutions of higher education. USMAI benefits member libraries through resource sharing, sharing of people and ideas, buying power (consortial licensing), sharing collections via interlibrary loan, and a common OPAC and its services.

## Maryland State Library:  Division of Library Development and Services

### History and Overview

The law establishing public libraries in Maryland was enacted in 1902. The Office of Public Libraries was established under the State Board of Education in 1935. The Maryland State Library began as the Division of Library Extension (DLE) in 1946 and the DLE operated under the State Board of Education from 1947 to 1971.

In 1968, the agency was reorganized and renamed the Division of Library Development and Services (DLDS) of the Maryland State Department of Education (MSDE). DLDS is the State Library Agency in Maryland. The responsibilities of the Division are to administer the state and federal funds that support development and management of library services in public schools and libraries across the state and to operate the Maryland State Library for the Blind and Physically Handicapped (LBPH).

By state statute, DLDS is organized into three branches: the Maryland State Library for the Blind and Physically Handicapped, the School Library Services and Media Branch, and the Public Libraries and State Networking Services Branch (PLSNB).

LBPH is the Maryland regional library and operates under the National Library Service for the Blind and Physically Handicapped of the Library of Congress. The library became operational in 1968 and serves approximately 10,000 blind, low vision, physically disabled, and learning disabled patrons. LBPH provides a full range of reading material in Braille, large print, and audiocassette. Patrons also enjoy tactile materials (maps and atlases) and descriptive videos and participate in book clubs and cultural and educational programs.

The Public Libraries Branch within the Division of Library Development and Services was established in 1971, and later became the Public Libraries and State Networking Branch (PLSNB). PLSNB is charged with the responsibility of providing technical assistance and direction to improve public library services across the state.

### Maryland State Library Network

PLSNB has oversight over the state library network, which operates out of the State Library Resource Center (SLRC)  This network is responsible for assuring and providing Maryland residents with access to information not available at the local library level. Specifically, the network provides statewide on-line electronic information, interlibrary loans, direct lending of resources and materials, technical assistance and staff training.  Public, university and community college libraries are part of this system and provide residents of Maryland with a wealth of information.

In 1971, as an alternative to maintaining a separate state library facility and collection, the Central Library of the Enoch Pratt Free Library (EPFL) system was established as the location for SLRC.  The State supports the funding for SLRC, including SAILOR and the state library network.  DLDS contracts with EPFL to operate SLRC.

The purpose of SLRC is to "provide and expand access to specialized library materials and services that are necessary for coordinated, efficient, and economical library services in this State."  SLRC provides a multitude of services to Marylanders and serves as a back-up source of information for local libraries and customers. In addition, SLRC provides lending opportunities for libraries within the state library network. When information is not easily accessible, it assures access to information through the Maryland Interlibrary Loan Organization (MILO).  SLRC also provides valuable information to State government employees through the Government Reference Service.

SLRC operates SAILOR, Maryland's on-line electronic information network, and MARINA.  DLDS and SLRC are jointly responsible for connecting Maryland residents to information resources within the state and worldwide.

In addition, three regional libraries support the network.  They are the Eastern Shore Regional Library, Inc., in Salisbury, the Southern Maryland Regional Library Association in Charlotte Hall and the Western Maryland Public Libraries (regional library) in Hagerstown.

Completing the network are Maryland's public library systems; elementary, middle and secondary school media centers; college and university libraries; and state institutional libraries that serve the incarcerated and people with mental illness.

## Maryland Advisory Council on Libraries

The Maryland Advisory Council on Libraries (MACL) consists of twelve members, seven appointed by the Governor and five selected from the public at large.  The membership of the council includes the public at large, professional librarians, library trustees, the Secretary of Higher Education, the President of the Board of Trustees of Enoch Pratt Free Library, the President of the Maryland Library Association, the Dean of the University of Maryland College of Library and Information Services, and the President of the Maryland Educational Media Organization (now known as the Maryland Association of School Librarians – MASL).

MACL is authorized to gather information on the needs of libraries and promote improvement of library services in the State.  The Council is authorized to advise the Division of Library Development and Services, the State Superintendent of Schools, the State Board of Education, and the Governor on library matters. The Advisory Council represents the interests of Maryland citizens for better library services, advises all levels of government, and promotes the improvement of services in all libraries.

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# NEEDS ASSESSMENT

The process by which the agency needs were identified involved meetings with several major groups of leaders and stakeholders throughout the state. These groups included:

- **LSTA Steering Committee** was composed of eight DLDS staff members. This group met regularly from June 2006 to April 2007 and continued participating in revising the plan until it was submitted. The Steering Committee did the fact finding, developed a process for gathering input from other groups; and synthesized the information.

- **LSTA Advisory Committee**, a group of sixteen, was composed of LSTA Steering Committee members plus individuals representing K-12 schools, regional libraries, academic libraries, public libraries, and the Maryland Advisory Council on Libraries. The Advisory Committee gave buy-in to the overall process; helped to create major goals and objectives; facilitated gathering of data from other groups across the State; and helped to analyze data. This group met formally four times: November 15 and 30, 2006; February 22 and March 27, 2007.

- **SLRC (State Library Resource Center)** held four regional stakeholder meetings in October 2006 at which LSTA Steering Committee members solicited and recorded needs in relation to the LSTA purposes. A total of 67 individuals participated in these sessions.

- **MACL Summit II: Advancing Our Shared Vision**, December 11-12, 2006. At a two-day conference, MACL hosted over 60 participants representing the following stakeholder groups: public, academic, special, and school (K-12) libraries, leaders of library organizations, library trustees, library school educators, and MSDE staff. The participants identified the challenges facing Maryland libraries and organized goals for the next few years into four focus areas:
  o Leadership and advocacy
  o Marketing and outreach
  o Access to content
  o Workforce issues.

- **eVisioning 4.0 Conference: The Future for Maryland Libraries**, January 10-11, 2007. Over 100 participants represented the following stakeholder groups of the Maryland library community: public libraries, academic libraries, special libraries, K-12 school libraries, special needs libraries, library educators and students, library trustees and friends, professional library organizations, and MSDE staff. An important part of the conference was a panel formed of five library customers: an assistant elementary school principal, a parent of a pre-school child, a retired librarian and avid reader, the Howard County Executive, and a high school student.

  Throughout the conference, the participants explored the following vision topic areas:
  o Marketing the library experience
  o Librarians using libraries
  o People who do not enter the physical building
  o Teens using the library
  o Digital library/archive: providing permanent public access to the material

- o Knowing our customers
- o Professional development program
- o Accommodating people with special needs
- o Library as a physical and virtual place
- o Library catalogs: Finding our stuff
- o Early literacy/early education in the public library
- o Partnerships with schools.

DLDS staff and other members of the LSTA Advisory Committee participated in the SLRC stakeholder meetings, the MACL Summit II and the eVisioning Conference. The LSTA purposes were rewritten to effectively solicit Maryland's needs on how DLDS could help through LSTA. Thus, all of the groups responded to these questions:

LSTA Purpose 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
**Q1:** How can DLDS help you expand library access to the informational and educational needs of all ages?

LSTA Purpose 2: Developing library services that provide all users access to information through local, state, regional, national and international electronic networks
**Q2:** How can DLDS help you enhance and innovate library services to your users through local, state, regional, and international networks?

LSTA Purpose 3: Providing electronic and other linkages among and between all types of libraries
**Q3:** Tell us how DLDS can help you augment and increase electronic and other linkages between your library and other types of libraries.

LSTA Purpose 4: Developing public and private partnerships with other agencies and community-based organizations
**Q4:** How might DLDS help libraries to develop and enhance partnerships with public and private agencies and community-based organizations?

LSTA Purpose 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

LSTA Purpose 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 42 USC Sec. 9902 (2) applicable to a family of the size involved.

LSTA Purposes 5 and 6 were combined into a single question and formatted in an attractive graphic designed to be used in a small group activity:
**Q5/6:** Over the next five years, what will you need in order to provide information services for individuals of the following groups?

- o Geographically diverse backgrounds
- o Culturally diverse backgrounds
- o Socially and economically diverse backgrounds
- o Those with disabilities
- o Those with difficult using the library
- o Other _____.

The discussions about Q5/6 were informed by data presented to all participants on Maryland's changing **demographics**. DLDS staff gathered and organized census data, including population by age and gender, race and descent, by Hispanic/Latino origin, by language spoken at home, by disability, by household income, educational attainment, by free and reduced price lunch, by cell phone subscribers and persons reported to have Internet access at home.

**DLDS staff** themselves answered the six questions in an **open-ended survey** administered between December 15, 2006 and January 2, 3007. Thirteen surveys were distributed and nine were returned. The form of the questions used was:

> **Q1:** Over the next five years, what will you need in order to expand library access to the information and educational needs for individual of all ages?
> **Q2:** Over the next five years, what will you need in order to enhance and innovate library services to your users through local, state, regional, national, and international networks?
> **Q3:** Over the next five years, what will you need in order to augment and increase electronic and other linkages between your library and other types of libraries?
> **Q4:** Over the next five years, what will you need in order to develop and enhance partnerships with public and private agencies and community-based organizations?
> **Q5:** Over the next five years, what will you need in order to provide library and information services for individuals of the following groups: geographically diverse, culturally diverse, socially and economically diverse, those with disabilities, those with difficulty using the library, and other (children).

These same questions were used on February 7, 2007 in **open-ended surveys** for **Friends of the Maryland State Library for the Blind and Physically Handicapped** and also the **Advisory Council on Library Services for the Blind and Physically Handicapped**. Three Friends and five Advisory members responded.

Another source of data for the LSTA plan was the **Maryland Public Library Survey; Customer Survey of Maryland Residents about Libraries**. The report of this telephone survey was prepared for the Southern Maryland Regional Library (SMRLA) and DLDS. Funded by LSTA, the survey was conducted by Potomac Incorporated, a market research firm based in Bethesda, Maryland, in May 2006. The respondents were a cross-section of 1,700 Maryland adult residents. The final report is dated August 4, 2006.

The document produced by the Association for College and Research Libraries titled, **"5-10 Year Planning Horizon ~ Assumptions about the Relevant Future for Academic and Research Libraries and Libraries"** was consulted for environmental factors affecting library users' needs, particularly in academic libraries.

The **Report of the Independent Evaluation of the Implementation of the LSTA Five-Year State Plan 2003-2007** (submitted in spring 2007) made some relevant recommendations, including:
   a. Continue the successful capacity-building approach.

b. Continue to develop, encourage, and support outcomes-based evaluation.
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.

Other documents consulted include needs assessments reports from Baltimore City, Howard and Baltimore Counties and county library strategic plans from Carroll County and Wicomico County.

Finally, the Maryland LSTA plan for 2008-2012 builds on the **2004-2008 Maryland State Department of Education's Strategic Plan Update - Library Development and Services, First for Information,** dated May 2005. The goals and objectives identified in that plan were:

**Goal 1:**   Maryland libraries will provide information services that meet the needs of their local communities.
    **Objective 1.1**   By 2008, public libraries will promote emergent literacy in their communities.
    **Objective 1.2**   By 2008, public libraries will provide targeted programming and resources for English language learners to help them overcome the language and cultural barriers that impede their use of the library.
    **Objective 1.3**   By 2008, public libraries will provide targeted programming and resources to historically underserved populations, including racially and ethnically diverse communities and economically disadvantaged neighborhoods.
    **Objective 1.4**   By 2008, libraries will provide educational resources and programming through partnerships with other organizations and agencies.
    **Objective 1.5**   By 2008, libraries will promote their visibility and accountability through collaborative programming with other libraries and community agencies.

**Goal 2:**   Libraries will anticipate and meet the digital/electronic needs of their communities.
    **Objective 2.1**   By 2008, libraries will digitize and preserve significant collections of Maryland's cultural heritage to promote education and connect people with Maryland's rich history.
    **Objective 2.2**   By 2008, libraries will be linked electronically with educational, social, and informational services to provide equitable access to library resources.

**Goal 3:**   The Maryland Library for the Blind and Physically Handicapped will increase access to materials in appropriate formats for registered readers and institutions.

    **Objective 3.1**   LBPH will coordinate statewide library services for all blind, visually impaired, physically disabled, and reading disabled Maryland residents and for institutions serving these individuals.

# PLAN OVERVIEW

As a result of the findings from meetings with focus groups and constituent groups and review of relevant documents, this plan addresses six major challenges for library and information services that will serve the needs of Maryland citizens for the next five years:

1. The communities of Maryland are changing rapidly in demographics and diversity.
2. Many Marylanders are still not aware of library services.
3. Maryland libraries need to leverage community resources through collaboration and partnerships in response to competing socio-economic and political demands.
4. Not all Maryland residents can use library facilities and services.
5. There is a critical shortage of qualified and certified library staff that can adequately meet user needs.
6. Libraries have a critical need to keep up with technology.

Goals and programs are presented in this plan to address each of these challenges. These goals and programs relate to the purposes of LSTA, which are:

- *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;*
- *Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks;*
- *Providing electronic and other linkages among and between all types of libraries;*
- *Developing public and private partnerships with other agencies and community-based organizations;*
- *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*
- *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 42 USC Sec. 9902 (2) applicable to a family of the size involved.*

Maryland's major LSTA goals for 2008-2012 are:

Goal 1: Improve the capacity of libraries to meet community needs for LSTA programs and services through assessing, planning, training and evaluation.

Goal 2: Increase the awareness and use of library services for Maryland residents through networking, outreach, and promotion of LSTA-funded programs and services.

Goal 3: Encourage and support Maryland libraries to increase numbers and types of collaborations and partnerships by providing incentives, conferences, and opportunities.

Goal 4: Expand access to library services and facilities for Marylanders through training, improved technology infrastructure and resource delivery.

Goal 5: Build a strong, diverse Maryland library workforce through staff development to provide LSTA programs and services.

Goal 6: Expand development of technical infrastructure and implementation of innovative technology for Maryland libraries through planning, training, recruitment, and partnerships.

# GOALS, PROGRAMS, AND ACTIVITIES

**GOAL 1: Improve the capacity of libraries to meet community needs for LSTA programs and services through assessing, planning, training and evaluation.**

This goal supports the following *LSTA Purposes*:
- *Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.*
- *Developing public and private partnerships with other agencies and community-based organizations.*
- *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.*
- *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 42 USC Sec. 9902 (2) applicable to a family of the size involved.*

## Needs

The communities of Maryland are changing rapidly in demographics and diversity. By 2011, it is expected that the total population of Maryland will increase 12%, but certain populations will increase at a much faster rate. For example, those in the age group 50-54 will increase 45% and those 65+ will increase 30%. The Hispanic/Latino population will increase 76%, the Asian population will increase 49%, and the African American population will increase by 18%. Even those in the "other" category—American Indian, Alaskan native, Hawaiian Native, Pacific Islander, other races, and two or more races—will increase 37%, which is much faster than the average. In contrast, the white population will increase only 2%.

The percentage of the population that currently has a sensory, physical, or mental disability is nearly 8%. The percentage of students eligible for free or reduced price lunch is 32%. The percentage of persons who have no Internet access at home is 25%, and it appears that economic factors will broaden the gap between the technology "haves" and "have nots." Individuals in all walks of life expect to obtain information through electronic networks. Other groups, labeled by socio-economic, age, political or religious affiliation, or other groupings, such as conservatives, rich people, poor people, teens, homeless, children, religious people, and many more, are not always represented within libraries. Nonetheless, these current and future members of Maryland communities have needs for a wide variety of library and information services.

Maryland has had a history of needs assessment for at least 30 years. The needs of libraries and the needs of library users have been a major theme in the strategic plans of DLDS. Several methods have been used including unobtrusive surveys to assess reference performance, telephone surveys such as the Customer Survey of Maryland Residents about Libraries, and others. However, because the environment and the users are changing so rapidly, needs assessment must be done regularly and skillfully and many Maryland libraries do not have the resources or staff with the know-how to do this.

In the recent MACL Summit II and eVisioning conferences, the importance of needs assessment was strongly emphasized as well as the lack of capabilities to do it. In addition, participants in the meetings identified other specific key skills and knowledge that are scarce and for which statewide training programs would be beneficial: survey design, data analysis, grant writing, and assessment and evaluation techniques.

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**Programs**
- Provide training and support for needs assessment.
- Survey Maryland residents, LBPH patrons, DLDS customers, and others.
- Provide competitive/incentive grants to libraries.

**Program Activities**

### Statewide Services

| Action | Timeframe |
|---|---|
| Develop needs assessment training for library directors and staff | 2008-2009 |
| Deliver training annually | 2009-2012 |
| Survey Maryland residents every three years | 2009, 2012 |
| Analyze and utilize data in the review and amendment of the LSTA Five-Year Plan | 2010, (2013) |
| Survey LBPH patrons every three years | 2009, 2012 |
| Analyze and utilize data in the review and amendment of the LSTA Five-Year Plan and LBPH planning process | 2010, (2013) |
| Analyze and utilize data in review and amendment of LSTA Five-Year Plan and creation of subsequent LSTA Five-Year Plan | 2010, (2013) |
| Provide competitive grants for libraries to conduct needs assessments, including customer surveys | 2008-2012 |
| Provide annual grant writing, evaluation, and needs assessment training tied to the competitive grant cycle | 2008-2012 |
| Provide competitive grants for libraries to address identified needs of their community | 2008-2012 |

### Local Services

| Action | Timeframe |
|---|---|
| Libraries will use the competitive grant cycle opportunities to assess and address the needs of their communities | 2008-2012 |

**Grants Program**

A competitive grant cycle will be held each year with priorities based on the LSTA Five-Year plan. Special emphasis will be given to libraries who want to assess and address the needs of their local communities. Grant writing, evaluation and needs assessment training will be offered in advance of the cycle for potential grantees. Grant management workshops will be provided to successful grantees after the grants have been awarded. Grantees will be required to share best practices and methodologies with other library staff in Maryland and across the country.

**Key Output Targets (2008-2012)**

| Output Target | Number |
|---|---|
| Library staff trained on needs assessment, grant writing and evaluation (per year) | 30-50 |
| Customer survey of Maryland Residents will be conducted (2009, 2012) | 2 |
| Surveys of LBPH will be conducted  (2009, 2012) | 2 |

**Key Outcome Targets (2008-2012)**

| Outcome Target | Number |
|---|---|
| Successful competitive grantees (per year) | 10 |
| Libraries that have assessed the needs of at least one special population in their community | 20 |
| Libraries that have instituted at least one new service as a result of their needs assessment | 20 |

**GOAL 2:  Increase the awareness and use of library services for Maryland residents through networking, outreach and promotion of LSTA-funded programs and services.**

This goal supports the following *LSTA Purposes:*
- *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.*
- *Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.*
- *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.*

**Needs**

In spite of the positive views and evidence of growing library usage reported in the Customer Survey of Maryland Residents about Libraries in spring 2006, many Marylanders are still not aware of library services. Even among the segments of the population that are heavy users, a large percentage is not aware of all the services that libraries offer. For example, patrons who borrow library books and videos do not also use the library for getting the information they need in their daily lives. Parents who bring their children in for library story time often do not avail themselves of the vast array of materials available in the adult section. Many Internet users who access the library for their information needs are not aware that they can reserve books anywhere in the state and have them delivered to their local branch.

For a variety of reasons, many residents are not library users at all and may never have been. Some are new to the state and/or country and are unaware of library locations and library Web sites. Approximately 7% speak a foreign language at home and many of these people do not believe that the library has materials for them. Some simply do not think of the library as a free resource; they are used to buying books from bookstores or on the Web. Some do not know that the library has information that can help them answer questions about important tasks such as remodeling their home or finding a job. Few are aware that the library has community information such as finding a nursing home for elderly parents or reliable day care service for toddlers.

Networking, promotion and outreach to members of the community can benefit a local library by making friends who will become library users and supporters. These activities strengthen ties with elected officials and others with influence over budgets *before* the library approaches them with requests for dollars.  Success in networking and outreach becomes "vital"—customers become passionate supporters of libraries and market for them.  Through word of mouth, they generate "community buzz," increasing awareness and level of expectations.  Customers say, "Where are…?" instead of "Do you have…?"

Maryland librarians are aware of the importance of promoting library programs and services, but participants in the MACL Summit II and eVisioning conferences underscored the need for a concerted, cooperative statewide marketing effort as well as support for local initiatives.

## Programs
- Sustain PLSNB liaison program and develop LBPH liaison program.
- Develop a statewide promotion and outreach plan to further statewide LSTA projects such as AskUsNow and Summer Reading.
- Support the promotion of local LSTA projects such as WOW (Words of Wheels), Cultural Connections, and the A+ Partnership.

## Program Activities

(all program activities will address the six LSTA priorities)

### Statewide Services

| Action | Timeframe |
|---|---|
| Continue to hold statewide meetings of public library liaisons in the areas of youth services, promotion and outreach, and staff development | 2008-2012 |
| Develop LBPH liaison program to reach out to the 24 public library systems | 2008-2010 |
| LBPH staff liaisons contact  their assigned library systems two times a year and visit  once a year | 2011-2012 |
| PLSNB staff liaisons contact their assigned library systems two times a year, visit their library systems once a year, and monitor internet policy compliance | 2008-2012 |
| Create and coordinate promotion materials for statewide programs | 2008-2012 |
| Support the promotion of local LSTA projects through funding | 2008-2012 |

### Local Services

| Action | Timeframe |
|---|---|
| Competitive cycle grantees promote the projects that are funded through LSTA | 2008-2012 |

## Grants Program

The DLDS Program and Outreach Specialist will work with competitive cycle (see grant program under Goal 1) grantees to build in a promotional component to their projects.

**Key Output Targets (2008-2012)**

| Output Target | Number |
|---|---|
| Statewide meetings of public library liaisons in the areas of youth services, promotion and outreach, and staff development will be held (three times per year per group) | 30 |
| Contacts made by PLSNB and LBPH liaisons with library systems (two times per year per system) | 120 |
| Visits of PLSNB and LBPH liaisons to library systems (per year) | 48 |
| Promotional materials for three statewide programs (per year) | 15 sets |
| AskUsNow usage will increase by 5% per year (baseline: FY06 usage 48,093) | 64,454 (by FY 2012) |
| Promotional materials for five local LSTA projects (per year) | 25 sets |

**GOAL 3: Encourage and support Maryland libraries to increase numbers and types of collaborations and partnerships by providing incentives, conferences, and opportunities.**

This goal supports the following *LSTA Purposes*:

- *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.*
- *Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.*
- *Providing electronic and other linkages among and between all types of libraries.*
- *Developing public and private partnerships with other agencies and community-based organizations.*
- *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.*
- *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 42 USC Sec. 9902 (2) applicable to a family of the size involved.*

**Needs**

Maryland libraries need to leverage community resources through collaboration and partnerships in response to competing socio-economic and political demands. Every local public service—transportation, safety and security, emergency response, health, education, recreation, and various social services—makes big demands on local, county, and state budgets. In this environment of stiff competition for resources, it behooves libraries to consider which of these other agencies are true competitors and which actually have overlapping missions and goals, and thus could be partners.

Partners may also be found in the business sector or with coalitions of other types of libraries such as AskUsNow, Maryland's 24/7 Reference Service. Librarians in certain types of libraries may have special target audiences for collaboration, e.g., school librarians connecting with classroom teachers, or public librarians connecting with community groups serving immigrant groups. To become the cultural hub of the community, public librarians need to connect with other cultural and arts organizations. Libraries can offer the place and the resources that these other partner groups need.

Many different types of potential partners and collaborators are possible. No matter the type of partnership, however, an overall potential advantage to forming these ties is that the other organizations or agencies may then become more invested in the library.

**Programs**
- Model and support exemplary collaborative processes and projects to improve resources and services.
- Sustain conference and collaborative meeting opportunities for various types of libraries.
- Support participation in conferences/meetings outside libraries in areas such as business, economic development, and government agencies to improve library service.

**Program Activities**

### Statewide Services

| Action | Timeframe |
|---|---|
| Initiate and expand the number and types of statewide projects that support partnerships between libraries with external partners (such as the Maryland Library Consortium and the  Summer Reading Collaborative) | 2008-2012 |
| Participate in, sustain, and expand collaborations and partnerships that use innovative resources to promote programs and services such as AskUsNow | 2008-2012 |
| Develop and support conferences and meeting opportunities for libraries that involve collaborations and partnerships such as PALINET Futures Conference and eVisioning | 2008-2012 |
| Initiate and support participation in conferences and meeting opportunities with partners outside of the library community such as Zero to Three and Ready At Five | 2008-2012 |
| Provide grant opportunities to libraries that create and/or add innovative resources and services through new collaborations and partnerships | 2008-2012 |

**Grants Program**
- In the competitive cycle grant program (see grant program under Goal 1), libraries will be required to seek and develop collaborations with other libraries, community and government agencies, and other partners to execute and sustain their projects.
- Scholarships in the form of set aside grants will be given to libraries whose staff attend conferences and meetings that are outside of the library community.

**Key Output Targets (2008-2012)**

| Output Target | Number |
|---|---|
| New statewide collaborations and partnerships | 3 |
| Existing statewide collaborations or partnerships for improved library service sustained | 5 |
| Conferences and meeting opportunities sponsored by DLDS for libraries that involve collaborations and partnerships within the library community (per year) | 2 |

| Output Target | Number |
|---|---|
| Library staff participating in conferences and meetings that involve collaborations outside of the library community (per year) | 5 |
| Scholarships provided to library staff for participation in the above-mentioned events (per year) | 5 |

**Key Outcome Targets (2008-2012)**

| Outcome Target | Number |
|---|---|
| New/improved services offered to Maryland residents due to statewide partnerships and collaborations | 3 |
| New/improved services offered to Maryland residents due to local partnerships and collaborations (per year) | 3 |

**GOAL 4:  Expand access to library services and facilities for Marylanders through training, improved technology infrastructure and resource delivery.**

This goal supports the following *LSTA Purposes:*

- *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.*
- *Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.*
- *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.*
- *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 42 USC Sec. 9902 (2) applicable to a family of the size involved.*

**Needs**

The economic development of Maryland depends on having a well-educated and highly skilled population—with no one "left behind" and no one denied access to current and useful information sources.  However, not all Maryland residents can use library facilities and services. Some potential patrons are physically unable to visit to use materials and attend programs because of special transportation needs. Even if they can get to the library, they may have disabilities that prevent them from using electronic resources without adaptive technologies such as computers that are voice compatible and extra space for Braille work. Even if not disabled, they may be functionally illiterate or lack the skills to access electronic resources online.

Libraries not only need adaptive equipment to serve patrons with special needs, staff members need to know how to use it themselves and how to train patrons to use it—with sensitivity and disability awareness as well as skill.

Other library patrons, for example, the foreign-born, may have cultural assumptions about libraries. They may not realize, for example, that they can get a library card for free, or that their borrowing records and reference questions will be kept confidential.

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Further, not all Maryland residents *want* to use library facilities and services.  They may find purchasing materials through Amazon easier and faster than waiting for interlibrary loan. Libraries can compete only if they make online requests easier and have materials sent directly to the patron—perhaps following a service model such as Netflix.  The large chain bookstores such as Borders or Barnes & Noble may be cleaner, neater, brighter and more modern, inviting, and safe than the local library. Some libraries are difficult to browse; staff is not readily available, the environment is noisy; seating is scarce; parking is difficult; the book selection is limited or dated; customer service is poor; and librarians too rigid and controlling. Services aimed at particular age groups—seniors or teens for example—may be off the mark in content and/or delivery.

## Programs
- Expand current statewide resource delivery programs such as MARINA.
- Expand support to connect underserved populations to programs and resources.
- Expand and facilitate ADA compliance and accessible websites.


## Program Activities

### Statewide Services

| Action | Timeframe |
|---|---|
| Expand the number and types of libraries participating in delivery services such as MARINA | 2008-2012 |
| Explore partnerships that promote statewide document delivery services | 2008-2012 |
| Support transportation initiatives for individuals unable to get to the library | 2008-2012 |
| Support and encourage partnerships to expand programs and resources for underserved and physically challenged populations | 2008-2012 |
| Support web technologies such as blogging and podcasting to establish and enhance relationships with teens | 2008-2012 |
| Support training initiatives for the public that extend access to technologies, resources, and programming | 2008-2012 |
| Initiate and implement a grant program for adaptive technologies in each local public library | 2008-2009 |

## Grants Program
- In the competitive cycle grants (see grant program under Goal 1), libraries will be encouraged to develop programs to improve or increase access for underserved populations.
- A set aside grant program for adaptive technology in local libraries will be started in 2008 and sustained through 2012.

## Key Output Targets (2008-2012)

| Output Target | Number |
|---|---|
| New libraries added to MARINA | 10-20 |
| Adaptive work stations established/upgraded in each public library | 24 |
| Library staff trained on adaptive technologies | 24 |

**GOAL 5**:  **Build a strong, diverse Maryland library workforce through staff development to provide LSTA programs and services.**

This goal supports the following *LSTA Purposes*:
- *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.*

**Needs**

The library workforce is aging rapidly, which is creating a critical shortage of qualified and certified staff that can adequately meet user needs.  With rapidly changing demographics in Maryland expected in the next five years (for example, a much larger percentage of Latinos and Asians), the demand for multilingual librarians is increasing.  Rapidly changing information technologies will require librarians to constantly adapt to change in order to remain viable on the leading edge. Increasing challenges to compete for scarce local support, recruit and develop qualified staff, and adapt to the changing environment will increase the need for librarians to have leadership and management skills.

The relatively low pay for library professionals means that college graduates often seek graduate training in other professions—law, medicine, business or other.  They are not aware of the many intangible benefits of a career in the information professions.

Long-term library staff may also seek alternative employment if they do not have a career path with upward mobility in the library.

Alternative staffing solutions such as partnerships with library schools to acquire or train student interns may not only address the need but will benefit the individuals involved.

**Programs**
- Expand recruitment programs.
- Continue to support staff development.
- Expand retention programs.

**Program Activities**

(all program activities will address the six LSTA priorities)

**Statewide Services**

| Action | Timeframe |
|---|---|
| Continue to set aside MLS funding | 2008-2012 |
| Develop a statewide blueprint for staff development | 2009-2011 |
| Support public library staff certification requirements through online learning opportunities, workshops, CE opportunities and local staff development grants | 2008-2012 |
| Continue to build staff competencies in the area of online learning and innovative technologies such as the 23-Things Program | 2008-2012 |
| Continue the Library Associate Training Institute (LATI) for library pre-professionals | 2008-2012 |

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| Action | Timeframe |
|---|---|
| Evaluate the LATI program and implement approved changes | 2008-2009 |
| Support local library efforts to retain staff | 2008-2012 |
| Continue to support leadership capacity and succession planning through programs such as the Maryland Library Leadership Institute, Learning Libraries and Leading from Any Position | 2008-2012 |

**Grants Program**

- LSTA set aside grants for staff development are given to each of the 24 public libraries and the three regional libraries.
- Set aside grants are also given to libraries to support staff in acquiring their MLS.

**Key Output Targets (2008-2012)**

| Output Target | Number |
|---|---|
| Staff development grants issued (per year) | 27 |
| MLS set aside grants issued (per year) | 25 |
| Statewide blueprint for staff development created | 1 |
| Staff development coordinators attending a statewide professional development opportunity (per year) | 25 |
| Staff completing an online technology course | 100 |
| Staff development coordinators attending an online training course on how to create online training | 15 |
| Library staff attending LATI (per year) | 45 |
| Library staff completing a leadership workshop such as Leading from Any Position, or Learning Libraries (per year) | 60 |
| Library staff attending the Maryland Library Leadership Institute (per year) | 21 |

**Key Outcome Targets**

| Outcome Target | Number |
|---|---|
| New online courses created by staff development coordinators for their staff (2008) | 5 |

**GOAL 6: Expand development of technical infrastructure and implementation of innovative technology for Maryland libraries through planning, training, recruitment, and partnerships.**

This goal supports the following *LSTA Purposes:*
- *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.*
- *Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.*
- *Providing electronic and other linkages among and between all types of libraries.*
- *Developing public and private partnerships with other agencies and community-based organizations.*

**Needs**

Libraries have a critical need to keep up with technology. Students and members of the general public—many of whom are pursuing life-long learning—are increasingly demanding faster and greater access to services and personal assistance. They expect access to a wide array of information sources that include core collections, specialized collections, and primary resources in digital format (for example, digitized genealogy information), as well as qualified information specialists to develop these resources and train users. Patrons want wireless access, podcasting of library programs, and social networking options. They want all this 24/7.

According to the Customer Survey of Maryland Residents about Libraries conducted in spring 2006, the public perceives Internet access at their local library as essential. More than half of the respondents identified "using the Internet" as a key library service.

The types of resources that the public wants to use are changing—away from predominantly text to graphical and multi-media. This trend is creating new pressures on libraries to obtain alternative electronic formats and learn how to maintain and use them. As the cost of the resources themselves and the infrastructure to support them increases, the need to acquire and maintain them cooperatively among libraries of different types will also increase.

**Programs**

- Expand DLDS capacity to support technology leadership and innovation.
- Fund the development of robust technology plans.
- Continue grant funding for local projects and programs.

**Program Activities**

**Statewide Services**

| Action | Timeframe |
|---|---|
| Hire a technology specialist to provide leadership and expertise in technological innovation | 2008 |
| Continue to develop and support the Maryland Library Consortium (MLC) to expand shared holdings of electronic resources | 2008-2012 |
| Host MLC databases on the Sailor network | 2008 |
| Establish a commission to develop guidelines for shared database purchases among all types of libraries and to address funding issues for purchase of future databases | 2008 |
| Expand MLC to include the Maryland Digital Library | 2009 |
| Underwrite and support the development of robust technology plans that build capacity within each jurisdiction | 2008-2012 |
| Support libraries' and library systems' efforts to secure telecommunications discounts such as E-Rate | 2008-2012 |
| Expand access to DLDS and other statewide library information through a dedicated website | 2008-2012 |

**Grants Program**

- Competitive cycle grants (see grant program under Goal 1) will focus on enhancing local capacity through partnerships and cooperative activities; innovation; expanded electronic access and technology training.  Libraries will also be required to link these projects to their technology plans (see below).
- A new set aside grant program will be established for public and regional libraries to create technology plans.

**Key Output Targets (2008-2012)**

| Output Target | Number |
|---|---|
| Public library systems applying for E-Rate (per year) | 15 |
| Library systems funded to develop and implement technology plans | 12 |

# EVALUATION PLAN

The Division of Library Development and Services will use several methods to evaluate this plan:

- Reporting of results of individual projects in the state programs report

- Annual assessment and reporting on the progress made towards the goals in the plan

- Surveys of constituent groups

- Continuing feedback from stakeholder groups

- Measurement of output and outcome targets.

DLDS will continue training local libraries on outcome based evaluation and other evaluation methods. It will also provide technical assistance in developing evaluation plans for local projects and require grantees to evaluate their projects as part of the grant process.

DLDS reports annually on its projects to the larger Maryland library community at the Maryland Library Association Conference in May. Progress towards the goals in this plan will be reported and feedback will be solicited.

DLDS held two statewide conferences to assess needs for this plan. At least one similar conference will be held during this five year period. This conference will be used partly to assess progress on the goals and to guide DLDS in determining mid-course corrections, if necessary.

All of the above information will be used to evaluate the plan. An outside consultant may be hired to further assess progress and to write the formal evaluation report.


# STAKEHOLDER INVOLVEMENT

Currently, Maryland's LSTA program encompasses many statewide programs and a considerable number of local projects. Although the only eligible grantees in Maryland are public and regional libraries, all of the statewide programs such as Sailor and MARINA and many of the local projects benefit other types of libraries as well. To ensure that this Maryland State Plan reflects the needs of all types of libraries, several activities were undertaken:

- Several meetings and focus groups were held (detailed in the Needs Assessment section).

- The plan itself is based on the Division's current five-year strategic plan covering 2004-2008 which was developed in May 2005 as part of the Maryland State Department of Education's Strategic Plan Update 2005.

- In May 2007, a draft of the goals and programs of this plan was presented to the Maryland Advisory Council on Libraries (MACL). Suggestions and comments received as a result of that meeting have been incorporated into this plan.

Throughout the life of this plan, MACL will be the primary group used to involve libraries and library users throughout the state in policy decisions regarding the development, implementation, and evaluation of the Maryland State Plan.

## COMMUNICATION AND PUBLIC AVAILABILITY

The Maryland State Plan will be disseminated by sending print copies to the public library administrators, school library media supervisors, and all academic and special library directors in Maryland.  It will also be posted on http://www.maplaonline.org and www.mdlib.org (the website of the Maryland Library Association)   All constituent groups will be notified when it is posted**.**

The developments of the Maryland State Plan will be reported as follows:

1. Reports on the annual program will be filed with IMLS and announced to constituent groups.

2. Reports will be made at the quarterly meetings of the Maryland Association of Public Library Administrators (MAPLA) and to other library organizations upon request.

3. A report on the Plan's progress will be made at the annual conference of the Maryland Library Association (MLA).

4. Presentations will be made to the Maryland Advisory Council on Libraries at the annual meeting.

5. A presentation will be made at the Citizens for Maryland Libraries at one of their meetings each year.

## MONITORING

A DLDS staff specialist has been assigned to monitor each program. DLDS staff specialists will also be assigned as grant monitors to projects that fall under these programs but are implemented by individual libraries.  Annual reports on the progress of the Plan will be made available to the public. In addition, the Maryland State Plan for Library Services and Technology Act (LSTA) itself will be monitored continuously within DLDS and reviewed each year at DLDS's annual retreat.  At that time, any modifications to the Plan will be formulated and filed with IMLS by the deadline set forth in the Library Services and Technology Act.