An Independent Evaluation
of
Maryland's Implementation of the
Library Services and Technology Act Grants to
States Program
2008 – 2012

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INTRODUCTION

The period of time covered by the evaluation of the Maryland Division of Library Development and Services' (DLDS) implementation of the Library Services and Technology Act (LSTA) Grants to States program (2008 – 2012) marks what has been arguably the most volatile period in the history of libraries in the United States. The sharp economic downturn combined with rapid technological advances and exceptionally high customer demands presented all state library administrative agencies (SLAAs) with a daunting challenge in their efforts to make progress. As this evaluation documents, Maryland has met nearly all of its goals and has reached a majority of the objectives and evaluation measure targets that were outlined in its 2008 – 2012 LSTA Plan in spite of these difficult circumstances.

On October 9, 2007, just over one-week into Federal Fiscal Year (FFY) 2008, the Dow-Jones Industrial Average hit an all-time high of 14,164. By March of 2009, it had lost more than half of its value and closed at 6,547. As we all know, the factors leading to this collapse and the recession that followed have had profound and lasting effects on local, state and federal budgets.

The crisis had a direct impact on DLDS. At the time Maryland's 2008 – 2012 LSTA Plan was written, DLDS had 23 full-time-equivalent (FTE) staff. As this evaluation is being written, that number has been reduced to 20; a reduction of more than thirteen percent (13.04%). In addition, retirements and extended vacancies in authorized positions have challenged DLDS' ability to carry out its work. It is to the great credit of the DLDS administration and staff that so much has been accomplished and that solid program evaluation has been ongoing in spite of a loss of capacity to serve at the SLAA.

As the economy was failing and DLDS staff was being cut, libraries of all types were presented with amazing new opportunities. New technology products that directly impact the ways in which libraries deliver content to the public were bursting on the scene. Steve Jobs unveiled the first generation iPhone in January 2007 and the original Amazon Kindle was released in November of that year. The Barnes & Noble Nook was released in 2009; the original iPad went on sale in April 2010 and, in September 2011, the Nook broke the $100 price barrier.

Simultaneously, increasing unemployment and cuts to social service agencies drove record numbers of people into libraries seeking everything from job retraining to a place to escape the heat or cold. Library staff, often stretched even thinner than before by local budget cuts, struggled to keep up with increased demands. It is within this environment that the Maryland Division of Library Development and Services and other SLAAs worked on realizing the goals they had set forth in their respective 2008 – 2012 LSTA Plans.

Priorities of the Library Services and Technology Act (LSTA) Grants to States Program (2008-2012):

- 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.

EXECUTIVE SUMMARY

Maryland's 2008 – 2012 LSTA Plan included six goals. They were:

GOAL 1: *Improve the capacity of libraries to meet community needs for LSTA programs and services through assessing, planning, training and evaluation.* (Designed to address LSTA Priorities 2, 4, 5 and 6)

GOAL 2: *Increase the awareness and use of library services for Maryland residents through networking, outreach and promotion of LSTA-funded programs and services.* (Designed to address LSTA Priorities 1, 2, and 5)

GOAL 3: *Encourage and support Maryland libraries to increase numbers and types of collaborations and partnerships by providing incentives, conferences, and opportunities.* (Designed to address LSTA Priorities 1, 2, 3, 4, 5 and 6)

GOAL 4: *Expand access to library services and facilities for Marylanders through training, improved technology infrastructure and resource delivery.* (Designed to address LSTA Priorities 1, 2, 5, and 6)

GOAL 5: *Build a strong, diverse Maryland library workforce through staff development to provide LSTA programs and services.* (Designed to address LSTA Priority 1)

GOAL 6: *Expand development of technical infrastructure and implementation of innovative technology for Maryland libraries through planning, training, recruitment, and partnerships.* (Designed to address LSTA Priorities 1, 2, 3 and 4)

In their response to a "self-assessment" survey conducted by the evaluators, the Maryland Division of Library Development and Services administration indicated that they believed they had surpassed four of their State-level Goals (Goals 2, 3, 4 and 5), that they were making progress toward meeting Goal 1 and that they had made little or no progress toward Goal 6. The evaluators agree with DLDS' assessment that they have been highly successful in regard to State Goals 4 and 5. In two instances, the evaluators believe that Maryland has made more progress than they have given themselves credit for. We believe that DLDS has met Goal 1 (rather than just progressing toward it) and that they have made some real progress on Goal 6 in spite of their internal rating of little or no progress. The evaluators agree with DLDS that they have surpassed their State Goals 2 and 3.

Table 1: DLDS Self-Assessment and Evaluators' Assessment of Progress on State-Level Goals			
Goal	**LSTA Priorities Addressed**	**MSL Self-Assessment**	**Consultants' Assessment**
Goal 1	2, 4, 5 and 6	Progressing Toward Goal	Met Goal
Goal 2	1, 2 and 5	Surpassed Goal	Surpassed Goal
Goal 3	1, 2, 3, 4, 5 and 6	Surpassed Goal	Surpassed Goal
Goal 4	1, 2, 5 and 6	Surpassed Goal	Surpassed Goal
Goal 5	1	Surpassed Goal	Surpassed Goal
Goal 6	1, 2, 3 and 4	Little or No Progress Toward Goal	Progressing Toward Goal

Maryland has also been quite successful in addressing the six LSTA Grants to States Priorities. Maryland's LSTA program achieves its greatest impact in regard to LSTA Priorities 1, 2, 5, and 6. While the State has some successful programs that address Priorities 3 and 4, results are often indirect rather than being based on the creation of programs that are specifically designed to address these Priorities.

EVALUATION REPORT

Background

Audiences. This report is intended for use by several audiences:

- The U.S. Institute of Museum and Library Services (IMLS). IMLS called for this evaluation as part of the reporting requirements when it awarded Library Services and Technology Act funding to the Maryland Division of Library Development and Services (DLDS) as required by Section 9134 of IMLS's authorizing legislation. That legislation directs state library administrative agencies (SLAAs) to "independently evaluate, and report to the [IMLS] Director regarding, the activities assisted under this subchapter, prior to the end of the five-year plan."
- State of Maryland elected officials and policy makers.
- The Maryland Division of Library Development and Services, which requested the evaluation, in partial fulfillment of the requirements for receiving LSTA funding from IMLS.
- State Library Administrative Agency and local library staff, as well as state-level and local-level partners involved in designing, implementing, and assessing LSTA-supported projects.
- Recipients of services supported by LSTA funding at the state, regional, and local level. In Maryland recipients included patrons of local public libraries, library employees, and partner agencies.

Key Evaluation Questions. This evaluation attempts to answer key evaluation questions outlined by IMLS that are designed to address effective past practices; identify processes at work in implementing the activities in the plan including the use of performance-based measurements in planning, policy making and administration; and, to develop findings and recommendations for inclusion in the next five-year planning cycle.

Retrospective questions include:

1. Did the activities undertaken through the state's LSTA plan achieve results related to priorities identified in the Act?
2. To what extent were these results due to choices made in the selection of strategies?
3. To what extent did these results relate to subsequent implementation?
4. To what extent did programs and services benefit targeted individuals and groups?

Process questions include:

1. Were modifications made to the DLDS's plan? If so, please specify the modifications and if they were informed by outcomes-based data.
2. If modifications were made to the plan, how were performance metrics used in guiding those decisions?
3. How have performance metrics been used to guide policy and managerial decisions affecting the DLDS's LSTA -supported programs and services?
4. What have been important challenges to using outcome-based data to guide policy and managerial decisions over the past five years?

Prospective questions include:

1. How does the DLDS plan to share performance metrics and other evaluation-related information within and outside the agency to inform policy and administrative decisions over the next five years?

2. How can the performance data collected and analyzed to-date be used to identify benchmarks in the upcoming five-year plan?
3. What key lessons has the agency learned about using outcome-based evaluation that other states could benefit from knowing? Include what worked and what should be changed.

Optionally, IMLS asked states to address three additional prospective questions to assist the states in jump starting their five-year planning process:

1. What are the major challenges and opportunities that the DLDS and its partners can address to make outcome-based data more useful to federal and state policy makers as well as other stakeholders?
2. Based on the findings from the evaluation, what recommendations does DLDS have for justifying the continuation, expansion, and/or adoption of promising programs in the next five-year plan?
3. Based on the findings from the evaluation, what recommendations does DLDS have for justifying potential cuts and/or elimination of programs in the next five-year plan?

Values and principles. As evaluators, Himmel & Wilson, Library Consultants, embrace the "Guiding Principles for Evaluators" – systematic inquiry, competence, integrity/honesty, respect for people, and responsibilities for general and public welfare – adopted by the American Evaluation Association.

Methodology

Himmel & Wilson employed a variety of different methods to assess the progress that Maryland has made in pursuing its goals for the LSTA Grants to States program. The evaluation began with a reading of the State's 2008 – 2012 LSTA Plan and a review of the State Program Reports (SPRs) submitted to IMLS by DLDS. An initial one-day site visit was made to the DLDS offices in Baltimore, Maryland. During that visit, the consultant reviewed the 2008 – 2012 LSTA Plan with Assistant State Superintendent for Libraries Irene M. Padilla, Public Library Consultant Susan Paznekas, LSTA Grants Coordinator Deirdre Gonsalves, and Marketing and Outreach Specialist Paula Isett in the morning. In the afternoon, he toured the Library for the Blind and Physically Handicapped in a separate location and spent several hours learning about the service from the Community Outreach Specialist Mollyne Honor. Two additional DLDS staff members, Stephanie Shauck, Youth Services Coordinator and LATI Coordinator, and Nini Beegan, Maryland ELearning Coordinator, were unavailable at the time of the site visit and were later interviewed via telephone.

To answer the key evaluation questions, Himmel and Wilson used a multifaceted research protocol, including examination of existing documents, interviews with key Division of Library Development and Services personnel and library community leaders, and focus groups with library representatives from around the state. The evaluators also conducted an online survey. Individual tools are described below.

The strengths of the evaluation methodology derive from:

- Objective, external evaluators not associated with the state in any capacity.
- Varied approaches and tools, allowing analysis and comparison of program data collected by staff and quantitative survey results with comments from librarians and sometimes from end users.
- Credible data, including output and some outcomes, thanks to efforts by the DLDS to identify desired outcomes and design and implement ongoing data collection methods.

Methodological weaknesses are associated with several factors:

- Ex post facto evaluation design, which only allowed for review of program data after the fact, resulting in inconsistent data in some areas and sometimes unrecoverable gaps in information.

- Difficulty in identifying trends, with only two full years of data available at the time of this evaluation.
- The online survey dissemination method did not allow collection of responses from a random sample of library staff (it was a self-selected sample); consequently results are biased toward individuals most interested in LSTA.

Review of existing documents. The consultants conducted an extensive review of background documents, including the *LSTA Five-year Plan 2008-2012* and annual State Program Reports to IMLS for 2008 and 2009 (2010 report was not yet available at time of evaluation although it was reviewed late in the evaluation process).

Interviews with key DLDS personnel. Consultant Bill Wilson visited DLDS on August 24, 2011 and interviewed five DLDS staff members. A list of individuals interviewed was provided above.

Web-based input on key questions from DLDS personnel. Himmel & Wilson created a web-based tool to solicit comments from the state library agency head and the LSTA Coordinator regarding the SLAA's performance in implementing their plan. The web-survey asked the key DLDS staff to provide a self-assessment of the agency's performance in pursuing each of the goals in their plan (little or no progress toward goal, progressing toward goal, met goal, surpassed goal). Respondents were also asked to indicate why they believed that assessment was accurate.

Respondents were also asked to respond to each of the key questions posed by IMLS. While only general information could be offered on the optional prospective questions, substantive input was received on the other questions that were applicable.

Focus groups. Three focus group discussions were held: a directors' session on September 22 in Ocean City, a session in Caroline County for Eastern Maryland on October 7th, and a session in Arbutus for Western Maryland on October 14. A total of 28 people participated in the sessions. A summary of the focus groups is included as Appendix A. The focus group discussion guide is included as part of Appendix G. Notes from focus groups were analyzed using content analysis techniques recommended by Graham Gibbs[1]. Coding sheets are included in Appendix F.

Interviews with key stakeholders. Consultants Ethel Himmel and Bill Wilson conducted telephone interviews with fourteen Maryland library leaders, including two DLDS staff members, Stephanie Shauck, Youth Services Coordinator and LATI Coordinator, and Nini Beegan, Maryland ELearning Coordinator, who were unavailable at the time of the site visit. Most of the interviews were conducted during the third week of November 2011. A summary of the interviews and a list of participants are attached as Appendix B; the interview guide for the interviews is included as part of Appendix G. Notes from interviews were analyzed using content analysis techniques recommended by Gibbs. Coding sheets are included in Appendix F.

Web-based survey. Himmel & Wilson hosted a web-based survey using SurveyGizmo. This software was selected because it is superior to SurveyMonkey both in its features and in its accessibility for individuals with special needs who may be using screen readers. An email containing an invitation to participate and a "hot-link" to the survey was distributed using existing library email lists and listservs. Survey results are provided in Appendix C.

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[1] Gibbs, Graham. *Analyzing Qualitative Data* (Los Angeles: SAGE Publications, 2007)

Qualitative methods. Evaluators included two qualitative methods – individual interview and focus group – in order to gain a more in-depth understanding of the context and descriptions from stakeholders about successes and challenges related to the projects undertaken. Qualitative methods excel at providing detailed descriptions of how individuals use a product or service and add information that helps evaluators understand the quantitative data included in usage statistics, surveys, etc. Because these qualitative methods involve individuals, they are susceptible to bias in selection of participants, as well as in interpretation. In order to minimize bias in analysis, Himmel & Wilson carefully designed open-ended questions that would not lead participants in interviews and focus groups and used standard content analysis techniques to guide analysis.

Development of evaluation report. Evaluation team member Sara Laughlin analyzed notes from focus groups and personal interviews using content analysis techniques. Team members Ethel Himmel and Bill Wilson collated and analyzed results from the web-based survey.

Laughlin, Himmel and Wilson reviewed other documents (both print and web-based) and State Program Reports. Laughlin synthesized the data and information collected and created a draft report in the format provided by IMLS in the "Guidelines for Five-Year Evaluation Report" document. Himmel and Wilson revised and added content to the draft report and shared it with Assistant State Superintendent for Libraries Irene M. Padilla, Public Library Consultant Susan Paznekas, and LSTA Grants Coordinator Deirdre Gonsalves to make sure that it would fully meet the expectations of the DLDS and comply with IMLS requirements. After incorporating feedback, they provided the resulting document to the DLDS in print and digital formats. Finally, the evaluators submitted the evaluation report in a format suitable for forwarding to IMLS.

Findings

In this section of the report, findings are organized by LSTA Grants to States Priorities. This provides a sense of how Maryland has addressed each priority with specific LSTA-funded programs. Occasionally the impact of Maryland's LSTA program on a particular Priority may be understated based on the number of programs presented. This is certainly the case in regard to LSTA Priority 4 (Developing public and private partnerships). While only one program is listed in this category, many of Maryland's LSTA-funded programs include collaborative efforts. They are listed under other Priorities because their major thrust may be in that area. For example, the Maryland Library for the Blind and Physically Handicapped (LBPH) is shown under Priority 5 (Targeting library services… to individuals with disabilities). However, LBPH depends on many very active partnerships in carrying out its outreach efforts,

LSTA PRIORITY 1:   **Expanding services for lifelong learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.**

Assessment: Project LEAP: Science is Fun! (2008: $65,800, 1.1% of total LSTA expenditures, $72,520 match). Harford County Public Library worked with a consultant to establish specific outcomes for Project LEAP, a science program targeted at children aged 8-13. The two components of Project LEAP were a series of programs on eight themes (electricity, chemistry, earth science, medicine, invention, zoology, archaeology, and codes) and science kits for check out.

21 programs and nine "Scope Out Science" Evenings attracted 885 participants, including 574 children, 140 teens, and 171 adults. During 2008, one kit was upgraded, and 6 additional copies of existing kits

and three new kits were created. Kits were circulated 607 times and used in the library 86 times. Kits traveled to 14 community events attended by 1,366 people.

Partners in the project included Battelle Science and Technology International, Aberdeen Proving Ground, Harford County Public Schools, Boys and Girls Club of Harford County and The County Chief Executive's Office.

The researchers' hypothesis was that participation would produce an increased interest in science and awareness of science in participants' lives, a desire to consider a career in a science-related field, and a positive perception in the community of the project and the library.

Four separate surveys were developed:

1. Survey for children attending the bi-monthly science programs, asking about their participation.
2. Survey for parents/caregivers of children attending, asking about the children's engagement in the programs.
3. Survey for children pertaining to their use of the LEAP science kits.
4. Survey for parents/caregivers, asking about their children's engagement with the kits.

113 respondents (57 children and 56 adults) completed the kit survey. Results clearly indicated that participation in Project LEAP produced positive outcomes. 89% desired to pursue a career in a science related field; 91% reported that LEAP kits helped them learn to pay more attention to science in the world around them; 60% wanted to read more books about science; and 95% said that LEAP kits helped them be more interested in science. Among parents, 100% agreed that LEAP programs had been a positive experience for their children; 92% said LEAP had increased their children's interest in science; 81% said their children were motivated to borrow science-related materials from the library; and 100% agreed the LEAP kits helped their children learn more about science. The assessment showed that children are motivated by engaging topics, hands-on experiences, friendly competition, and active involvement in learning about science.

Creating Connections Program (2008: $61,125, 1.0% of total LSTA expenditures; $21,849 match). Carroll County Public Library coordinated the statewide early literacy program designed to develop lifelong learning and school readiness and foster cooperation and collaboration on the state and national level among libraries and with community, government, business, and private sector partners. Project staff designed the project wiki, produced five podcasts and added 67 storytime kits. 190 participants attended one of six conference presentations; 111 Maryland storytime presenters attended one of six emergent literacy/peer coaching workshops. 2,148 adults and children visited Learn and Play centers in two branches.

A study (published in *Public Libraries*, May 2008, titled "Every Child Was Ready to Learn") confirmed that children in the care of providers who had attended training showed statistically significant increases in comprehension, concepts about print and phonological awareness. Storytime presenters demonstrated that they were reflecting on their performance and engaged in experimentation and self-renewal to keep their programs fresh and exciting. Community leaders' comments showed they supported the initiative. Director of intervention at Carroll County Public Schools reported that the library truly understood the school's mission and objectives for early childhood. The Local Management Board administrator stated that any funding toward a library project will be "well spent;" the Board contributed $15,000 for additional early literacy centers.

Focus group participants described the impact of early literacy grants:

"… training for parents and childcare providers gave us greater visibility."

"Storyville. All the early learning materials. Made major connections with organizations, organizations doing programs in the library with their clients."

"The library is the early learning go-to place. There are lots of K-12 resources, but little or nothing for pre-K."

Everyonelearns.info (2008 and 2009: $8,602, 0.1% of total LSTA funding; no match). Carroll County Public Library developed a website to showcase resources of Maryland's 24 public libraries. In 2009, 19 library staff members were trained in three sessions, eight stories were created and uploaded, and an additional 32 testimonials were added.

Live at Worcester County Library (2008: $21,500, 0.3% of total LSTA expenditures; $20,550 match). Worcester County Library held six video editing classes, two digital photography classes, and five Photoshop classes for staff; 64 staff members were trained. The library built a new website which incorporated 16 recorded and edited videos about programs held in the library, and allowed patrons to place holds, register for programs, and view program information. By the end of the reporting period, 2,641 individuals had visited the site, teen programming had increased 60%, people were subscribing to the library's YouTube account, and website visits in general were up.

One Maryland/One Book, Year 2 and Year 3 (2008 and 2009: $65,000, 1.1% of total LSTA expenditures; $193,025 match). Enoch Pratt Free Library (Baltimore City) facilitated this statewide project.

In 2008, the selection committee chose *Song Yet Sung*, by James McBride, a historical novel about a runaway slave in eastern Maryland in the 1850s. Constellation Energy, Verizon, and Bank of America provided funding support. Participants included 23 of 24 public libraries, the State Library for the Blind and Physically Handicapped, 10 correctional institution libraries, 67 schools, 12 colleges and universities, and 16 other organizations. Eight sites hosted author visits – Columbia, Hagerstown, Rockville, Bowie, Hurlock, Princess Anne, Salisbury, and Baltimore City. 21 leaders were trained to lead discussions. More than 7,000 people participated in 140 events, including 3,000 at author talks.

In 2009, the selection committee chose *Outcasts United,* by Warren St. John, the story of a soccer team of refugee boys from war zones and the town where they live, Clarkston, Georgia. To complement this title, *Home of the Brave*, by Katherine Applegate, was selected for children and teens. More than 3,500 participated in programming, including 1,200 in six visits by St. John (Baltimore City, Columbia, Hagerstown, Newark, Prince Frederick, and Tacoma Park/Silver Spring), 180 public programs in 19 of Maryland's 24 public library systems, the Library for the Blind and Physically Handicapped and 13 corrections libraries, 60 schools, five colleges/universities, and 19 other organizations. Comcast joined continuing funding partners Constellation Energy, Verizon, and Bank of America. The project generated extensive media coverage. No participant outcomes were included.

Provide Incentive Grants for Libraries (2009: $45,189, 0.7% of total LSTA expenditures; no match). DLDS implemented a competitive grant cycle for LSTA 2010 funding. They established priorities, based on the LSTA Plan 2008-2012, and conducted a two-day training session for 26 potential grant applicants, advised four applicants during proposal writing, and recruited a proposal review team. In addition, the staff participated in monitoring sub-grants and disseminated information about four additional funding opportunities from other federal programs, private foundations, and other sources.

Staff Development (2008 and 2009: $512,005, 8.3% of total LSTA expenditures; no match). DLDS offered sub-grants to public library systems, based on a sliding scale, to support staff development. Systems are also eligible to apply for an extra $2,000 to support students completing MLS coursework.

Each system submits an annual report detailing all development. Libraries, funding amounts, and brief summaries of accomplishments are listed below.

- Allegheny County Library ($16,000) wished to improve supervisory skills for coaching and counseling. In 2008, 87 staff members participated in 15 conferences and workshops. In 2009, 48 attended a workshop on teen services, and four attended two other workshops. No outcomes were reported.
- Anne Arundel County Public Library ($23,500) assisted three staff members with $2,500 scholarships for MLS education in 2008, and underwrote two classes for two employees in 2009. In 2008, training addressed branch safety and security needs (97 participants), technology training (24 participants), and a train-the-trainer session (10 participants) to prepare branch and system trainers for presenting successful learning sessions. In 2009, staff development priorities were Microsoft Office 2007 and leadership and management skills. 41 attended Microsoft 2007 classes on Word, Excel, and Powerpoint; 50 attended a leadership course. No outcomes were reported.
- Baltimore County Public Library ($23,500) supported eight staff members attending library school. 38 attended the Maryland Library Association Conference, then presented summaries that were recorded as podcasts available for all staff to view in 2008. In 2009, 51 employees attended three learning opportunities, including one on customer service in serving children and one on mentoring through the youth summer employment program that sponsored teens for summer work in the library. No outcomes were documented.
- Calvert County Library ($18,500) supported a MLS course for one staff member in 2008 and one taking two courses in 2009. In 2008, 29 staff attended 10 workshops related to increasing their ability to promote the library through improved graphic design and improve management and supervisory skills. In 2009, 12 employees attended three conferences to improve their leadership and organizational skills.
- Caroline County Public Library ($18,500) supported three MLS courses for one staff member in 2008; in 2009, one employee completed 3 courses and another one course toward a MLS. No outcomes were reported.
- Carroll County Public Library ($23,500) supported a MLS course for two staff members. In 2008, Five attended three conferences. The library hired a consultant to develop curriculum, content, train trainers, and deliver content for a Supervisory Training Academy that focused on the specific processes, learning philosophy, and organizational culture of the library. In 2009, 3 attended two conferences. No outcomes were provided.
- Cecil County Public Library ($20,500) supported two staff members enrolled in a MLS program in 2008 and six taking six courses in 2009. In 2008, 70 attended 12 conferences and workshops related to improving public service and technical service skills and understanding the local community. In 2009, 90 participated in a stress management workshop and one attended the Sirsi/Dynix conference. Outcomes were not included.
- Charles County Public Library ($18,000) involved 73 staff members in long-range planning activities and formed action teams around each goal in 2008. In addition 17 attended four conferences. In 2009, 13 staff members attended three conferences. The library reported no outcomes.
- Dorchester County Public Library ($15,000) sent 14 staff members to eight conferences in 2008 and implemented a variety of new programs as a result. The library increased its young adult collection by 20%, established a Facebook page for the Central Library and Bookmobile, incorporated new book, finger plays, and musical instruments as part of library toddler and preschool storytime and placed new emphasis on children developing independent thought and creativity as part of library activities. Staff increased proficiency with Heritage Quest and Ancestry databases and shared these

skills with other information desk staff. In 2009, four staff members attended three conferences, but no outcomes were shared.

- Eastern Shore Regional Library, Inc. ($14,500) sent 12 staff members to three conferences in 2008. They returned with new knowledge about open source software in libraries, Story Box programs, and marketing online resources. In 2009, the focus was on working within the confines of flat funding and strengthening ties with member libraries; 10 staff members attended two conferences.
- Enoch Pratt Free Library (Baltimore City) ($23,500). In 2008, 120 staff members participated in seven in-house sessions. As a result of "Leadership Skills for Supervisors," internal communication improved. Those who attended "Dealing with Unacceptable Employee Behavior" allowed managers and supervisors to practice and refresh their documentation skills; several reported using the skills to tackle recurrent behavioral issues. Other tangible examples of putting the learning to use were included in the project report. In 2009, 50 staff were trained in self-defense and 200 learned internal communication skills.
- Frederick County Public Library ($23,500) gave MLS support to two staff members. For the first time, the library had a "Learning Leader," who helped define system learning needs and develop and enhance staff online learning skills. In 2008, 99 participated in 15 conferences. In 2009, 25 attended four conferences.
- Garrett County Public Library ($18,021) supported one staff member working on a MLS in 2008. In addition, 63 attended 16 workshops. As a result of participating in Skillsoft training, one staff member developed a method of updating and confirming borrowers' agreements that is completely online. Another held a successful games night after attending a "Games in the Library" workshop. The director attended an ethics workshop, then developed a conflict of interest and whistleblower policy for the library. In 2009, 18 participated in three conferences designed to support new staff and ensure that record-keeping skills were adequate to comply with state and federal rules.
- Harford County Public Library ($23,500) provided support for five MLS students, sent 78 to 21 conferences or workshops, and offered a "Basic Supervisory Training Program" in-house for 26 staff members in 2008. Outcomes from that series included great comfort with giving performance reviews and better understanding of roles and expectations of being a supervisor, even from among a few who decided they didn't think supervision was in their futures. Process improvements included a revised and streamlines performance management review tool, a more participatory agenda for the Administrative Council management team, and creation of a process for updating the library's strategic plan. In 2009, the library contracted with consultants to develop and present a transitional management training program, L.E.A.D.; 25 staff members participated. The content can now be used by in-house trainers.
- Howard County Library ($23,500) supported two staff members pursuing MLS degrees and sent 41 to 10 conferences, with particular focus on improving service to children and teens, Internet "deep web" searching skills, and instructional design in 2008. In 2009, the library sent four staff members to six learning opportunities. No outcomes were documented.
- Kent County Public Library ($17,500) supported one staff member pursuing a MLS, and five staff who attended two conferences in 2008. In 2009, six attended two conferences and one completed a public policy course. No outcomes were reported.
- Montgomery County Public Libraries ($23,500) supported four staff members enrolled in a MLS program. Because of the County's budget crisis, the library reduced its budget for travel and increased emphasis on online learning, particularly in the areas of skills for an upcoming ILS upgrade, skills for managing virtual services, and Adobe software training. In 2008, 74 members participated in 18 courses, of which 32 (43.8%) were online. 55 attended the library's in-house

training for children's services. In 2009, all staff were trained on the new ILS system and were given the opportunity to take Skillsoft classes; 14 attended four conferences.

- Prince George's County Memorial Library ($23,500) provided support for four MLS students. The library identified priority training needs and made an effort to match them with staff interest, incorporate different learning styles, and encourage staff to recommend workshops. In 2008, 57 staff members attended 20 conferences or workshops outside the library; 634 attended four session presented by the library – Customer Service Training, Staff Day, Blood-borne Pathogens Training, and DiSc Behavior Assessment. In 2009, 65 staff attended a customer service workshop at the library, and eight participated in three conferences.

- Queen Anne's County Free Library ($16,000) sent 28 employees to 16 conferences in 2008, with the goals of improving supervisory skills, enhancing networking with others in the field, and raising computer literacy and use. Staff have improved the design of handouts, fliers, and posters after attending a desktop publishing class, better configured the ILS system, prepared staff to work with architects and engineers in planning a branch expansion, and improved consistency of supervision throughout the library system through a shared vocabulary and practices. In 2009, four employees attended two conferences related to customer service.

- Somerset County Library ($17,500) provided support for one MLS student, added to its professional collection, and sent 22 staff members to seven conferences in 2008. In addition, the library hosted its first Staff Day, during which staff developed Customer Service Standards. As a result of the nine-week course on online databases, 15 public services staff are at least "somewhat familiar" with the databases. In 2009, a staff member completed six online courses toward the MLS degree, another staff member attended a conference, and 18 participated in Staff Development Day at the library.

- Southern Maryland Regional Library, Inc. ($6,500) focused on skills and concepts to support leadership and vision in library services development, technological leadership, and marketing. 18 staff participated in eight conferences. After participation, they were able to make custom changes to the Region's Sharepoint knowledge management system, incorporate time-saving "snippets" into InDesign, add an audience response system to enhance participation and quick assessment of participant understanding during a workshop, and include futuring methodology exercises into the Skillsoft supervisory cohort in-person meetings to help participants examine where their libraries will be in ten years.

- St. Mary's County Memorial Library ($16,000) sent eight staff members to two conferences in 2008. As a result, two are leading the library's social media strategy team, one is applying her knowledge of library assessment to the strategic planning process, and a third is using her knowledge from participating in the Caldecott Award Committee in collection development. In 2009, three staff members attended 10 conferences, to continue the library's progress toward becoming a learning organization.

- Talbot County Free Library ($15,984) purchased 10 books for the professional collection and sent 12 staff members to six conferences in 2008. In 2009, the library used staff development funding to offset the cost of new computers which allowed staff to better assist patrons with basic computer troubleshooting. No mention was made of staff training and no training outcomes were reported.

- Washington County Free Library ($20,500) provided support for one employee enrolled in a MLS program and focused on cataloging, children's services, and readers' advisory services. In 2008, 38 employees participated in 15 workshops. In 2009, eight attended four conferences to focus on public services, technology training, and cross-training. No outcomes were shared.

- Western Maryland Public Libraries (Regional Library) ($14,500) completed a training needs assessment and developed 40 "home-grown learning opportunities" and improved communication by creating a learning journal blog where staff in member libraries could share what they've learned.

In 2008, three examples of changes occurred as a result of learning: One attendee at the story box program established a story box program in her county after contracting other children's and young adult librarians to gather ideas. After the "Leading from Any Position" training, regional library staff members created group rules for their work team. Those who attended Overdrive 101 reported they were comfortable showing patrons how to check out titles, download, and use the Overdrive Media Console. 76 individuals attended 17 workshops and conferences. In 2009, three staff members attended three different conferences.

- Wicomico County Free Library ($18,500) supported one MLS student. In 2008, 81 staff members participated in 10 conferences and in-house learning opportunities. Three attended three conferences in 2009. No outcomes were documented.
- Worcester County Library ($18,500) supported two staff members in completing MLS coursework in 2008; in 2009, one staff member took two courses. 19 others attended training within the system in 2008. In 2009, 10 attended three conferences outside the library. No outcomes were documented.

Staff development grants to individual libraries ranked second on the survey, with 90.9% of respondents rating their impact high or very high. Maryland's LSTA program has placed a heavy emphasis on staff development and the library community feels strongly that this emphasis generates positive outcomes.

In focus groups and phone interviews, participants confirmed the importance of the grants to their library:

"Training is very important to us… We have also had training funds (our budget was cut) to get staff out to events so they gather innovative ideas. Staff went to the Internet Librarian conference in California."

"Staff development is key for us. All of our staff development funds come from the grant… It's important to invest in staff…"

"LSTA support for a range of staff development has been enormously important... I've observed in the system how people have grown. It has enabled several to go to conferences and workshops…"

Staff Development – Fresh Ideas New Dimensions (FIND) (2008: $19,041, 0.3% of total LSTA expenditures; no match). The Maryland Division of Library Development and Services (DLDS) provided sub-grants to three public libraries to attend PopTech!, enabling them to build knowledge and skills to foster innovation in library functions and services:

- Frederick County Public Library ($5,000)
- Talbot County Free Library ($5,000)
- Washington County Free Library ($9,041)

The Frederick County attendee described PopTech! as "a unique experience for which I know no term that accurately captures the imaginative, intellectual, provocative, global atmosphere of this gathering of disparate people and professions… You do – I did – come away with a brain buzzing with ideas and connections, plus a deeper understanding of the world we live in and how people everywhere are making a difference in big and small ways… We are presently working on a strategic plan and part of the plan will emphasize that everyone's voice counts, every suggestion should be heard. Our staff articulates this and my experience at PopTech! resonates on this chord…" The Washington County director wrote: "We learned a lot about air and ground water protection and how communities are adapting their buildings and lifestyles to protect the environment and improve living conditions."

A focus group participant whose library was involved added:

"Impressive in expanding our horizons – sending people to PopTech! and the Consumer Electronics Showcase. LSTA helps us break out of the library silo and consider technologies that may help us deliver cutting edge services."

Staff Development – Learning Design ($4,334, 0.1% of LSTA expenditures; no match). DLDS offered sub-grants to a public library and regional library to support staff attendance at the MASIE Learning Design Seminar and Lab:

- Anne Arundel County Public Library ($2,167)
- Southern Maryland Regional Library, Inc. ($2,167)

The three-day seminar explored learning methods in the age of social networking, assessment models, content development strategies, content delivery, metrics, formal vs. informal learning, managing the design process, and the future of learning design. The regional library participant undertook a redesign of her organization's orientation and of the annual technology showcase with the goal of making both more interactive. She wrote: "I will continue to use these ideas in other redesigns and keep in mind that design is moving towards collaboration and social learning with content that is reusable and dynamically updated."

Staff Development – Library Associate Training Institute (LATI) ($48,088, 0.8% of total LSTA expenditures; $64,000 state matching grant). Anne Arundel County Public Library coordinated LATI, which provided five face-to-face meetings and online learning over 18-20 weeks for 85 public library associates in 2008 and another 85 in 2009, to meet Maryland state law requirements to complete a minimum of 90 contact hours of approved in-service training. Online delivery methods for Library Associates included a wiki, eight online synchronous sessions and two telebridge phone conferences for both supervisors and library associates. Participants worked on teams to complete a special project designed to enhance/add value to their customers' library experience, developed a GROW-TH brochure that outlined their project planning and learning, and Pecha Kucha presentations consisting of 20 slides in 6 minutes and 40 seconds, with audio narration, about the projects. In 2009, the library formed an advisory committee of public library directors and staff, DLDS staff, and State Library Resource Center staff to address the recommendation of the LATI evaluation completed by Nancy Bolt in 2007. Focus group participants noticed the improvements:

"I think that's a hallmark. DLDS asked us about the LATI program; very active in seeking our input."

"LATI. Did an assessment… rebuilt it to meet the needs of today."

In a phone interview, the assistant director of one public library confirmed the changes in attitude and knowledge that occur as a result of attending LATI:

"LATI is… very important. We send staff, after they have a year of experience, to LATI to build on their skills and reinforce their learning. They feel more competent and confident in doing their jobs after taking LATI training. They learn a lot about reference resources and readers' advisory. It improves their ability to do their jobs… Staff get a greater overview of all departments when they've taken LATI."

Staff Development – Maryland Library Association Conference 2008 (2008: $3,300, 0.1% of total LSTA expenditures; no match). Howard County Public Library contracted with speaker Paul Holdengraber, who revitalized the New York Public Library by creating "Live from the NYPL" as a public forum to celebrate the arts, politics, and culture.

Staff Development – Statewide Programs (2008 and 2009: $531,839, 8.6% of total LSTA expenditures; no match). Three sub-grants to two public library systems supported complementary functions related

to statewide staff development activities (but see also the Library Development, Staff Development, Youth Services, and many other projects for a complete picture of staff development):

- Maryland E-Learning (2008 and 2009: $166,472, 2.7% of total LSTA expenditures; no match). Carroll County Public Library coordinated efforts to introduce and manage e-learning strategies. 111 staff developers participated in four "Leading from Any Position" workshops. In 2008, the newly redesigned Merlin website, with RSS, better topic filtering, fresh content weekly, and a Twitter feed, had 22,149 hits. Staff negotiated a contract with Horizon Wimba to include options for local libraries to use synchronous products for their internal meetings and to offer some public programs. 645 people attended 53 synchronous online learning sessions. In 2009, staff continued to update the statewide training and events calendar and the wiki, add Twitter posts, and study usage to improve usability. They created new online courses on how to learn and meet online using Wimba. They supported Skillsoft online learning by helping course-takers meet online to discuss their learning. The number of learning sessions and participants is summarized in Tables 1 and 2. At their statewide meeting in October 2009, staff development coordinators expressed extremely high satisfaction with online learning initiatives and said they were comfortable implementing Skillsoft and Horizon Wimba in their library systems.

  In focus groups and interviews, participants described the impact of Wimba on their staff:

  "Statewide funds also go toward the online software (Wimba). DLDS provides this online learning software that lets us participate. It's hugely important. Three or four of the libraries have only one staff person, so they couldn't participate if it weren't online."

  "[Wimba] is a wonderful resource for staff development. I have done training on it. It has wonderful features… It's used for all staff; it was the first program circulation staff was able to use. We hold online meetings [on it]. It saves time and has helped because we've lost staff. People like that you can do online chat, speak, and use a whiteboard as well. Participants can actually contribute more this way than in a face-to-face meeting. We want something like that to continue."

  "It [Wimba] has given staff the confidence to take ALA webinars as well."

- Skillsoft (2008 and 2009: $50,599, 0.8% of total LSTA expenditures; no match). Baltimore County Public Library contracted for Skillsoft online courses on behalf of the Maryland library community. Outputs are presented in Table 3. Course evaluation data indicated participants were pleased with what they learned, and anecdotal reports suggest that their learning is benefitting their libraries and patrons.

  In focus groups and interviews, participants talked about the impact of e-learning for their staff and systems:

  "Skillsoft has been very good for getting our staff basic training."

  "Skillsoft is also huge. I've done lots of training to get people onto Skillsoft so that people can get together to develop a strategic plan."

  "Having Skillsoft on demand lets staff take the courses they need when they need them."

- Statewide Training (2008 and 2009: $314,768, 5.1% of total LSTA expenditures; no match). Baltimore County Public Library provided fees for speakers at various statewide face-to-face training opportunities, including the Ready at Five conference, Leading from Any Position I and II, Maryland Library Leadership Institute, Learning Libraries 3.0, and online learning opportunities such as courses offered through the MASIE Online Learning Consortium. See Table 2 and 3 for outputs.

Survey respondents rated statewide staff development workshops and training third in impact, with 85.5% saying these activities had high or very high impact on their libraries.

Focus group and interview participants stressed the importance of LSTA funding and statewide coordination of staff development efforts:

"The library staff certification program in Maryland is highly dependent on what DLDS provides through LSTA."

"A lot of good train-the-trainer training in the Leading from Any Position program!"

"DLDS… sets an expectation that I need to do something… makes us aware of the possibilities."

"… statewide training provides opportunities for the regional to build on."

"Gets down to the level of specific interests; just had a children's conference."

"Improved access comes from staff development. A better skilled staff improves service."

"[DLDS consultant] coordinates and consults at the state level. She points people in the right direction. We must have someone to coordinate all these things."

"The consultants that work at DLDS are very important; state cuts have hurt, as positions have been left vacant."

Table 2: Statewide Training Outputs, 2008 and 2009 – Face-to-Face Sessions				
	2008		*2009*	
	Sessions	*Participants*	*Sessions*	*Participants*
Leading from Any Position I	1	35	1	39
Leading from Any Position II	1	24	1	39
Learning Libraries 3.0	1	73	1	73
Maryland Library Leadership Institute	1	24	1	24
Ready at Five conference	3	375	3	300

Table 3: Statewide Training Outputs, 2008 and 2009 – Online Learning						
	2008			*2009*		
Course name	*Sessions*	*Participants*	Number of Courses	*Sessions*	*Participants*	Number of Courses
Delicious at Your Library				2	23	
Delicious at the Reference Desk				2	11	
Job seeker training online exchange				1	20	

Table 3: Statewide Training Outputs, 2008 and 2009 – Online Learning						
Learn How to Learn Online				26	279	
Learn How to Meet Online				2	16	
Marketing databases	1	10				
Microsoft Outlook for Organization				1	7	
New Merlin content administrator				1	8	
Skillsoft courses*			235			
Skillsoft supervisor team leader training*	1	4				
Skillsoft supervisor training*	1	54				
Skillsoft Desktop*						180
Skillsoft Business*						247
Skillsoft IT*						34
Synchronous online training**		21	1			
23 Things project		20	1			
Total	3	109	237	35	398	461

*this is a yearly subscription; participants take multiple courses over the year
**course is delivered once a week over a number of weeks

Statewide Library Trustee Manual (2009: $27,500, 0.4% of total LSTA expenditures; no match). Eastern Shore Regional Library, Inc., gathered an advisory committee and hired a consultant to draft the manual. The finished manual was available in print, DVD, and on the Maryland Association of Public Library Administrators' website, www.maplaonline.org. No outcomes were reported.

A focus group participant noted that DLDS's staff development efforts included trustees as well as library staff:

"The trustee manual was [funded by] LSTA. Even extends to boards of trustees."

Strategic Planning (2008 and 2009: $45,000, 0.7% of total LSTA funding; $12,544 match). Three public libraries undertook strategic planning initiatives using the Public Library Association's *Strategic Planning for* Results process:

- Baltimore County Public Library (2008: $15,000, $5,400 match) worked with a consultant and a broad-based planning committee to incorporate community and staff input into system goals and objectives. The Board of Trustees approved the plan.
- Kent County Public Library (2008: $15,000; no match) met with the Board of Trustees and staff to define expected outcomes from the planning, then met with a community-based planning committee to develop a community vision and determine needs the library could meet. The committee selected service responses and drafted a mission statement and goals and objectives to recommend to the Board.
- Cecil County Public Library (2009: $15,000; $7,144 match) worked with a consultant, gathered information from staff and stakeholders, and developed core ideology, envisioned future, and goals and objectives. The Board of Trustees adopted the plan. Through the process, library leaders realized how the library's facilities, expertise, technology, and educational offerings were critical to individuals' and the community's success and recommitted to taking a leadership role.

Summer Reading 2009 (2009: $37,562, 0.6% of total LSTA expenditures; no match). Baltimore County Public Library coordinated the 2009 statewide Summer Reading Program, in cooperation with DLDS, public libraries statewide, and the national Collaborative Summer Reading Program. The library built a database of library contacts, developed a website, added graphics to additional program materials, and coordinated ordering and supplying of the materials. No details were included about statewide participation among libraries or among children, nor any outcomes. In both 2008 and 2009, the Library for the Blind has also participated in the program by reaching out to their student populations and providing special programs at the Library.

In the survey, respondents ranked summer reading first in impact on their libraries, with 94.6% saying the program had high or very high impact.

Focus group participants concurred:

"Summer Reading [is a] cohesive program. School system was more involved than ever before, 10,000 youth increase this year."

"I don't have to spend major effort planning summer reading; with the collaborative program, we can get more for less. The collaborative has pushed us into teen services."

"… we supplement it, but the collaborative provides the platform on which to build."

"The Summer Reading Program makes summer one of our busier seasons. Not just the kids, [it] gets others into the library as well."

Tween Visionaries (2008: $18,546, 0.3% of total LSTA expenditures; $18,612 match). Frederick County Public Library partnered with Frederick County Public Schools to give middle school teens an opportunity to publicly express their vision on global or local issues. Teens researched their issues using library resources, guided by librarians and media specialists, then developed their ideas into a multimedia form – short videos, podcasts, photos, drawing, and writing – and posted them on a website for the public to view. 175 students submitted work to the site, all of which were assessed for quality and substance, using a rubric developed by the Tween Visionaries Advisory Committee, before posting. Each student who posted on the site received an e-mail survey; results were used by the Advisory Committee to simplify submission processes, add parental consent protocols, and make other improvements.

Young Adult Services (2008: $118,163, 1.9% of total LSTA expenditures; no match). Somerset County Library improved its resources for teens, including young adult classic books, Playaway collection, Teen Living (non-fiction), magazines, movies, graphic novels and CDs, and added a teen page on the library's

website. The library created a teen area in two branches and refurbished the meeting room at the Main Library to encourage more programming. They offered programming including Wii gaming, teen cooking, and jewelry making. No outputs or outcomes were documented.

Maryland has addressed LSTA Priority 1 with a wide array of programs. Some of the sub-grants under this goal show the best evidence of the application of outcome-based evaluation methods. Maryland also places a great emphasis on staff development activities. Maryland successfully addresses LSTA Priority 1.

LSTA PRIORITY 2:   **Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.**

Correctional Education Libraries (2009: $86,758, 1.4% of total LSTA funding; no match). The Maryland State Department of Education/Division of Correctional Education purchased computers with capability for speedy access to the Internet, downloaded non-copyrighted, high-demand legal and reentry information, and placed it on computers in 18 correctional institutions. The Division also installed popular self-instruction software and purchased magazine subscriptions, audiobooks, and books for new housing units without access to the library. Librarians performed 14,122 Internet searches for inmates in 14 institutions, conducted 95 programs in 9 libraries, and circulated 89,501 magazines. Inmates used the computers 1,845 times. No outcomes were reported.

Laptop Learning Lab (2008: $25,600, 0.4% of total funding; $18,163 match). St. Mary's County Memorial Library created a mobile laptop lab for shared use by two branches and offered 81 free computer classes for 382 adults and 28 for youth, with 259 participants; seven school and community groups reserved the lab for projects and activities. Participants in classes completed pre- and post-instruction surveys, and gave permission to be contacted for a follow-up phone survey later. A majority of students were satisfied with instruction and increased their confidence and knowledge of the targeted computer skills. The mobile laptop lab also facilitated a partnership with DiscoverU Children's Museum, which co-sponsored a series of classes on digital art and computer game design at the library for children and teens. Two home school cooperatives developed technology skills curricula for the first time, using the laptops.

Library Development (2008 and 2009: $284,176, 4.6% of total LSTA expenditures; no match). DLDS supported projects related to youth services, staff development, promotion of LSTA initiatives, and evaluation. Outputs for staff development activities are summarized in Table 2 and 3; outputs for other activities were not reported, and no outcomes were available.

Library Development & Services – Administrative Costs (revised) (2008 and 2009: $246,358, 4.0% of LSTA expenditures; no match). DLDS implemented the LSTA grant program in Maryland, by processing 61 grants in 2008 and 43 in 2009.

Maryland AskUsNow! (2008 and 2009: $510,969, 8.3% of total LSTA expenditures; no match). Baltimore County Public Library coordinated 39 partner Maryland libraries to provide an online 24/7 live interactive service, using the expertise of librarians to provide answers to questions, research guidance, and help navigating the Internet. OCLC's QuestionPoint provided overnight service.

Outputs and outcomes, based on online surveys, are summarized in Table 4. Customer surveys and chat transcripts are reviewed daily; results inform training, overall service direction, and software enhancement feedback. As a result of customer feedback, AskUsNow! asked QuestionPoint to incorporate high-demand communication technologies; Montgomery County Library served as a test

location for "Qwidget." Several documents developed for AskUsNow! have been used by other states and individual libraries, including the Behaviors Checklist, Policy of Mutual Respect, and Crisis Call Guidelines. In March 2009, AskUsNow! celebrated its seventh anniversary.

Table 4: Maryland AskUsNow! Outputs and Outcomes, 2008 and 2009			
	2008	*2009*	*Change 2008-2009*
Outputs			
Chat sessions	39,853	39,322	(0.7%)
E-mail follow-ups	17,063	16,602	(2.7%)
Outcomes (2008 n = 4,239; 2009 n = 4,097)			
Satisfied/somewhat satisfied with answer you received	88.8%	88.4%	(0.4%)
Quality of service excellent or good	86.3%	86.4%	0.1%
Very likely to use service again	79.5%	80.5%	1.0%
Very easy or easy to use	94.4%	94.1%	(0.3%)

Maryland AskUsNow! ranked in the bottom half among programs on the survey, with 52.7% rating the impact high or very high.

No focus group participants included it in their responses to the question about greatest impact on their libraries.

Two library leaders interviewed on the phone did mention the service. One was supportive:

> "Services such as AskUsNow… help us behave like a bigger, wealthier library."

But the other noted:

> "AskUsNow is not the highest priority."

Maryland Library Consortium Strategic Planning ($18,810, 0.3% of total LSTA expenditures; no match). The Maryland Library Consortium (MLC), under the auspices of Southern Maryland Regional Library Association, contracted with Mangance Consulting and developed a proposed governance structure and membership and material selection process.

Planning and Statistics (2009: $97,660, 1.6% of total LSTA expenditures; no match). DLDS's State Data Coordinator gathered data from public libraries for submission to IMLS. Timely submission and follow-up merited the federal Keppel Award and state Lorenz Award. The Coordinator also held a training session with 26 participants, monitored six LSTA projects, and advised on grant applications and served on planning committees for Baltimore and Kent County libraries.

Science Resource Center Database (2008 and 2009: $556,000, 9.0% of total LSTA expenditures; no match).   Enoch Pratt Free Library (Baltimore City) oversaw the joint purchase by public and school libraries of the Gale Science Resource Center database, which was made available along with eight other state-funded databases, through SAILOR. In 2007, the Maryland Public Library Database Consortium entered into negotiations with the Maryland K-12 consortium of school libraries to conduct a needs assessment. The Science Resource Center was the number one choice. 81,974 uses were reported in 2008; No additional outcomes were included.

The Science Resource Center Database was ranked high or very high in impact by only 35.2% of respondents in the online survey.

However, focus group participants and library leaders commented on the state's suite of databases in general, rather than just the science databases supported by LSTA:

> *"We buy some, but we couldn't do without state-supported databases. With the databases, we can provide the same information from all the branches, not just the large ones. It's a lifeline!"*

> *"Databases don't get as much use as [they] should, but they're very valuable. We need more."*

State Library Resource Center (SLRC) Strategic Planning (2008 and 2009: $57,100, 0.9% of total LSTA expenditures; no match). Enoch Pratt Free Library (Baltimore City) contracts with DLDS to provide statewide services to Maryland libraries and residents. The library worked with a consultant to facilitate a strategic planning team, gather information from client groups and key stakeholders through 13 focus groups with 83 participants and six interviews, and assist in the preparation of a strategic plan document. The plan, titled "Strategic Plan for the State Library Resource Center, FY 2010 – FY 2014," centered more on the Maryland library community's needs and the Center's role as a library leader in Maryland and defined a clear vision and mission for the Enoch Pratt Free Library's role as the State Library Resource Center.

www.some.lib.md.us (2008: $11,300, 0.2% of total LSTA expenditures; no match). Somerset County Library redesigned its website and trained four staff members to use a content management system to maintain the site. No outputs or outcomes were reported.

Maryland addresses LSTA Priority 2 with both direct service programs and capacity building efforts. Examples of direct service programs include the Science Resource Center Database program and Maryland AskUsNow!. Examples of capacity building programs include library development and strategic planning efforts. Maryland successfully addresses LSTA Priority 2.

LSTA PRIORITY 3: Providing electronic and other linkages among and between all types of libraries.

Bibliostat Collect/Connect (2008: $31,440, 0.5% of total LSTA expenditures; no match). Maryland Library Partnership used Bibliostat Collect software to collect data for 27 public and regional library systems in the state, for use by libraries, state agencies, and the federal government.

Broadband Technology Opportunities Program (BTOP) Assistance (2009: $53,500, 0.9% of total LSTA expenditures; no match). DLDS provided technical assistance for public libraries in Maryland to apply for public computing center grants through the National Technical Information Administration (NTIA) BTOP program. DLDS hosted four regional meetings with 150 participants, formed a 10-member advisory committee which met 10 times, and submitted a proposal. A September 20, 2010 press release reports that the Maryland Department of Technology was awarded $115.2 million in stimulus funds in the second round. The funds will be used to build a high-speed infrastructure through all 23 counties and Baltimore City and provide broadband service to many anchor institutions, including schools and libraries.

Focus group participants confirmed the need for improved broadband access:

> *"Still some areas of the state that don't have broadband access. There are still some people out there who have their only Internet access through SAILOR dial-up service."*

MPower Cat Year 3 and 4 (2008 and 2009: $453,995, 7.4% of total LSTA expenditures; no match). Prince George's County Memorial Library worked with OCLC to assess need and negotiated pricing for

the Maryland library community for statewide access and a statewide catalog that can be accessed 24/7. Through MPower Cat, libraries and their holdings are visible to Web users of Google, Yahoo, and Amazon, and Maryland libraries are the first records for Maryland patrons. This program has now ended.

There are not a large number of programs that fall under LSTA Priority 3. However, while it is not addressed as directly as Priorities 1 and 2, programs under other priorities support strong linkages between, and among, libraries. For example, the LSTA-funded staff development activities reported under LSTA Priority 1 also build linkages and support a level of success in the LSTA Priority 3 area. To some degree this is due to Maryland's county structure of public libraries. There are not many states that can say that all of the public library directors know each other!

LSTA PRIORITY 4:   **Developing public and private partnerships with other agencies and community-based organizations.**

Promoting Public Libraries through Outreach and Partnerships ($228,643, 3.7% of total LSTA expenditures; no match). DLDS staff maintained summer reading partnerships with the Baltimore Orioles, the Baltimore Downtown Partnership, First Mariner Arena, and the National Aquarium; and for One Maryland One Book, with the Maryland Humanities Council. They coordinated four events – Maryland AskUsNow!, One Maryland One Book, Summer Reading, and MPower Cat.

While only one program is listed under this LSTA Priority, partnerships and collaboration were key components of many statewide initiatives and are reported in the summaries under LSTA PRIORITIES 1, 2, and 6. These key components also produced, for example, the following efforts:

 The Disability Resource Center of the Montgomery County Public Library and the Library for the Blind and Physically Handicapped 's Youth Services Coordinator partnered with the Maryland Institute College of Art to redesign the children's area at LBPH into a multisensory learning center, including a hands- on- Braille learning installation and created a children's website.

Department of Natural Resources- Maryland Public Libraries distribute Bay Game Books, a booklet with children's games that focus on Maryland's Natural Resources. Previous to the distribution which the libraries conducted, Bay Game books were passed out at toll booths. However when *EZpassmd* came into use, the toll booths were no longer effective.

EBooks conference - Approximately 300 attendees, including public school librarians, academic librarians and public librarians participated in a two-day intensive workshop on current and developing trends on eBooks, eReaders, publishing and the evolving legal landscape with five nationally known speakers.

Division of Special Education - Maryland Public Libraries distributed and displayed Special Education brochures. A kick off was hosted at a public library which focused on the statewide Infants and Toddler Program (a program of the Division of Special Education), highlighting the partnership between the two programs. The partnership involves the Infant and Toddler specialists presenting story times at the library which include special needs children and the public.

In focus groups and interviews, participants described the impact of state-level partnerships:

> *"AskUsNow is an example of partnerships among libraries to get something done."*

"Relationships and partnerships. At the state level, we're working with other organizations and agencies in early literacy, child development, brain development."

Both statewide and sub-grant programs also engendered collaboration at the local level:

"We did need assessments with educators."

"… with the databases, does build partnerships with the schools."

Local collaboration sometimes leveraged local investment:

"…made major connections with corporations…"

"LSTA helped educate me… Storyville: private money, LSTA money, led to local money."

Librarians in focus groups and interviews saw partnering as a powerful response to budget downturns and rapid change:

"Frozen with fear to spend any money on anything. We really have to plan in collaboration with others."

Maryland addresses this LSTA Grants to States Priority rather well; however, most of its success is the result of partnerships and collaboration being an integral part of both state-level and sub-grant programs rather than specific programs designed to foster partnerships.

The State develops and sustains numerous partnerships on the state level which benefit all of the local libraries. The State also emphasizes partnerships and collaborations in its sub-grant application process; one notable example is the six (6) Outreach to Spanish-speaking children sub-grants referenced on page 28.

LSTA PRIORITY 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.**

Library for the Blind and Physically Handicapped (LBPH) (2008 and 2009: $1,685,251, 27.4% of total LSTA expenditures; Maryland state general funds provide match for this Library). Four projects provided services for Maryland residents who were unable to use standard print because of visual, physical, or learning disabilities. A number of programs fall under the general LBPH program.

- Adaptive Technology for Maryland Residents with Print Disabilities(2009: $168,232). LBPH's Adaptive Technology Administrative Specialist provided 157 classes, tested software for accessibility, and answered 900 technology questions from patrons, while the Network Specialist offered technical support for public adaptive technology workstations and training. 182 individuals participated in the Technology User Group and 24 joined through Skype. Participation numbers for classes are reported in Table 4.
- Digital Recording Studio (2009: $118,006.) LBPH supplemented its book collection by completing 10 and initiating another 17 audiobooks about Maryland or by Maryland authors and by creating 480 duplicates of high-demand audiobooks. In addition to supporting the position of Studio Technician, LSTA funds paid for the online catalog, equipment maintenance, and operating supplies. Volunteers numbered 14. No outcomes were reported.

- Collection Management, Acquisition, and Distribution of Alternative Format Library Materials (2009: $518,728). LBPH provided specialized reading material and playback equipment to eligible patrons, and promoted the service through two newsletters. Outputs are shown in Table 5.

Table 5: Library for the Blind and Physically Handicapped Circulation, 2008 and			
	2008	*2009*	*Change 2008-2009*
Patrons registered	*11,566*	*12,280*	*6%*
Items circulated-alternative format	327,207	298,959	(9%)
Items circulated-large print	2,760	2,658	(3%)

- Community Outreach for Maryland Library Users with Print Disabilities (2009: $132,508). LBPH funded a secretarial position to assist the state-funded Outreach, Program, and Reference Coordinator. Programming outputs are included in Table 6; no outcomes were reported.

Table 6: Library for the Blind and Physically Handicapped Outreach, 2008 and 2009			
	2008	*2009*	*Change 2008-2009*
Number of programs	*90*	*221*	*146%*
Number of individuals attending	2,134	3,346	57%

- Library for the Blind and Physically Handicapped (2008: $986,486; Maryland state general funds provide a match for this program). LBPH offered four main services – adaptive technology training that teaches accessible technology computer skills to patrons, collection management that provides alternative format reading material to patrons, community outreach and programming, and a recording studio where audio books about or by Maryland authors are produced.

LBPH services ranked lowest among the ten services included in the online survey, with only 27.2% of respondents saying the services had high or very high impact on their libraries.
At least one focus group included an LBPH staff member; comments attributable to her are not included here. Some were positive:

"We got one of the digital machines about five months ago. People are loving the digital machines."

"I read about LBPH and refer patrons there. It's a necessary and valuable service."

And one was negative:

"The one with the least impact is LBPH, although we have a small number of patrons who use the service."

One described limitations:

"We need more information about LBPH in the libraries."

"LBPH lives in Baltimore; it needs to be more virtual."

- Youth Services: Library for the Blind and Physically Handicapped (2008 and 2009: $79,666; no matching funds were reported, but the state report for 2008 mentions funding from Friends of Maryland LBPH). LBPH and the Disability Resource Center at Montgomery County Public Libraries provided special services and collections for those under age 21 who were eligible. In 2008, the children's area was transformed into a multisensory learning center, a children's website was created, and the Youth Services Coordinator worked with partners Enoch Pratt Free Library, Walters Art Museum, National Federation of the Blind, Maryland School for the Blind, Port Discovery Children's Museum, and Lagniappe Foundation to offer a rich array of programming, including summer reading for children and teens and "Emerging Technologies for Learning Disabilities," a lecture and vendor fair. She also represented children with disabilities in a number of venues and served as the trainer on inclusive library children's services.

- Youth Services (2009: $111,133) DLDS Youth Services Librarian worked closely with the Youth Services Coordinator at LBPH to plan and coordinate programs with the public libraries in Maryland, including Creating Connections, Ready at Five, Summer Reading, and Young Adult Services.   The Librarian provided technical assistance to four libraries submitting youth-oriented proposals and monitored five LSTA sub-grants.

Most of Maryland's success in addressing LSTA Priority 5 relates to the Library for the Blind and Physically Handicapped program. However, a very strong case can be made that some of the sub-grant initiatives that appear under LSTA Priority 6 also fit well under Priority 5. Many of the programs under Priority 6 target Maryland's Spanish speaking population, which certainly fits the targeting of "individuals of diverse geographic, cultural, and socioeconomic backgrounds. Maryland is quite successful in its effort to offer targeted services to individuals with disabilities and to some residents of the State for which English is a second language.

LSTA PRIORITY 6:	**Targeting Library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.**

Outreach to Spanish Speaking Children (2008: $178,814, 2.9% of total LSTA expenditures; $31,259 match). Six public libraries carried out initiatives to reach children from families where English is not the native language.

- Bilingual Storytimes ($55,191; $24,670 match). Charles County Public Library offered bilingual storytimes for children and their families enrolled at the Charles County Judy Centers, Life Long Learning Center, and the Charles County Health Department. 2,000 children and adults attended 233 story times. In an online survey distributed to teachers after a storytime visit, 86% reported their students were using and singing Spanish vocabulary. In a parent survey at the end of storytimes, most (but no percentage reported) said they already had a library card, liked the interaction methods and fun learning, and their children had learned some Spanish. At the library, staff received positive comments and noticed an increase in Asian, Latin American, and Middle Eastern participants in bilingual storytimes. Parents and their children stayed after the programs to use the bilingual computer station.
- Parent-Child Mother Goose Program ($18,000; no match). Montgomery County Public Libraries provided encouragement and practice for parents to include songs, rhymes and stories in their daily interactions with children. The library worked with Family Services, Inc. (FSI), to plan monthly

storytimes and advertise them in Spanish. FSI provided food, space, and translators and transported clients, and the library staff presented the programs; 30 participants earned Certificates of Completion. According to pre- and post-surveys, participants increased their use of rhyme, storytelling and book reading from 75% to nearly 100%. Only 40% reported they were library users; that percentage did not increase.

- Project Empecemos ($20,123; $19,181 match). Washington County Free Library partnered with the Judy Center to offer bilingual storytimes at the Center and at the library; 1,438 children and 382 adults attended 116 programs. 150 adults and 80 children took part in Hispanic Heritage Days. The library created a permanent part-time position for Spanish outreach, formed a Latino Community Focus group which met monthly to provide advice, added 324 children's materials in Spanish, and translated library brochures into Spanish. Circulation of Spanish language materials rose from 637 to 1,542 – a 142.1% increase. The library reported that children have formed a relationship with the Spanish outreach coordinator.

- Reaching Out to Spanish Language Learners! ($33,500; $14,024 match). St. Mary's County Memorial Library provided training for 56 library, Judy Center, and Head Start staff in cultural and linguistic competence. The library purchased two AWE bilingual early literacy computers and scheduled 10 visits to the library in which 56 English language learners participated. During the visits, staff offered tours, assisted with getting a library card, and highlighted bilingual materials and early literacy information. The program had a tangible impact on the library's partnerships. Head Start and Judy Centers report more of their students are coming to the library with their families. Head Start parents hold their monthly meetings at the library, while children attend an evening storytime with a Head Start staff member.

- Spanish Language Outreach ($12,900; $6,589 match). Carroll County Public Library reached out to Spanish-speaking parents of preschool children in partnership with St. John Westminster Catholic Church, and offered bookmobile services and bilingual storytimes at the church following the Spanish Language Mass; 115 adults and 131 children attended the storytimes; 35 visited the bookmobile. The library worked with United Hands of Carroll County and the Literacy Council of Carroll County to recruit and train a literacy instructor; five adults participated in literacy instruction. Staff created early literacy kits with puppets, magnetic alphabet letters and numbers, children's music, and puzzles, which proved key in getting many families started with conducting fun early literacy activities and book sharing at home. The library used the Ages & Stages screening tool with parents, which gave them a way of assessing their child's progress. Only three adults completed both pre- and post-surveys, so results could not be generalized. The library and its partners received funding from United Way to continue and expand efforts to serve Spanish-speaking families. The library received funding for another bilingual parent educator position and to purchase additional materials. An essay about the project will be included as a chapter in a forthcoming book from ALA Editions titled *Collaborative Partnerships in Children's Services: Best Practices*, edited by Betsy Diamant-Cohen.

- Starting School Ready to Learn ($39,100; no match). Calvert County Library provided a welcoming environment for low-income preschool children, especially for those who were English language learners, by training staff in cultural and linguistic competencies; purchasing 10 AWE early literacy computers for the library, two for Judy Center partners and 800 multicultural books; and holding four Spanish-language storytimes and a multicultural event. Staff members attending the Library Associates Training Institute focused their project on serving English language learners; they translated library fliers and created a list of key words for staff to use. By the end of the year, 82% of library staff had completed training. Circulation of Spanish language and multicultural books increased 641%. Children logged 2,099 sessions on AWE computers. The multicultural event, held

in partnership with the Judy Center and HIPPY/Healthy Families, attracted 75 participants. A final survey showed that 95% of the target population of Judy Center students used the library.

As was previously noted, many of the programs that have been categorized under LSTA Priority 6 provide services to individuals who are also targeted under LSTA Priority 1. We have placed these sub-grant programs together primarily because most of them focus on children and families, many of which fall below the poverty line. Some programs listed under other Priorities also address LSTA Grants to States Priority 6. An example would be the Summer Reading Program. Maryland successfully addresses LSTA Grants to States Priority 6.

In summary, Maryland's LSTA program achieves its greatest impact in regard to LSTA Priorities 1, 2, 5, and 6. While the State has some successful programs that address Priorities 3 and 4, results are often indirect rather than being based on the creation of programs that are specifically designed to address these Priorities.

RESPONSES TO QUESTIONS POSED BY THE
INSTITUTE OF MUSEUM AND LIBRARY SERVICES

IMLS Retrospective Questions

1. Did the activities undertaken through Maryland's LSTA plan achieve results, as outlined below in sections related to priorities identified in the Library Services and Technology Act?

Maryland used the six LSTA Grants to States Priorities as a central theme in the planning process that resulted in the 2008 – 2012 LSTA Plan. The state-level goals that were included in the Plan were chosen with a high degree of awareness of the Priorities. Since the State Goals were well-aligned with the LSTA Priorities, the likelihood that programs that were developed to achieve the Goals would also be aligned with the Priorities.

2. To what extent were these results due to choices made in the selection of strategies?

The strategies selected by DLDS encouraged innovation and collaboration, through a systemic approach incorporating community needs assessment, broad-based involvement in planning, training and development at every level as well as opportunities for peer-to-peer communication and coaching.

The Maryland Division of Library Development and Services incorporated five strategies:

1. Direct services for individuals with vision impairments and physical disabilities.
2. Statewide resource sharing, including 24/7 online reference, databases, and shared catalog.
3. *Systemic staff development*, including statewide infrastructure and workshops, formula sub-grants to individual libraries, and special sub-grants to specific libraries to investigate or develop new approaches.
4. Sub-grants to individual libraries and regional organizations for staff development, services for children and youth, planning, and innovative technology
5. Support for services for children and youth
6. Market research, planning and evaluation , at the state and local level.

The Maryland Division of Library Development and Services targeted its efforts to each of the six strategies, to a greater or lesser degree.

1. Direct services to patrons with vision impairments and physical disabilities totaled $1,685,251, 27.4% of all LSTA funding in 2008-2009. It is not certain how many people might qualify for these services, nor was the number registered reported, but the fact that the service is not delivered through local libraries and requires special equipment and personal services certainly limited its scope and made the per-patron and per-circulation cost very high.
2. Statewide resource sharing, including Maryland AskUsNow!, MPower Cat, and Science Resource Center Database, accounted for $1,520,964, 24.7% of LSTA expenditures in 2008 and 2009.
3. Staff development leadership. The LSTA investment totaled $1,146,107, 18.3% of total expenditures. The Maryland library community, thanks to the leadership of DLDS, has developed a model staff development system, in which the context, content, and process of learning are aligned. The context includes the requirement that library associates have to earn and retain certification to qualify for state retirement, as well as the systems for support, including Wimba and other communication tools and the organization of statewide meetings of staff developers and administration of staff development sub-grants.

> *"Library associates have to be certified to be in the retirement fund. We couldn't comply if it wasn't for LSTA funding for things like LATI."*

DLDS offers high-quality staff development <u>content</u> and encourages other organizations' content offerings, through sub-grants to the Maryland Library Association, regional organizations, and others, for content development. Content is chosen based on input from staff development coordinators from public and regional libraries. Online content through Skillsoft made it possible for every staff member in Maryland libraries to participate for the first time in quality instruction without leaving their desks. Inventive use of the Wimba tools to reinforce the online learning surely increased the chances that learning would be implemented.

<u>Process</u> has also been a topic of substantial study and investment, both by DLDS staff and local libraries. State-level processes include coordination through regular meetings including a representative from each of the 24 public libraries and three regions, grants to individual libraries to support staff development, and support for innovative approaches including MASIE training and e-learning.

> *"Not just the grants to individual libraries, although those are huge. Staff development is coordinated statewide. Each library system has a liaison who works with the state. We share a lot of programs between and among systems."*

4. <u>Sub-grants</u> to public library systems and regional organizations accounted for 85.5% of LSTA funding in 2008 and 2009. Staff development sub-grants were based on the population served by the library. Most statewide projects were administered/coordinated through sub-grants to Maryland public libraries, including, for example, Maryland E-learning through Carroll County Public Library, Maryland AskUsNow! and Statewide Training through Baltimore County Public Library, MPower Cat through Prince George's County Memorial Library, Science Resource Center Database through Enoch Pratt Free Library, and Library for the Blind and Physically Handicapped, Youth Services, through Montgomery County Public Libraries. In addition innovative technology grants and a few others were awarded through a competitive process.

   > *"In Carroll County we receive more than our fair share in competitive areas and they've always been successful. It has been good and made such a difference. In the current year, we've developed the e-books program for the state and trained trainers."*

5. <u>Support for services for children and youth</u> included $435,710 in 2008 and 2009, 7.0% to LSTA expenditures, for Creating Connections, Live @ Worcester, Summer Reading, Tween Visionaries, Young Adult Services, and six sub-grants related to outreach for Spanish-speaking children.

6. <u>Market research, planning and evaluation</u>. DLDS funded seven projects related to market research, planning, or evaluation, totaling $419,310, 6.0% of total 2008-2009 expenditures: Assessment: Project LEAP; Strategic Planning (3 sub-grants to public library systems); Biblostat Collect; BTOP Assistance; Maryland Library Consortium; DLDS Planning and Statistics; and State Library Resource Center Planning.

3. To what extent did these results relate to subsequent implementation?

The results achieved had a great deal to do with their implementation. The Planning process that led to the 2008 – 2012 LSTA Plan was built around the six LSTA Grants to States Priorities that were in place in mid- 2007 when the Plan was written. Given that, it is not surprising that the subsequent selection and implementation of programs would generate results related to the Priorities.

"Replicability" is another feature of Maryland's implementation strategies that has led to results. Sub-grants that are awarded are carefully evaluated to determine whether they represent efforts that can be replicated by other libraries. There were a number of reports in the focus groups that cited instances of LSTA-funded efforts serving as a model for implementation of programs in other libraries.

4. To what extent did programs and services benefit targeted individuals and groups?

Maryland has done a particularly good job of reaching several targeted audience. Included among these targeted audiences are individuals with disabilities, non-English language speakers and families and children living below the poverty line.

Some programs have also been effective in reaching low income individuals and families in both urban and rural settings.

IMLS Process Questions

1. Were modifications made to the Maryland Division of Library Development and Services' plan? If so, please specify the modifications and if they were informed by outcomes-based data.

No modifications were made to the Maryland Division of Library Development and Services' 2008 – 2012 LSTA Plan.

2. If modifications were made to the plan, how were performance metrics used in guiding those decisions?

Because no changes were made to the 2008 – 2012 Plan, this question does not apply.

3. How have performance metrics been used to guide policy and managerial decisions affecting the Maryland's LSTA –supported programs and services?

Some performance metrics have been applied to managerial decision-making. Return on investment , while not always easy to measure, is always a factor in determining which programs to keep and which programs to discontinue during times of uncertain budgets. Maryland is interested in determining how it can develop better measures that reflect the "value" of programs rather than simply the outputs that have occurred.

4. What have been important challenges to using outcome-based data to guide policy and managerial decisions over the past five years?

In the self-assessment survey that that was conducted as part of the evaluation, DLDS senior staff indicated that having adequate staff time to train Maryland libraries on outcome based measures has been a challenge. Staff shortages have also been a factor in being able to monitor progress in respect to both sub-grants and statewide programs. A final challenge has been a lack of continuity in staff. Retirements and extended vacancies in key positions have impeded DLDS' ability to maintain ongoing assessment efforts.

DLDS also indicated that they have been frustrated in applying OBE principles in regard to statewide programs that are once or twice removed from end-users. A potential answer to this conundrum may be found in the work being carried out by IMLS to identify similar programs (online databases, library for the blind, etc.) and to create logic maps and results chains (the "Measuring Success" initiative). Shared efforts are more likely to produce outcome-based evidence of the significance of LSTA funding on the lives of real people. Maryland should be an active participant in these efforts.

IMLS Prospective Questions

1. How does the Division of Library Development and Services Agency plan to share performance metrics and other evaluation-related information within and outside the Agency to inform policy and administrative decisions over the next five years?

The results of this evaluation will be made available within the Maryland Division of Library Development and Services and within the larger Maryland State Department of Education. The evaluation will also be posted online and will be shared with the Maryland Association of Public Library Administrators (MAPLA), the Maryland Advisory Council on Libraries, and the Maryland Library Association (MLA).

Decisions made regarding the 2013 – 2017 LSTA Plan will be informed by performance measures that have been collected in the past and by mining the results of the focus groups, interviews and surveys that were conducted as components of this assessment process.

2. How can the performance data collected and analyzed to date be used to identify benchmarks in the upcoming five-year plan?

Although the development of outcome measures is important, output measures and qualitative data certainly have value as well. Statistics reported in this evaluation as well as data gathered through the web survey, interviews and focus groups can be mined for potential baseline measures that can be used in the development of benchmarks as we move into the next LSTA Plan. The evaluators believe that staffing cuts and retirements have had a negative impact on DLDS' efforts to track the success of some of its programs. Some programs lack a continuity of statistics and the same data elements are not reported from year to year. Maryland should use the opportunity of the 2013 – 2017 LSTA Plan to identify a limited number of quality output and outcome measures. Less may, in fact, be more in regard to having performance data that can be used for decision-making purposes.

3. What key lessons has the Agency learned about using outcome-based evaluation that other states could benefit from knowing? Include what worked and what should be changed.

One of the primary lessons learned is that some programs lend themselves more to outcome-based assessment than other programs. A second lesson is that OBE is time-consuming. Staffing cuts have negatively impacted DLDS' ability to continue its OBE efforts.

A potential answer to this conundrum (a desire to implement OBE but a lack of staff resources to do so) may be found in the work being carried out by IMLS to identify similar programs (online databases, library for the blind, etc.) and to create logic maps and results chains (the "Measuring Success" initiative). Shared efforts are more likely to produce outcome-based evidence of the significance of LSTA funding on the lives of real people. Maryland should be an active participant in these efforts.

IMLS Optional Prospective Questions

1. What are the major challenges and opportunities that the Division of Library Development and Services Agency and its partners can address to make outcome-based data more useful to federal and state policy makers as well as other stakeholders?

Maryland has a good history of applying outcome-based measure to evaluate some of its programs. Their evaluation of the implementation of their 2003 -2007 LSTA Plan cited this as one of their strengths. However, dramatic staffing cuts coupled with the retirement of some key staff have greatly diminished DLDS' ability to conduct a high level of program evaluation. Nevertheless, Maryland does have a good base on which to build and clearly understands the concepts related to outcome-based assessment. Following are a few recommendations for moving forward.

Focus outcome-based evaluation efforts on the service areas that account for the largest percentage of LSTA expenditures, in order to identify opportunities for improvement.

Design evaluation protocols, perhaps with assistance from trained evaluator, and make sure evaluation instruments are put in place during the next round of planning, so that progress toward outcomes identified in the state plan can be documented.

Develop a "dashboard" for reporting data on a regular basis (daily/weekly/monthly), so that data is consistent and complete for each year and is immediately available to policy makers, program planners, and participants in Maryland. The goal is to make data readily available for state-level and local decision making, rather than to merely report it at the end of each year.

2. Based on the findings from the evaluation, include recommendations for justifying the continuation, expansion, and/or adoption of promising programs in the next five-year plan.

Continue:

- Staff development initiatives at the state, regional, and local level, including sub-grants, e-learning, statewide coordination, and support for innovative processes and infrastructure, with strengthened assessment protocols.
- Innovative technology initiatives, including sub-grants if possible.
- Summer Reading Program, with strengthened output collection requirements and end-of-summer assessment.

Evaluate:

- Maryland AskUsNow!, in light of changing availability of mobile broadband technology.
- Library for the Blind and Physically Handicapped, in light of the change in format and the growth of the downloadable component. While many efforts including Maryland's exemplary outreach efforts are likely to continue relatively unchanged, the shift from a service that moves physical items to one that facilitates the download of content suggests a major re-thinking of the existing service model. Maryland is not alone in facing this challenge. DLDS should work with other States that maintain large LBPH operations (New Jersey's Talking Book and Braille Center and the District of Columbia's Adaptive Services Division come to mind) to re-invent this service.

3. **Based on the findings from the evaluation, include recommendations for justifying potential cuts and/or elimination of programs in the next five-year plan.**

Maryland has a very limited number of ongoing programs and those that do continue from year to year, such as their extensive Staff Development efforts, are highly effective. Consequently, no programs are recommended for elimination.

COSTS ASSOCIATED WITH THIS EVALUATION

Cost of contract with evaluator	$ 19,200
Internal (SLAA) cost estimate	$ 3,100
Estimated Total	$ 22,300

Appendix A: Focus Group Summary

Three focus group discussions were held: a directors' session on September 22 in Ocean City, a session in Caroline County for Eastern Maryland on October 7th, and a session in Arbutus for Western Maryland on 10/14. A total of 28 people participated in the sessions.

Western Maryland　　　　10/14　　　　　　Arbutus

Which LSTA-funded program has had the greatest impact on your library?

LSTA makes the difference between cutting edge and standard services.
We never had the depth of servicein children's beforethe Storyville grant.
We had a one-time Storyville grant to fund the person for 1 year; our county picked it up.
Ongoing—County coordinates Summer Reading Program---early childhood and adult components; Storyville has been a national model.
High return on investment.
Reader grant: we bought 72 e-readers. Brand of libraries is still books; but the grant demonstrates that it is important to say we're part of the electronic world.Having e-books made a difference with the County Commission. Somebody came in and wanted to reduce funding to the library system because we weren't going to need libraries anymore. COUNTY BOARD members defended the library saying that wasn't true and that the library had e-books!
Greatest for us was the WOW grant (Words on Wheels): training for parents, child care providers; gave us greater visibility; unfortunately, we weren't able to keep that one up.
Recently got a technology grant for our meeting room.

Some of our partnerships have been with a STEM project with kids, partnered with NW Technology group and the Maryland Science Center.
Lots of jobs were coming to Aberdeen Proving Grounds, lots more kids were moving into the area.

Storyville—all the early learning materials; we made major connections with organizations; organizations are doing programs IN the library with their clients.
Summer Reading is acohesive program. School system was more involved than ever before. 10,000 youth increase this year.
Not specifically one I work with directly, but our children's person at LBPH is cooperating with Enoch Pratt. Goal is to share resources with the people who aren't necessarily OUR (LBPH) patrons.
Partnership with Baltimore County City Schools

MARINA—we're a huge net borrower and it's very important to us.
Important to do statewide projects; but we need a statewide ILS.
That probably won't happen but it's worth moving toward.
SAILOR dial up. – Still some areas of the state that don't have broadband access. There are still some people out there who have their only internet access through SAILOR dial-up service. (Originally started with LSCA!)
In terms of technology—we concentrate on teaching adaptive technology; getting the technology out into the libraries.

Maryland AskUsNow! formed a partnership with ACCESS to Justice. One of the results is the state bar has copied the AskUsNow!model for lawyer chat.

Among the biggest things we appreciate are the staff development grants.
Some people have gone on to get master's degrees (in library science).
Not just the grants to individual libraries, although those are huge. Staff development is coordinated statewide. Each library system has a liaison who works with the state. Share a lot of programs between and among systems.

Statewide staff development efforts:Leadership Institute, Library Associate Training Institute, and paid for Wimba and SkillSoft.
We have a good program for certification of library staff in Maryland. It simply wouldn't be feasible if it weren't for the LSTA supported staff development offerings.

It's a whole new world for LBPH. We're not always sure which direction we're going, but NLS has an excellent R & D department and we've made huge strides in the past few years with digital books. We couldn't do it without LSTA support.One partner is the National Federation for the Blind. We have a large Braille collection.

How has LSTA supported innovation?

Carroll County has had success with the e-reader grant; we get lots of questions about e-readers.
We are circulating iPads in-house.
We have "tech bars" at all of our branches.
Tech bars are near the information desks, but not formally staffed.
About 2 months into the grant DLDS INCREASED funding to help others create tech bars.
We built them into the LATI program so all staff will know what to do.
We now have an e-reader charging station attached to the wall.
County library has tech tools now.

LSTA helps us know our users as well.
Did an ethnographic study of our Hispanic population
Eastern shore had a presenter about advocacy

What do you see as future developments?

We're bracing for the next fiscal year; bare bones—core services.
I'm worried about children's services innovation.
Sometimes the public is suspicious of innovation in a time of less money: "You're cutting hours, but you're offering this?"
Yes, we have to care about how we look in these situations, but we have to remain relevant.
We can't just stop and wait until there's more money.
Some of our buildings are falling apart; redesigning the interiors of our building. I know LSTA doesn't support construction, but we sure could use some help with facilities.
LSTA has supported some master facilities planning studies.

Maybe this is the time for a major project—statewide ILS
Then there are things like OverDrive. Some counties are thinking about pulling out. The whole world of e-content is confusing. It's hard to know which way to go.
On the statewide ILS… some people are going to Polaris.
We have to have the state requirement for certification and staff development.

Final say? Anything else you want to add or comment on?

There is a tendency for LBPH to be just a place to send out materials.   I would hate to have our core service be defined as just sending materials.
Carroll County is very appreciative of LSTA; helps us maintain our relevance.   We are still relevant; we meet customer needs.
I would like to reiterate staff training; we have a collaborative approach on lots of things.
I don't have anything else to add…thankful—we copy Carroll County a lot. The framework for public libraries in Maryland (in part supported by LSTA) enables us to share a lot with each other.

The idea of our brand in the Five-year plan has to change for libraries.
Just want to reiterate summer reading. Library is the early learning go-to place. There are lots of state K-12 resources, but little or nothing for pre-k. LSTA spent to support the Summer Reading Program is a GREAT investment!
Really happy to hear that one of the past goals was resource delivery.
Changing world—need to have a goal that deals with new models.

Maryland Library Directors   **9/22**   **Ocean City**

At the state library agency's request, this focus group was structured around the LSTA goals in the existing 5-year plan.

What evidence do you see that LSTA has helped Maryland libraries achieve the goals spelled out in the LSTA plan?

Goal 1 Increase capacity to serve through planning, evaluation and training.
What's changed in regard to capacity? What planning, training, or evaluation efforts have had the greatest impact?

Less money
We've had to eliminate bookmobile.
More patrons from more diverse backgrounds
Growing needs
Politicians are grasping at buzzwords… we need to give them the words they can use to continue to justify investment in libraries.
Kindles
We may be looking for solutions where there are none.
Real issue with budgeting—local is saying "Can't you get the state to do this?" State is saying "Can't you get the feds to do this?" We're dealing with less planning ahead and more putting out fires.

Planning—extremely important to have LSTA money for planning; we couldn't get the money locally for planning.
Planning and evaluation become more important.
Decision making
Can't be blue sky planning; needs to be strategic and practical; needs to be 3 year plans
Also some opportunities to partner with county and leverage money

More need to collaborate/cooperate

All are frozen with fear to spend ANY money on anything. We really have to plan in collaboration with others.

DLDS has provided some visioning that's been helpful. There's an e-reader conference coming up soon.

Go back a number of years—early childhood projects—that's had a huge impact.

LSTA helped educate me…Storyville: private money, LSTA money, led to local money

Other departments in our county are now doing "storytime!"

The library staff certification program in Maryland is highly dependent on what DLDS provides through LSTA.

Goal 2: Increase awareness: to what degree have state marketing initiatives supported your local efforts? How could awareness/marketing efforts be streamlined to accomplish more?

There were two surveys; the data from the Potomac surveys is dated now. We need to do that again.

There's a broader understanding of other programs and LBPH hired a youth services person.

We need to find a way to make elected officials aware (not just at budget time); there needs to be a way to engage them.

One of the keys with elected officials is getting them into the library. Getting grants is one way to do that. They're always willing to come to an opening of something that looks good.

Job creation—things that are on their agenda already

I'm of the mind that we're never going to get elected officials to use the library.

Disaster preparedness ? Some states have done more than we have on this one.

Goal 3: Encourage and support strategic partnerships. Have any of your LSTA supported activities improved/enhanced partnerships? Are there important partnerships (state level) that should be developed that have not been developed?

We did needs assessment with educators.

LEAF/STEM project—schools, defense contractors, libraries.

NE MD Technology Council partnership

Eastern Shore—court system. For people going into district court without counsel—we had programs, pro bono workshops, print materials available at the library in cooperation with bar association.

Database subscriptions—more cooperation with schools/Wimba teleconferencing.

AskUsNow! is an example of partnerships between/among libraries to get something done.

Goal 5: Build strong library workforce. How do state level staff development activities enhance/support service delivery at the local level?

They did an assessment of LATI and rebuilt it to meet the needs of today.

I think that's a hallmark…DLDS asked us about the LATI program; they were very active in seeking our input.Web based surveys, interaction with people in the field. DLDS does a great job of seeking input and moves amazingly quickly!

Library Associates have to be certified to be in retirement. We couldn't comply if it wasn't for LSTA funding for things like LATI

Beyond LATI they've been impressive in expanding our horizons; sending people to POP-TECH/Consumer Electronic Show. LSTA helps us break out of the library silo and to consider technologies that may help us deliver cutting edge services.
Summits—e-readers, for example… It's hard to quantify, but makes a heck of a difference
There's a lot of good train the trainer training in the Leading from Any Position program!
DLDS supports some speakers at Library Association Conference. Sets an expectation that I need to do something… makes us aware of the possibilities.
DLDS staff inform/coordinate/inform; we build our own partnerships.
Trustee Manual was LSTA –LSTA support even extends to boards of trustees.

Community Connectors…
There's bonding that takes place across the state; it's a collegial environment that gets down to the level of specific interests; we just had a children's services conference.
It's a collaborative state.

Here's a real negative… The State Department of Education eats up more money year after year; we have feweror no competitive LSTA grants because the Department of Education eats up more money. We saw a diminishing piece of the LSTA dollar being spent in the field.
I would like to see an actual accounting of the dollars.It's not DLDS' fault. The fault lies "upstairs."
With less money DLDS can't bring in the speakers/training, competitive grants…
The squeeze is on.
What was troubling: the library director's organization asked formally for an accounting that we haven't gotten.
The problem is MSDE, not DLDS. DLDS has been pretty gutsy with the Department of Education. They're down to 4 or 5 from about 12 staff.

Goal 6: Expand development of technical infrastructure, Innovative Technology (Planning, training, recruitment, partnerships) Have LSTA funds been instrumental in fostering innovation? How? How could this be increased?

Innovation is the casualty of the squeeze from MSDE. There is still some, but when the competitive grants went away, some of the innovation dried up.
Services, LBPH, all of our LSTA funds are going into operating expenses.
That has a huge impact on Goal 4. We don't see the coordination.

The LBPH digital transition has been hard—LC/NLS didn't cover much at all. Friends have stepped in to purchase flash media. We had to purchase the duplication equipment, etc.
Digital Download program is great but it's a lot of work.BARD (the digital download talking book program) was supposed to be a pilot. It's caught on big time.

Inequity in services bothers me.I've been in Maryland for a year and a half and one of the biggest products of the downturn has been that outreach is down the tubes. We don't have the resources any more to reach some of the people who need our services the most. We had a tech center we had to shut down for lack of staff.

Final say? Anything else you'd like to add? Other comments?

Awareness—we think publicity, but marketing analysis is very important.

DLDS management—They've always had training before developing grant programs. That's good because you're basing decisions on the best knowledge that's available.
DLDS has fairly distributed the grants.

Most important is that LSTA dollars need to be spent the ways they were intended.
I worry about the disadvantaged; seems like we have lost the political will to help those in need.
We've always been a "Stone Soup" kind of an organization—even when we just got the stones, we made soup. We're not even getting the stone now; heck, we don't even have the bowl any more.
Soft benefits of LSTA are networking people.
The training funds have made a huge difference in Montgomery County.
We have important projects just waiting for funding
As part of DLDS, it's good to hear what you're saying…gratifying. We just lack the ability to do outreach.
General comment: some rethinking help is needed in dealing with the new normal. We need to spin the "rethinking plate."

Eastern Maryland   10/7   Caroline County

Which LSTA-funded program has had the greatest impact on your library?

Being able to set up a consortium of three libraries in an automation consortium
Staff development—we wouldn't have anything without what is done with LSTA; we can't get county money.
Technology training grants have helped our entire library…opportunities for everyone to go to things like the MD Library Association Conference.
Online training, synchronous training, Wimba, SkillSoft
Statewide training provides opportunities for the regional to build on.
SkillSoft has been very good for getting our staff basic training

I don't have to expend major effort planning summer reading; with the collaborative program we can get more for less. The Collaborative has pushed us into teen services.
Some people don't always like it all so we supplement it, but the collaborative provides the platform on which to build.
The summer reading program makes summer one of our busier seasons… not just the kids…it gets others into the library as well.
Helps us have connections with middle schools and elementary schools
Not starting from scratch on summer reading planning is a huge savings of staff time and effort.

Potomac Study (major survey with lots of demographic data) needs to be done again; would like to see something that looks at mobile services.

How has LSTA supported innovation?

If we didn't have LSTA, we wouldn't innovate. It also helps us forge a "library community."
Wicomico has "twig libraries"—that started with LSTA support. We can try a lot of new things because of LSTA.
Our board never would have approved local money for gaming equipment. But it was OK to do it with LSTA.

Boys Read came out of an old LSTA grant; it eventually went through an entire school system.

In 2007/08 LSTA provided the upgrade: self check, e-readers, Accelerated Reader trying them out
Maryland next year is NOT going to send out paper tax forms. We're going to need to figure this out.

Outreach?
When we first automated, we got an accessible computer through LSTA.Aging population on the Eastern Shore presents some challenges. Some services help us reach people remotely in their homes.
In my tenure I haven't seen LSTA focusing efforts in these areas; we just lost our bookmobile and outreach efforts overall have been reduced.

Going back to LBPH—I'm a generalist. LBPH is a well kept secret. People know about it mostly by word of mouth. We need more information about LBPH in the libraries.Giving me a piece of paper is one thing, but really being aware of the services is quite another.LBPH lives in Baltimore; it needs to be more virtual.
A way that they have tried to reach out: they sent a staff member out to do a storytime in sign language.
Also sent a tech out to show us the new digital player.
They *have* gone out to show the digital device. I think they have the same problem we do. Not enough staff to do adequate outreach… in this case outreach to the libraries.
LBPH needs to start sending to the senior centers. We got one of the digital machines about 5 months ago.
People are loving the digital machines.
As far as demographics—with a growing senior population, the services are going to grow.

Looking at the six categories: AskUsNow!—I give them credit for trying to build partnerships in state agencies, colleges, etc. It's kind of going down in NJ. We used NJ for our model.

AskUsNow! Stats are decreasing now. Just this week I had a group of students working on a particular project; AskUsNow! got several high level questions and handled them well.
We talk to our media specialists to try it out.

Statewide databases have actually decreased; that has put pressure on the regions. We know there is something afoot about accessibility---it's a high speed/broadband wasteland out here.
Broadband in tiers. Broadband isn't a problem for some areas, but it certainly is for the Eastern Shore.
Lack of broadband leads to a gap in accessibility.
We still need to think about an overall digital divide: people who have access but have had to give up broadband service.

What would you recommend as priorities for the next 5-year plan?

Libraries are going to get hammered with the tax changes.
People are being referred to us; referred by Verizon to go to your library. Every time another agency cuts something, they send them to us.
There's lots of pressure…we are trying to set up a program with Rotary Club to help people fill out tax forms.

Community Connections—huge and important to continue and build on that. Big take away from "community conversations"

Final say? Is there anything else you'd like to add? Other comments?

DLDS needs to retain the funding that they have to administer other non-LSTA programs.
Stress the importance of continuing LSTA funding as the state puts more pressure on the agency.
I want to emphasize partnerships.
Keep the funding; it's vital for innovation and outreach. Without it we're dead in the water.
We've had a year ortwo without competitive grants—we've suffered for it.
Continue as much as possible.
This hasn't come up, but DLDS support for youth initiatives has been crucial.
Funding for DLDS offices—youth person also has to do LATI now.
I hope that there will be more focus on rural/small libraries, where people are separated from the building by handicaps.
E-rate will require an education component…cyber safety, cyber bullying…what does that mean?
Create some kind of counting that is the same across the state — job seeker statistics for example
Put in a nutshell: as times have gotten harder, libraries are truly becoming community centers.
People need for staff to keep up with technology, to help them get a job or file their taxes.

Appendix B: Personal Interview Summary

Fourteen individuals identified by the Maryland Division of Library Developmentand Services staff were interviewed via telephone. The purpose of the interviews was to provide background information for the consultants and to gain the perspectives of Maryland librarians and supporters regarding the impact of LSTA funding in Maryland. A list of those interviewed follows the compilation of the key points made in those interviews.

Which of the LSTA funded programs/initiatives have had the greatest impact in your library?

The one with the <u>least</u> impact is LBPH although we have a small number of patrons who use the service.
This year we had a continuing education grant for security training. (We have armed police at our downtown location.) We trained public service and administration staff. The main library downtown has homeless people and projects nearby. We've had fights and weapons in the library. It's important to train staff so they can protect the public; training is very important for us. We are just now completing the training.
We have also had training funds (our budget was cut) to get staff out to events so they can gather innovative ideas. Staff went to the Internet Librarian Conference in California.

We buy some databases, but we couldn't do without the state supported databases. With the databases we can provide the same information from all the branches, not just the large ones. It's a lifeline!
WorldCat— the library does use it.
Consulting—we couldn't function without Nini, Stephanie… Maryland requires librarians be certified so the workshops are necessary. DLDSstaff are incredibly helpful.

AskUsNow is a 24/7 chat service in Maryland; we have 41 partner libraries: 14 academic libraries, the county public libraries, and LBPH, state law library and several federal libraries. The service started on March 17th 9 years ago. It's totally LSTA funded.
It's a fantastic collaboration among libraries with a common service goal. And, students and residents have 24/7 access.
Its impact is two-fold…libraries and customers. It's increasing the skill level of librarians because they can provide service—has expanded their technology and interpersonal skills. Collaboration is also important. People are accustomed to having access to public libraries, but AUN bridges the gap to other types of libraries for the public as well. It helps librarians talk outside their bubble.
For the customer: they're able to get help when the library is closed…skill levels (public and librarians) vary so much. It's doing a good job!
Because we're online people ask us questions that are perhaps sensitive, questions they wouldn't ask in face to face situation. We try to build relationships with users: "we're here to help." There's element of online discourse and civility in it. We train librarians to understand that we perhaps need to teach teens what's out of line online.

Two are important for us: databases and staff development money. The databases are expensive. If we did those separately it would cost a lot more. There's never enough local money for staff development. It goes across all levels of staff. All full time employees have to complete one SkillSoft course each year.

Staff development is key for us. All of our staff development funds come from the grant. Even in our small libraries we have two people in the building at all times; it's hard to keep up our professional training. We have the goal that everybody has to do SkillSoft training. It's important to invest in staff.

We use LBPH. We don't have those materials. We are second to last for the per capita funding (in MD), so materials serving smaller populations are a casualty of the budget.

AskUsNow, we use that—subject guides, etc. Helps us behave like a bigger, wealthier library.

MPower and databases are very helpful. We couldn't afford a lot of databases and they're essential. LATI is also very important. We send staff, after they have a year of experience, to LATI to build on their skills and to reinforce their learning. They feel more competent and confident in doing their jobs after taking LATI training. They learn a lot about reference resources and readers' advisory. It improves their ability to do their jobs. Staff get a greater overview of all departments when they've taken LATI.

Recent grant was Creating Connections to grow readers. We also had an Emergent Literacy Peer Coaching grant. And, overall staff development.

LSTA support for a range of staff development has been enormously important. I've observed how people have grown. It has enabled several to go to conference and workshops. As an observer and as a participant I think it's effective. You know you'll have access to a wide range of information and training. Many branch staff have gained confidence in helping readers with e-readers.

Our grants: Emergent Literacy: state asked us to pilot with two other counties. It was storytime peer coaching. We created online learning portal out of that so that other counties can now use t in training children's staff.

To Grow Readers was a three-part grant that allowed libraries to respond to the early childhood community with training. Spanish and English to head starts and day cares. We worked with a consortium to develop a wiki as with other programs. The consortium is trying to produce video clips. The grant represents a little money that goes a long way.

I work with Nini to get staff from this region into training and education courses. Last week Nini brought in two speakers for my staff. LSTA funds also go toward the online software (Wimba). DLDS provides this online learning software that lets us participate. It's hugely important.

Three or four of the libraries in this region have only one staff person, so they couldn't participate if it weren't online.

SkillSoft is also huge. I've done lots of training to get people onto SkillSoft so that they can get together to develop a strategic plan. Most recently they used it to apply for grants!

Last March I went to the PopTech Conference in Maine. I couldn't have gone without the LSTA staff development money. I'll give a presentation on it to public library directors and high level administrators in Maryland.

Support for the Horizon Wimba platform. That's DLDS supported. We will have to pick something else, a different platform next August (company no longer selling it). It's a wonderful resource for staff development. I've done training on it; it has wonderful features—Learn How to Learn is the online part of WIMBA. It's used for all staff; it was the first program circulation staff was able to use.

We hold online meetings on it. It saves time and has helped because we've lost staff. People like that you can do online chat, speak, and use a whiteboard as well. Participants can actually

contribute more this way than in a face to face meeting. We want something like that to continue.

Databases are really valued; I use Virtual Classroom, Horizon Wimba, SkillSoft, and Learning Libraries. I was trained to lead online learning—Wimba.

SAILOR and LATI are the two things that people rely on; are very popular. It used to be a learning journey of the mind. Now everything is customer service. We are trying to create a uniform experience for library users.

All the money that I've been involved with goes into staff development—customer services, professional development. Direct support for technology training; diversity training for customer services

Training—hugely important. LATI—every librarian to a certain standard; there are training grants…Leading from any position.
Ask Us Now—is not the highest priority.
Databases don't get as much use as it should, but they're very valuable.   We need more. Not sure on WorldCat—don't use it
Competitive grants to the counties are awesome, they let you try something.
Calvert most recently got an e-reader grant…72 e-readers preloaded with books.
E-readers for children's—circulate the e-readers for 3 weeks, there's high, high interest.
We convinced the County Commissioners that we're keeping up with the times. Customers are enjoying them.
Other one that I'd mention is an early literacy grant---AWE computers.
Competitive grants enable you to take risks.

There are 2000 courses in SkillSoft, last year 1000 classes were taken by staff. In each case the staff person had to pass the course tests, also have to answer how they'll use what they learned.
Staff is comfortable doing those now. Last summer they did an online exchange on how people were using e-books.

Most important impact of the staff development grant is the ability to send staff to professional conferences. They're putting a big emphasis on PLA this year because it's nearby in Philadelphia. The staff development grant allows us to keep our staff aware of the bigger picture. There's no local money for travel or continuing education. Last year we sent staff to the Maryland Library Association and their virtual conference; we were able to send about 30 people.

Many activities including continuing education, consulting and services to the blind and physically handicapped would not be possible or would be significantly curtailed without LSTA support. What impact do the services provided by DLDS have on your library and/or on your library users?

We have a Learning Committee in our library, but the coordinators all get together a couple of times a year to discuss and plan. There's a statewide calendar.
Nini has e-learning responsibilities; she coordinates and consults at the state level. She points people in the right direction. We must have someone to coordinate all these things.

Susan P. does as well in a different area. The consultation role is important to use. It supports libraries across the state.

DLDS is in a tough spot; large libraries in Central MD have more resources than we do. So DLDS is challenged to help us as well as them…by setting goals and initiatives, they try to set the floor we can use at the local level to get more financial support. We have to offer things our public isn't asking for now so that we don't get too far behind. E-readers are big here because seniors are using them because they can enlarge the print. The statewide consortium allows Overdrive access. It was going several years before we got involved. Our use doubled (when we joined in) then Kindle came out and use doubled again…and another one comes out tomorrow! We have to be sure we can serve people with all those devices. We have to convince the county commissioners that we're on top of it.

Without LSTA we'd do basic training, i.e., an orientation and then pair newcomers with others. LATI builds on their skills, lets them network with others. It is a much better, more thorough introduction to library service.

The early literacy was an LSTA grant in 2005-06 to determine if we were having an impact. We saw a statistically significant improvement in the children's skills. That was replicated in Washington State, who also got significant results. It all started with an LSTA grant! ALA has recognized the study on school readiness. We try to find money every year to provide workshops for professionals and parents on this.

I've read about LBPH and I refer patrons there. It's a necessary and valuable service.

We would certainly be able to do less if it wasn't for LSTA. It helps us focus the training and helps us stretch our local money.

The consultants that work at DLDS are very important; state cuts have hurt—positions have been left vacant.

Have specific improvements or advances taken place in the last five years that are attributable to availability of LSTA funding? What would NOT have taken place?

We would not be where we are technologically without LSTA. It raises all the boats. It's a coordinated effort, i.e., everybody has opportunity to get e-readers and get them out to the users.

We have consistent excellent quality services. A rich county does well, but so does a poor county. We all do a good job at it.

AskUsNow might not exist. Coordinators from around the region and Canada get together frequently to discuss things so I have some idea of what's going on in other states; I wish AUN were self sustainable. We've improved over the last five years. About 350,000 people have been helped. If we add email to that number, it grows to 430,000 questions answered. Our satisfaction rating is 95%. It was 78% 5 years ago. A lot more partners are involved. We started with 28 in 2004; there are 41 now.

Without LSTA…in our county we can't travel outside the Mid Atlantic. The Polaris ILS meeting was in Dallas, so we couldn't have gone to that. The Board just approved a new three-year plan

(planning was funded with LSTA). We've also used LSTA to bring in authors with a regional appeal.

During the first year of the plan it was rough; MD Department of Education kept more overhead; but in the second year the Department of Education released some of the money and that allowed some flexibility. The state librarian is trying to use LSTA funds to experiment—do smaller grants to try things.   That's reasonable.

Databases…they're expensive and we couldn't keep them going without LSTA (or some additional support). We have also had money channeled to us to buy property for a new library.

The research study wouldn't have happened.

The e-reader grants from DLDS have been phenomenal…it's a train the trainer program. Getting the e-readers in my three counties wouldn't have been possible, especially training staff to understand and be proficient in using e-readers and OverDrive databases for downloadables.

All of the online training and meetings.DLDS supporting e-reader kits. I got a kit for each of my three areas. We did four train the trainers sessions, each area is training its own staff to be able to download to three difference devices—Nook Color, Kindle, & iPad. Have done a program for the public on them and have more to be set up. Will also be lending the devices (funded by our foundation). They've been positively received.

When we had money to be financial partners, we were able to do much more in the way of partnerships and collaborations.

Without LSTA innovation would die in MD libraries. Being able to work with the competitive grants was wonderful. We got wonderful proposals; they do wonderful things.

LSTA helps to stabilize funding for staff development. We had a sudden need for Microsoft 2010—really getting the staff up to date.

Goes back to SAILOR—early statewide networks started with text and moved on..
I would like to give Irene some credit too. Every staff member has the competencies to download e-books.

Without LSTA there wouldn't be staff development grants; we wouldn't have been able to send people "outside" for training and development. We wouldn't have SkillSoft; we wouldn't be able to get into the state retirement program if we couldn't be certified.

The grant enables us to send staff to conferences and brings SkillSoft to our staff. Having SkillSoft available on demand lets staff take the courses they need, when they need them. Wimba has taken awhile to be accepted. We've lost staff so there's not enough time to do face to face training. SkillSoft and Wimba let us train in the virtual world. Wimba has given staff the confidence to take ALA webinars as well.

To what extent do you believe Maryland's implementation of the LSTA plan has furthered the purposes of the Grants to States program? (specifically, improving access to library

***services, increasing resource sharing activity, reaching out to individuals with special
needs, and building strategic partnerships?)***

Some libraries are more interested in some of these than others, but Maryland is strong in them
all.
Databases—people can access them remotely from anywhere; electronic, new
technologies…we train staff to help people with using these. Technology covers a lot of areas.
Relationships and partnerships—at the state level we're working with other organizations and
agencies in early literacy, child development, brain development.
Maryland hits on all 4 purposes all over the state all the time.

Can't speak to special needs—we haven't applied for any grants related to that.
Partnerships--Maryland has been on URSA/Marina (ILL Sirsi/Dynix) and it's time to migrate.
The state library will help with that (resource sharing)

MD has come a great distance. Our library worked with the local school (Tune Into Reading
grant?). We bought 20 ipods capable of doing a slide show…teachers read (aloud?) 10 books,
students then wrote their version of the books. We loaded the student versions onto the ipods.
Idea is to get families to come in to see what the kids had done. We had 30 backpacks…kids
could read along with the illustrations.   LSTA funds were used.

Improved access comes from staff development. A better skilled staff improves service.
LBPH supports special needs within the county.

We're hitting on all four!! We were big on community partners in the peer coaching (school
system partners). Anybody can use the learning portal—it increases access.

Access is part of Wimba and the e-readers kits.
We used to get a regular staff development grant, but haven't for the last three years. We used
them for MLS education and other education/training. Also supported independent online
training with the SkillSoft (which includes Microsoft Office) for the last 3 years. It enables many
staff to use the program. We have 30-45 people each year doing the SkillSoft training.
Resource Sharing—online training has enabled people to develop and train on those.
MARINA webpage is also good for sharing ideas and information.
Strategic partnerships—not sure; that probably happens more under programming and
outreach, maybe Summer Reading.

Partnerships—some are open to other libraries; we have opened to other libraries, more closely
with DLDS. Occasionally we get people from other libraries.
Diversity—technology…the impact of this program is important when you have more diverse
populations…how do you work with people? There's also generational diversity.
LATI has been upgraded. Enoch Pratt does send staff members and gets a benefit from it.
Enoch Pratt contributes to it as well, e.g., Orientation of State Resources Library

Partnerships--certainly with the databases—does build relationships with the schools.
DLDS—e-book symposium, that's academic, school, and publics working together. It
encourages cost savings. Early literacy grant—put two of the computers in 2 off-library sites.

Training for e-readers is an example of partnerships and resource sharing. We also helped staff
learn about web tools, WiFis; so with the structure in place we can gather people quickly

(resource sharing of knowledge that people have. Are building connections and networks among people.) Also there is a statewide calendar that has grown tremendously.

All the coordinators know how to plan their staff development (which is required for certification) and then we share—identify trends, what else they need. Then we look at statewide needs. The Mellon Library Association (ALA librarian recruitment program) and the State Library Association are brought in. This is new in the current LSTA plan.

Anything else? Any other comments or ideas you'd like to share?

In our county we receive more than our fair share in LSTA competitive areas and they've always been successful. It has been good and made such a difference. In the current year we've developed the e-book program for the state and trained the trainers.

I just met with the finance department and they said there's prototype website for grant management…DLDS asked for it. Carroll County thinks it will really help.

DLDS does so much! This is a rural area and we try to take advantage of everything DLDS offers. They do a great job. We wouldn't be able to do these things and our patrons would suffer without LSTA.

Our public libraries work well together as a result of the strong leadership from the state library.

DLS is supposed to provide leadership; MAPLA does what we used to do, but they do it from 24 different perspectives. We've lost our ability to drive things. Problem is being in an organization (DOE) that doesn't respect us.

LATI helps us focus our local funds. It hasn't been overly restrictive; is good; the LSTA focus makes sense. Reporting is easy; you just send an email---click, click, click and you're done.

All the people we've worked with at DLDS have been very helpful. The funds are so important for us to succeed in carrying out our mission.

There's not much guidance on how much to ask for…how does it work? Continue the competitive grants.

We have done Learning Libraries in the last five years; need to do that again. It's built on the Learning Organization model and gets people to work in teams.

If there were more money, I'd like to put it into the MLS programs. There used to be two grants (or at least two pots of money); one was for staff development, the other was for professional education, building succession. Now it's one big pot and the parameters have changed. If there's leeway, we try to use the amount for the biggest number of people. That means not much goes into supporting MLS students.

Interviewees

Nini Beegan, Maryland Division of Library Development and Services E-Learning Coordinator
Jennifer Falkowski, Training Coordinator, Southern Maryland Regional Library
Patricia Hoffman, Director of the Calvert Library
Lisa Kenyon, Coordinator of Volunteer Activities, Enoch Pratt Free Library
Dolores Maminski, Associate Director, Frederick County Public Library
Scott Reinhart, Assistant Director, Carroll County Public Library
Stephanie Shauck, Youth Services Coordinator and LATI Coordinator, Maryland Division of Library Development and Services
Carol Starzman, Assistant Director, Cecil County Public Library
Dorothy Stoltz, Outreach & Program Services Coordinator, Carroll County Public Library
Julie Strange, Project Director, AskUsNow, Baltimore County Public Library
John Taube, Director Allegany County Public Library
Kate Tavakolian, Staff Development Coordinator, Montgomery County Public Libraries
Joanne Trepp, Staff Development Coordinator, Anne Arundel County Public Library
Julie Zamostny, Staff Development Coordinator, Western Maryland Regional Libraries

Appendix C: Web-Based Survey Summary

1. On a scale of 1 to 5 with 1 representing "No/Very Low Impact" and 5 representing "Very High Impact," please rate the degree to which each of the following programs has a positive impact on library services in YOUR library for YOUR customers. (Please select "0 - Don't Know/Can't Rate" if you are unaware of the program or lack the information needed to rate the service.)

	0 - Don't Know/Can't Rate	1 - No/Very Low Impact	2	3 - Moderate Impact	4	5 - Very High Impact	Total
Maryland AskUsNow	7.3% 4	16.4% 9	5.5% 3	18.2% 10	18.2% 10	34.5% 19	100% 55
Summer Reading Program	1.8% 1	0.0% 0	0.0% 0	3.6% 2	9.1% 5	85.5% 47	100% 55
Library for the Blind and Physically Handicapped	16.4% 9	14.5% 8	10.9% 6	30.9% 17	14.5% 8	12.7% 7	100% 55
Science Resource Center Database	22.2% 12	1.9% 1	16.7% 9	24.1% 13	20.4% 11	14.8% 8	100% 54
Staff Development Grants to Individual Libraries	1.8% 1	0.0% 0	3.6% 2	3.6% 2	14.5% 8	76.4% 42	100% 55
Library Associate Training Institute (LATI)	3.7% 2	0.0% 0	5.6% 3	9.3% 5	9.3% 5	72.2% 39	100% 54
Maryland E-Learning Support (SkillSoft, Wimba, etc.)	3.6% 2	7.3% 4	1.8% 1	14.5% 8	27.3% 15	45.5% 25	100% 55
Staff Development Training & Workshops	0.0% 0	1.8% 1	3.6% 2	9.1% 5	25.5% 14	60.0% 33	100% 55
Innovative Technology Grants (e-books, handheld devices, etc.)	3.6% 2	0.0% 0	0.0% 0	10.9% 6	25.5% 14	60.0% 33	100% 55
Youth Services Grants	7.3% 4	0.0% 0	5.5% 3	16.4% 9	25.5% 14	45.5% 25	100% 55

2. Briefly tell us about the impact that your highest ranked service or services has had in YOUR library for YOUR customers.

Count	Response
1	Better services for our customers. Improved staff skills
1	We have over 18,000 children and teens register for our summer reading program.
1	Well trained staff to serve our very diverse community of users.
1	Highest ranked Staff Development Grants to Individual Libraries: These grant funds are essential to meet professional development goals for library director, professional librarian and library associate staff in our library system that support customer services, public programs and library effectiveness. Our County government has reduced library funding for the last four years. Staff Development Training & Workshops: Statewide training opportunities provide creative and focused approaches to training needs. Statewide Staff Development Blueprint, SLRC trainers and regional library training coordinator provide essential organization to staff training. Statewide training benefits library staff, library customers of all ages.
1	Circulating Nook colors and Kindles pre-loaded with great titles has been an immensely popular service. Not only does it give customers a chance to try this technology and become used to it, but it has given our staff the chance to become experts in supporting our customers with their own e-readers. Not only are we able to show them how to download library books, but we show them how to use features like adding bookmarks and changing the font size!
1	Summer Reading Funding is extremely important for our children and families to keep children reading and attending library programs throughout the summer to maintain important reading skills gained during the school year. Our partnership with our public schools is strengthened significantly by the summer reading program.
1	Our Summer Reading program has a huge impact by helping students to maintain throughout the summer the skills that they learn during the school year. Our kids and parents enjoy our educational performers and a multitude of activities. These are especially appreciated during this very difficult economy.
1	Staff development is a critical component in serving our communities successfully--that includes the support we need to send people to training related to their position and the support of LATI which provides an essential professional experience that leads to excellent customer service and the emergence of professional leaders.
1	To be able to have a version of all the various e-readers to learn on and play with has been useful. At least I know what the patrons are talking about
1	Every staff member in CCPL has participated in at least one SkillSoft training opportunity each year that the program has been offered. Staff development funding is critical to our continued success in providing up to date service to our customers and meeting state certification requirements. It has a huge impact on our ability to provide a well trained staff, especially at this time when customers turn to us to discover how to use new technology. Youth Services and Summer Reading support have had a tremendous impact on the quality of service we can provide to children and youth. Support for new

Count	Response
	technology has allowed us to set up tech bars in every branch, which are greatly appreciated by customers eager to learn to use e-readers. LATI is critical in meeting the need to provide well trained staff. Also LATI provides an invaluable opportunity for networking and sharing great ideas across the State. The Science Resources database provides our customers with a wide range of up to date science information we could not afford as individual counties. This is especially important with the focus on STEM education nationwide. The impact of these LSTA supported service on the quality of library service in Maryland cannot be overstated. Maryland has been number 1 in education nationally for 4 years, I feel confident that if the same measurement was applied to Maryland Public Libraries, we would be number one two. DLDS and LSTA are critical to that success.
1	Staff Development & Training support enables our system to continue to train staff for customer's needs today and tomorrow. LATI provides essential support for our non-librarian staff members who get excellent grounding in public library skills.
1	In FY2008, Calvert Library received a Starting School Ready to Learn Grant which allowed the library to purchase 10 Early Literacy Computers. These computers where too expensive to purchase without a grant. This learning tool is well used in each library location. 2 machines were even placed in our Judy Center schools. Computer use by children rose exponentially after these ELS stations were installed.
1	Summer reading support with the coordinated theme and materials has a huge impact on our successful summer reading program. Staff training is essential for all staff and is difficult to provide without staff support. Without this support, we would be restricted to primarily local training. We have been able to send new staff to LATI training, which is critical when you hire those with little or no library experience. It allows more consistent service, not only within the local library, but across the State.
1	My library depends heavily on these grant funds for essential and important services. Summer Reading targets young readers and helps them retain what they learned during the school year. LATI is a wonderful training program necessary to get library staff skilled to assist customer looking for information and materials. Staff development is important and fund here are appreciated -- without them my library would not be able to offer as many opportunities.
1	Maryland Ask Us Now is crucial for students who can't get to the library. LATI is essential for the future of libraries and librarians. LSTA grants fill the gap when individual systems cannot support needs for education and development.
1	Summer Reading has had a major impact on the children in the community and in our ability to extend the interest in reading over the summer. We work with the local school system to provide as much access as possible to all children and this is a vital service we provide.
1	We use e-learning on a very frequent basis for our own trainings, as well as those we offer to our customers.
1	Summer reading is vital for all children. The materials that the state provides are invaluable for staff, children and parents. We appreciate the opportunity for attending workshops and meeting colleagues throughout the state. This helps us help our

Count	Response
	customers.
1	Maryland e-learning support (i.e. currently in the form of Wimba and SkillSoft) are extremely important as they have a direct positive impact on the way we learn and communicate across Maryland libraries.
1	Not sure if we receive money from LSTA for our Summer Reading Program, but it's about the biggest thing we do. We serve over 1,000 children each year, plus many teens and adults.
1	The innovative technology (eBook) grants were the most recent service instituted with the most impact. Staff familiarity with the devices increased the confidence in which staff could then serve our customers.
1	Summer Reading and the grants to libraries program provide the most visible services to our customers.
1	Without DLDS financial support on the items listed above we would not be able to continue to do a lot of what we do and provide for our customers.
1	Staff development grants enable my library to send staff to professional conferences as well as specialized learning events/classes/seminars the system could otherwise not afford.
1	All of these grant areas fill needs that would otherwise be unmet. Local library budget cuts preclude all of these services. By providing funding for these services to mid-size rural public libraries like Talbot's, LSTA grants are providing "just in time" services that greatly benefit our users.
1	Staff Development grants have been used for personal and professional development for each staff and our group as a whole. We truly function as a team and our customer service delivery is on par with the best in the business! Our LATI graduates deliver top notch service and have the confidence they need to do that because of their training in LATI. Having different e-Readers and the train the trainer program for using and teaching to use the devices with MD digital eLibrary consortium has increased our usage and customer interest by at least 25%. Youth services grants allow us to offer an anxiously awaited, highly promoted and visible, and well attended summer reading program. Without it - we would not be able to do that.
1	Services to children such as support for the summer reading programs allow smaller libraries to offer similar service than the larger. The program is consistent across the state so marketing is easier. The technology grants gave staff experience and confidence using e-books so they can teach patrons how to use the devices. Patrons are looking to libraries for classes and learning opportunities in the area of all new technologies.
1	Staff training including LATI has been essential in developing professional skills benefiting our customers.
1	Without support from DLDS we would not be able to train new Library Associates for initial certification (LATI) or support Library Associates and Librarians in achieving enough credits to remain certified as required by MD state law. Our customers are the

Count	Response
	ultimate beneficiaries because we have a staff that is highly trained and exposed to new technologies vital to modern libraries. We could not do this without support. And this is simply one of the essential means of support we receive.
1	E-book grant - This has had a big impact on our patrons. We can help them with their e-reader questions and library e-books. Staff development grants - One staff member has completed library school, one is currently attending. Too many improvements to services to list them all. Summer Reading Club - This is extremely important to our community. For many poor kids this is the only summer activity they attend.
1	As a small county library system we really appreciate the support and materials from these grants for our summer reading programs and other youth services grants such as early literacy. We would not be able to offer many of our programs without this backing.
1	These programs have encouraged customers to come to the library and also to use library resources off site. They help libraries to compete very well in a complex info world full of Googles and Amazons. The training and development grants develop our future staffs and leaders.
1	For our customers, summer reading and Ask Us Now have the greatest impact. For our staff, the development and training opportunities are added value--in terms of staff having the resources to do the jobs and also in terms of the knowledge of keeping current to continue to serve customers in a professional manner.
1	Maryland AskUsNow provides convenient, quality reference for our customers. Summer Reading Club involves children and their parents in both reading and library activities throughout the summer, increasing customer satisfaction and involvement with the library. Staff development grants, LATI, and staff development training allow staff to pursue professional development and new skills/knowledge. Youth services grants help us further our early childhood literacy efforts.
1	Grants to provide e-Reader devices to the staff have been a tremendous help in the development of staff. The devices have enabled the facilitation of rigorous staff training workshops which in turn have resulted in staff who are confident and capable when working with e-Reader devices and the OverDrive consortium database.
1	Having access to librarians through AskUsNow! when we are closed or busy is a phenomenal way to make sure customers know our value, get the assistance they need, and helps to raise the level of libraries in Maryland overall.
1	Ask Us Now is important for the entire state. Our library contributes staff time and we see this as a very important function. The Summer Reading Club is considered vital by our library and our board of education. LATI is required training for staff. Staff development training is required by state law and by our strategic plan. We very much appreciate funding and the direct training provided with LSTA funds.
1	It is one of the only means we have to get the ongoing training for our staff they need to serve our community. We couldn't do it ourselves. These funds, programs and training have provided our staff with the tools, skills and knowledge they need in order to serve our customers. MD AskUsNow and the LBPH give additional people access to library services. LATI provides excellent training to our new Library Associates. We need to

Count	Response
	keep our Summer Reading program strong and grow our Youth Services. Again, we couldn't do it without DLDS and their LSTA funds.
1	Staff Development dollars are getting harder to come by as local budgets tighten. Ironically, this comes at a time of great change in demographics, technology, and how libraries need to operate to be relevant. LSTA funding is a great help in keeping staff skills up to speed.
1	The Library for the Blind and Physically Handicapped is constantly thanked by its customers for the services it provides.
1	Staff Development Grants, LATI, and Innovative Technology Grants are fundamental to our operation. They supply the funds needed to adhere to State Law, keep staff trained, and start new programs and services.
1	Summer Reading is a huge initiative. We partner with the schools to keep kids reading while on vacation. Last year we had over 30,000 participants. Staff development grants help us to be able to send our team members to training of our choice that will be most beneficial.
1	Staff development grants ensure that our staff is kept up to date on new techniques and services. This would be much more difficult without the LSTA funding.
1	Library staff training (LATI, e learning and workshops) provide the primary source for staff training and development and have a clear impact on our ability to serve the public Technology grants have enabled the library to move into new areas that would have been impossible to fund locally
1	Summer reading would be an enormously more difficult and expensive program to organize and run without the statewide support funded by LSTA grants. e-book support from the state makes this new resource available in greater numbers than we could hope to achieve on our own
1	With the yearly cuts to the library's budget, the staff development grants are essential in helping to continue training our staff -- especially those who need re-certification.
1	Staff time has been saved by DLDS supporting a statewide summer reading program aligned with the national program. The banners, posters, and reading logs enable our summer reading budget to focus on getting top-notch presenters to draw in new and regular library patrons. Families with older members declare their appreciation for LBPH services. Having worked in other states, Maryland libraries are impressive. Talented and skilled staff serve the public in large part because staff development is a priority - grants to individual libraries, LATI training, E-Learning Support, and statewide staff trainings. The community is buzzing about how the library offers assistance with e-readers. Whether conducting research to determine the impact of emergent literacy training on children or developing a learning community using peer coaching for storytime presenters or creating a library discovery zone for at-risk families or providing play and learn areas for families and young children, youth service grants have strengthened the library's reputation as a leader in school readiness and literacy.
1	LATI, staff development grants, and staff development training enable us to provide staff members that are highly qualified to do their jobs by keeping their training current and

Count	Response
	also meet State certification requirements. Innovative technology grants enable us to initiate and test new services for library customers.

3. On a scale of 1 to 5 with 1 representing "No/Very Low Impact" and 5 representing "Very High Impact," please rate the degree to which each of the following programs has a positive impact on library services on a STATEWIDE basis. (Please select "0 - Don't Know/Can't Rate" if you are unaware of the program or lack the information needed to rate the service.)

	0 - Don't Know/Can't Rate	1 - No/Very Low Impact	2	3 - Moderate Impact	4	5 - Very High Impact	Total
Maryland AskUsNow	7.3% 4	3.6% 2	7.3% 4	16.4% 9	20.0% 11	45.5% 25	100% 55
Summer Reading Program	3.6% 2	0.0% 0	0.0% 0	3.6% 2	10.9% 6	81.8% 45	100% 55
Library for the Blind and Physically Handicapped	20.0% 11	3.6% 2	5.5% 3	21.8% 12	25.5% 14	23.6% 13	100% 55
Science Resource Center Database	25.5% 14	5.5% 3	10.9% 6	21.8% 12	21.8% 12	14.5% 8	100% 55
Staff Development Grants to Individual Libraries	5.5% 3	0.0% 0	1.8% 1	7.3% 4	30.9% 17	54.5% 30	100% 55
Library Associate Training Institute (LATI)	3.6% 2	0.0% 0	3.6% 2	5.5% 3	16.4% 9	70.9% 39	100% 55
Maryland E-Learning Support (SkillSoft, Wimba, etc.)	9.1% 5	0.0% 0	3.6% 2	14.5% 8	32.7% 18	40.0% 22	100% 55
Staff Development Training & Workshops	3.6% 2	0.0% 0	5.5% 3	10.9% 6	21.8% 12	58.2% 32	100% 55
Innovative Technology Grants (e-books, handheld devices, etc.)	5.5% 3	0.0% 0	1.8% 1	5.5% 3	29.1% 16	58.2% 32	100% 55
Youth Services Grants	16.4% 9	0.0% 0	3.6% 2	12.7% 7	27.3% 15	40.0% 22	100% 55

4. Briefly tell us about the impact that you think your highest ranked service or services has had on a STATEWIDE basis.

Count	Response
1	Again, I feel the importance of summer reading programs speaks for itself.
1	Allowed Maryland to become a model of service to the blind and physically handicapped.
1	LATI -- to train library staff -- getting them skilled and able to assist customers
1	LATI is an extremely important program in training new librarians.
1	Same as before.
1	Summer reading is well known, well respected, and well used throughout the state.
1	Wimba does make us a community - not just me taking my class
1	Same comments apply from question 3.
1	Choosing one that is highest ranked is impossible, most of these areas are essential. Innovative Technology Grants have come through when we need our staff to learn about new technologies to answer patron questions. This is an example of DLDS' quick response to a statewide need.
1	Those grants make it possible for libraries with no available funding to provide current technology to their customers.
1	I think that much of the library staff development in most library systems is supported by LSTA grants. The state wide summer reading program is also a great part of most of the state's libraries.
1	Our most recent Youth Services grant "Game On" has helped to bring more teens into the library while offering them the newest in technology. Our teen numbers continue to rise.
1	LATI gives essential training to the LAs and ensures that all systems have new LAs that are on the same page.
1	Summer Reading programs are critical to keeping children engaged in learning and reading over the summer. It helps keep children and their families coming to the library all summer which is good for all!
1	AskUsNow could not be nearly as effective without this funding which facilitates local contributions for a statewide good.
1	LATI provides us the ability to maintain a standard service culture across the entire state while it provides our next generation of library staff the ability to significantly learn about the profession and make connections with each other. Maryland AskUsNow! both provides an online high standard for reference service statewide, while it also serves as a perfect service for marketing libraries to school and college age customers.
1	Maryland public libraries share their resources, whether in its collections, public services or in staff development. The LTA grants have greatly expanded our resource sharing ability.

Count	Response
1	So much of what we do is somehow consortial. It keeps us all strong and provides all our customers with the same excellent service.
1	All of the items I ranked highest have to do with the professional development of the library staff. I know the LATI is extremely important and has been very successful in the continuing education of library associates. E-Learning software such as SkillSoft and Wimba has been exceedingly helpful in the facilitation of online learning and long-distance collaboration when travel isn't an option or is unfeasible due to inclement weather.
1	Maryland has a reputation of being a terrific library state providing excellent services and resources and a large part of this has been the statewide collaboration.
1	Being able to combine and share resources of providing online information reference and information services has been invaluable and would be considerably more difficult, if the costs were assumed the system alone.
1	The Library for the Blind and Physically Handicapped has been able to educate public librarians and its customers about accessibility since the state purchased e-readers.
1	The Library Associate Training Institute does an excellent job of preparing library associates to not only become more aware of how to use their own system's resources and reference techniques but also what is available through SLRC and the collaboration of systems within the state.
1	Again -- the quality of our services and statewide reputation for excellence is based on the quality of the people (our staff) who serve. LATI is the springboard to high quality services statewide.
1	I would assume all the libraries need money for staff training now that budgets have been cut statewide. I checked "don't know" for most because I have no idea what goes on elsewhere.
1	Innovative technology grants enable libraries to pilot projects and report success, failures and best practices for the other libraries in the state.
1	Since all are ranked high, this is evidence of how well MD has used the LSTA funds that it receives. Great job DLDS
1	Staff development grants enable local systems to customize training to their specific needs. Statewide summer reading frees all systems to focus on the program rather than the logistics in terms of materials, etc.
1	Summer Reading Club serves children throughout the state. LATI provides an educated workforce in all of Maryland's libraries.
1	AskUsNow! reminds people of their public libraries. Middle school students are heavy users. Providers have the opportunity to guide them toward their school and public library resources and services. Maryland sets the bar for service delivery, new technology, best practices...all because of the supplemental funding provided by LSTA grants and training and learning opportunities provided as a result of that funding.
1	Again- summer reading keeps libraries in everyone's mind. We could not afford the

Count	Response
	banners, etc. without state help.
1	These grants are a great equalizer to assure that even the smallest and poorest systems can provide a good summer reading program and training opportunities for staff. These training opportunities result in much better service to the customer.
1	LATI continues to develop us professionally and raise our statewide networking capability. Our services, such as summer reading, are outstanding!
1	Again, LATI, staff development grant, and staff development training enable us to provide a highly qualified staff with current training and also to meet State certification requirements. Innovative grants enable us to initiate and test new services in libraries.
1	I feel Maryland's effort to create a consortium for eBooks and training on a state-wide front has helped our libraries to keep up with national trends. Even with the consortium we are hard pressed to keep up with the demand for eBooks. The innovative eReader grant done by Carroll County allowed all systems, even those who could not afford to purchase eReaders, to have librarians touch and practice with a variety of devices. In Calvert County, this had brought a high comfort level to all staff members, and they are all able to help customers with their eReader questions.
1	The highly ranked services provide an baseline of quality library services throughout the state, setting public expectations for quality services
1	The statewide summer reading program has been a great success across the state in getting the message out with regard to the importance of reading throughout the summer. LATI and Staff Development support have allowed us to provide an outstanding library staff throughout the State. Technology support has been very important in allowing us to keep up with new technology and provide instruction to the public.
1	Grants to support youth projects such as research on how a library's emergent literacy training impacts young children's skills, has increased the library's visibility as a leader of school readiness and literacy statewide. Several local community partners have reported that their state coordinators have emphasized the importance of partnering with libraries.
1	The Library Associate training is vital to those libraries that have staff on that level. The state now requires Library Associates to reach a certain level of training and the LATI program is the most direct way to gain it.

5. In your opinion, which of the services or initiatives that have been identified as being supported with LSTA funds offers the greatest VALUE to the customers/end users of libraries? Why did you select this service?

Count	Response
1	Ask Us Now
1	Ask Us Now is the most visible and certainly makes the library available 24/7.

Count	Response
1	Ask Us Now, LATI, Summer Reading, Individual Staff Development Grants
1	Ask us Now
1	Financial support of Summer Reading
1	Grants for technology
1	I feel that LSTA grant money for training adds great value to all libraries.
1	LATI training is most essential in providing highly skilled, trained professional staff.
1	LATI, Summer Reading Club - These programs support our core functions as a library.
1	MD AskUsNow! Supports 24/7 service
1	Staff Development Grants
1	Staff Development. It is the gift that keeps on giving in a variety of ways.
1	Staff development so we have a stronger organization to provide library services.
1	Staff training is critical to provide good service to the customer across the State.
1	Summer reading because of the number of people it includes.
1	That's too difficult for me to identify since I feel strongly that all are so important.
1	summer reading, e-books
1	Technology grants - without the grants many systems would not be able to introduce the benefits of new technologies to their customers.
1	Staff development has the greatest value in order to offer ongoing innovative services in the manner of excellent customer service.
1	Maryland AskUsNow! offers the best value because for the price of less than one database, we have at our fingertips, the services and expertise of librarians around Maryland, the nation, and the world to help our customers when THEY need it.
1	Ask Us Now in that it provides an important reference service for all libraries and provides seamless service to all citizens of the state
1	Staff Development grants to individual libraries Diverse staff training needs. High interest in improving access to training & ROI. Limited local (County Government) budgets impact staff training opportunities.
1	I would have to say the train the trainer e-Reader program which put devices in the hands of library workers, training they needed to help their customers use this technology and the statewide consortium collections, and expectations of outcomes from the training.
1	Staff training....Without a well trained staff one cannot deliver excellence in service to the public
1	LATI: It's at the core of our statewide service culture, as well as satisfying state legal requirements for staff who participate in the state retirement system.

Count	Response
1	LATI and staff development as they allow small systems staff to expand their horizons as we don't have the funds to hire MLS's
1	With the ever increasing change in the world causing libraries and their staff to evolve and learn new skills, the LSTA staff development grants have been vital to help us stay ahead of the curve.
1	training and summer reading represent areas where, in the absence of LSTA funding, libraries would have to locally pick up the costs.
1	LATI Training, Grants to individual Library systems, Summer Reading Programs. I am sure there are others, but I cannot think of them now.
1	Staff development workshops are important so that staff can pass on the latest developments in all fields to our patrons.
1	Grants to libraries - these funds allow our library systems to innovate, initiate new services and seek new partnerships.
1	Again, choosing one is impossible; they are all part of a whole. As a state I feel the e-learning initiative shared across the state is fostering innovation and creativity. This helps us "unstick" ourselves from the past and invent a viable future. MD is a collaborative library state, and we have continued that pattern in statewide learning, made possible through DLDS leadership and support.
1	Staff development and special projects because it continues to allow the library to be a leader in the community as a technology demonstration center.
1	Staff development - tangibly reflects the state's commitment to continuous learning and improvement on the part of library workers across the state.
1	Hard to pick, but if I had to pick, I would say LATI and staff development have the greatest impact on our success, because it has allowed us to "grow our own" superb library staff members and keep them trained for evolving demands.
1	Any and all staff development initiatives (staff development grants, LATI, SkillSoft, Wimba, etc.) because the library experience our customers have when they visit our libraries (physically or virtually) is only as good as the library crew who make that experience possible.
1	AskUsNow- a small rural library has the expertise of the reference staff around the state to draw on.
1	It's not possible for me to choose between Summer Reading programs, staff development, the Library for the Blind, or training on new technologies. All of these services are vital to providing services to our patrons. We serve the many and the few.
1	Children's Summer Reading program… because many studies have shown that keeping children reading over the summer helps them maintain reading skills.
1	Right now? The IT support with e-book readers -- helping library staff get trained and able to assist customers -- this is very BIG right now.
1	Summer Reading because it helps to develop and increase the reading skills of the

Count	Response
	future adults and cultivate a lifetime love of reading.
1	Summer Reading reaches many, many children and families and many of them become repeat library users after he programs end.
1	I think that the summer reading program has the greatest value because it reaches so many children who need to keep up or improve their reading skills during the summer.
1	Summer Reading Program, LATI and other staff development initiatives. As local library budgets are seeing decreases in funding...LSTA funds are needed more than ever for these essential programs.
1	Staff development grants because they allow us to develop our employees when funds are not otherwise available.
1	Staff development/training - you can't put a price on knowledgeable staff - people want their book/answer/etc. as soon as possible and that's what the trained staff can do - find the book or answer needed, quickly.
1	Service initiatives which support e-books in public libraries--it's important right now and we are ready and developing a reputation as the place to go to get downloadables and help with devices.
1	Summer reading has the greatest number of end users - brings in many families. In addition, this supports the early literacy and importance of reading during the summer for all students.
1	Maryland Ask Us Now. It has become an integral part of the service we provide at Maryland libraries.
1	I am not sure about the budget for each of these services so it's hard for me to evaluate value. They all are important and valuable. I would GUESS that the LEAST valuable may be the Science database as I don't know how much it is used.
1	I selected summer reading because families enjoy this service--and love our libraries because of what it means to them to have free information and entertainment---added value!

6. In your opinion, which of the services or initiatives that have been identified as being supported with LSTA funds has the greatest POTENTIAL for improving library services in Maryland?

Count	Response
1	Anything to do with technology
1	Children and youth services, especially early literacy.
1	Emerging technology grants
1	Individual Library System Grants and LATI Training.

Count	Response
1	Innovation – e-books, etc.
1	Innovative Technology Grants
1	Innovative technologies
1	Innovative technology grants
1	Innovative Technology Grants, LATI, Ask Us Now
1	LATI
1	LATI, Staff Training Workshops.
1	LATI, Staff training
1	Probably e-books as I think these will continue to grow in popularity and ease of use.
1	Purchase of e-reader content.
1	Same as above.
1	See #5
1	See above
1	Services to Youth
1	Statewide ILS
1	Training for library personnel
1	Youth services......this is not as well supported as it used to be.
1	Science programs
1	Technology grants New technology has the power to help libraries compete in a rapidly changing information-hungry society. We need funding to manage library-controlled access to digital content. Training focused on new technology will be essential as well. STEM learning opportunities at libraries will benefit students.
1	LATI - it is required of Library Associates and is one of the best ways to get staff trained to meet our statewide requirements.
1	The on-going support of technology, especially new technology, has a very great influence on libraries, their services and the people of Maryland.
1	E-Learning. I wonder what it will be like 10 years from now, but it will keep pace with the technology and library users of the day.
1	E-Book/e-Reader grants and the consortium gives us the greatest potential to work towards the future of libraries,
1	Summer Reading again because well read and informed customers are better consumers of all services and they contribute to the overall success of the County and the State.

Count	Response
1	Staff training grants because staff must keep up with new technologies and other rapidly changing aspects of library service so they can be well prepared to help patrons.
1	Grant funding to pilot or develop models that can be successfully replicated provide invaluable resources statewide.
1	Grants that have the capability of enhancing services to all of the Maryland 24 library systems - such as WIMBA, SkillSoft, and other information sharing tools.
1	I think the innovation grants have the greatest potential. Libraries HAVE to change with the times and these grants make it possible to explore directions for change.
1	Continued support of technology and databases is the most critical service that must be maintained in times of shrinking budgets
1	The new technology initiatives, whether it is helping libraries take on e-books and e-readers or using a tool like Wimba to improve training opportunities, DLDS has been on the forefront of forecasting what is coming and helping libraries evolve and remain a valued service in their communities. Strategic planning and facilities master planning grants to individual libraries
1	Emerging technology grants - the game changes at an accelerating pace. Strategic use of grant money permits library staff to engage in creative, innovative, cutting-edge experiments from which we can all benefit.
1	Support for thought provoking summits around "future" of the library topics--like the e-book summit and previous library 2.0 conferences. These future focused activities with major speakers impact everyone who attends and cause us to make plans and take action.
1	Staff development money is always helpful. The impact varies depending on the programs that are created and implemented.
1	E-learning through our statewide web conferencing system (currently using Wimba, in the future we will likely use Adobe Connect or Blackboard Collaborate). The communication and connections that this system provides offers us the potential for even greater degrees of learning.
1	LATI and AUN. LATI lays the groundwork for new talent in the state. AUN is a framework for virtual assistance in a society that is increasing online.
1	LATI. We have a captive audience of eager (hopefully :-) learners. Each graduating student brings innovation and freshness to the services we provide. They come out with an open mind and confidence that they know how to help our customers. MS AskUsNow! To some it may seem as if this service has run its course - the potential to help middle-schoolers connect with their library resources and teach them to search the internet effectively is limitless. Just needs some effective marketing (just like everything else involved with libraries).
1	Staff development grants that are given to individual library systems probably have the greatest potential since they're so flexible and can be customized to meet the local needs of the library staff and the library customers.

Count	Response
1	technology grants provide the opportunity for libraries to explore new resources, develop pilot programs which can be shared with other systems, and encourage partnerships
1	Youth Services has the greatest potential because you can reach entire families and beyond. Parents, caregivers, grandparents, teachers, and other adults connected with children become aware and appreciate the library through a focus on children. Children grow up to become adults and can continue or can reconnect with the library for their ongoing enjoyment of lifelong learning.
1	Individual grants to public library systems---because we grow at different rates and different times, the variety of initiatives that are funded are truly amazing.
1	Probably ask us now-people always have questions. Technology changes so quickly that it does not seem necessary to stress something new when something newer will appear the next day. The more emphasis that is given to summer reading will have a year-round impact on our children.
1	The technology grants have the greatest potential for improving library services. since counties often can't afford to upgrade technology or introduce new technology, there is a significant role for LSTA to play in funding.

7. Among the LSTA program priorities provided by the Institute for Museum and Library Services (IMLS) are: encouraging resource sharing, fostering strategic partnerships, and serving people who have difficulty using traditional library services. Please share any examples or comments about DLDS' leadership in these areas.

Count	Response
1	Have been impressed by staff from the library for the Blind and Physically handicapped.
1	No comments
1	all of these areas have been included in recent grant awards
1	E-books
1	Statewide sharing has put immense resources at the hands of every library in the state. DLDS promotes these partnerships and makes them possible. Maryland Libraries are probably the best in the nation because they are so closely allied through DLDS leadership.
1	DLDS has led strongly re fostering partnerships, particularly with the DLLR partnership. The statewide OverDrive coalition demonstrates DLDS' commitment to resource sharing.
1	DLDS has a great impact in all of these areas. They are the link between systems that can sometimes be isolated and focusing on their own goals.
1	In youth services, our biannual statewide coordinators' meetings allow sharing of ideas, and collaboration that otherwise not take place. These meetings need to continue as

Count	Response
	DLDS staff changes.
1	The Technology Summit was one exemplary example of resource sharing, fostering strategic partnerships, and serving people who have difficulty using traditional library services. The Early Learning Challenge grant awarded to the state of Maryland is another superb example.
1	DLDS in providing our county with an LSTA grant has made it possible for us to participate in a four county ILS consortium. DLDS has supported our efforts in working with K-12 providers in support of school readiness programs and skill maintenance programs (summer reading activities). Also, in partnering with DLLR in support of helping customers in their search for employment. Technology grants through the years have addressed ADA issues as has their unfailing support of LBPH
1	Everything DLDS does is to foster strategic partnerships and encourage resource sharing. The hold regular meeting so all the Staff Development Coordinators around the state can share information.
1	Database contracts and collaborations Statewide Summer Reading incentives Library for the Blind and Physically Handicapped
1	DLDS has always been trusted and relied upon to set the agenda and provide the basic support for Maryland public library service. The division supports the LSTA priorities in innumerable ways.
1	Support for the statewide e-book consortium at a time when money is tight and e-book are gaining great traction is a good example of DLDS stepping up to the plate and helping libraries meet critical needs.
1	Maryland Statewide Blueprint / Staff Development Maryland AskUsNow! 24/7 online reference Maryland Library for the Blind and Physically Handicapped / all services initiatives to foster early learning / Birth to Five programs in public libraries staff training for technology
1	Summer Reading in MD is a statewide program that encourages resource sharing both nationally and at a state level. Our participation in this program is both cost saving and gives us resources from many other library systems.
1	Examples: revision of LATI training, providing funds for long range planning, centralizing and administering our library statistics, taking a lead on changing technologies in e-books and e-readers, providing guidance and administration for the state capital grant funding, providing Maryland libraries with the leadership needed in a fast changing world.
1	Wow - not even sure where to begin. DLDS has been on target for as long as I have been in MD libraries. Great job to ALL of you who work so hard for all of us!
1	DLDS has been a leader in fostering resource sharing in Maryland and developing unique and beneficial partnerships.
1	DLDS encourages staff development resource sharing through the Staff Development Blueprint process and through the maintenance of the MARINA site which gives everyone across the state a space to share staff development resources and learning

Count	Response
	opportunities. DLDS fosters strategic partnerships through the creation of statewide programs that bring together key Maryland library team members such as the Maryland 5 Quarters Program and the Community Connectors Program.
1	I believe Maryland has been a leader in resource sharing. As budgets dwindle, resource sharing becomes even more important. I consider Sailor and their telecommunications and databases critical to sharing and maximizing resources. When I see how uncooperative libraries are in other states, I am grateful to be in a State which tries to maximize funds in their services across the State.
1	DLDS has focused on libraries serving as community connectors and building an advocacy base so I feel they are very involved with building strategic partnerships There is a focus with the staff development offerings on serving those who do not traditionally use library service. DLDS has also facilitated sharing among and between kinds of libraries and all of the education system in MD.
1	DLDS has shown outstanding leadership in providing opportunities and bringing folks from around the state together to share best practices. They bring us all together which greatly strengthens service provided to all customers of Maryland. Resource sharing coordinated by the State Library Resource Center and shared databases play a key role in our success throughout the State. Support of strategic plans and insistence on same has ensured that we are taking the time to look into the future and plan services to meet changing customer needs.
1	DLDS did statewide training on Learning Libraries a few years ago... It was a great experience... bringing that back may be helpful to staff who are new and were not around for that training.
1	Fantastic leadership. Providing seed money that encourages libraries to help fund statewide project. The recent infusion of $ into the ebook consortium is just one example of how DLDS and all the public libraries work together to leverage funds. Their work with LBPH has been fantastic and I know from personal experience how valuable the services are to elderly residents of the state. DLDS has worked hard to bring about a resource sharing consortium of public, school, and academic libraries. Staff does a great job with the resources they have available.
1	We have a most helpful Summer Reading coordinators meeting. Sharing ideas and resources (and having DLDS pay for our game boards and banners) allows us to have a better program than if we were operating on our own.
1	DLDS is key to fostering partnerships...the eBook summit was attended by public, academic, and school librarians and the DLLR partnership continues to grow.
1	DLDS has embedded these priorities into their leadership. Grant projects are approved with the caveat that either other counties participate in the project or that the project results will be shared statewide. Grants will not be approved unless community partners are part of the process, especially to collaborate in resource sharing. At-risk families, children with special needs, and speakers of other languages are examples of approved targeted audiences.
1	A great deal of work has gone into forming MLC. We will see how this impacts resource

Count	Response
	sharing throughout the state. Would like thoughtful consideration of a statewide ILS.
1	ebook consortium and training has included resource sharing and strategic partnerships LBPH and AskUsNow serves people who have difficulty using traditional library services Summer reading encourages resource sharing and fosters strategic partnerships LATI encourages resource sharing (trainers from several systems, feedback providers, LATI oversight committee) Database - resource sharing Youth services grants - creates models other libraries can use
1	DLSD has always lead to public libraries by encouraging resource sharing. Residents of Maryland can apply for cards and receive services from any public library in the state due to cooperative agreements signed by the library board of each county public library. All of the public and many university libraries participate in the Marina Inter-library loan system which makes a vast number of resources available directly to patrons.
1	One of the resources we share, but that is not usually thought of as a typical library shared resource, is the people who work in libraries and their knowledge. DLDS actively encourages collegiality and sharing of information gained from grant-funded activities. Interaction with MAPLA is a plus. Grants that encourage collaboration with community partners and among different types of libraries have forged powerful and effective alliances throughout the state.
1	E-learning has upped the ante on shared talent, staff development and creativity. In a short period of time we have moved staff throughout the state to online meetings and training, saving time, money and eliminating stress. - DLDS is the consummate builder of strategic partnerships, even something as simple as engaging partners for SRC, to encouraging and supporting collaboration across all types of libraries in the state. - AUN serves citizens who cannot or choose not to visit a physical library. LBPH is an invaluable resource that serves citizens with disabilities all across the state.
1	The Big Read and One Maryland One Book programs encourage resource sharing. Also the many programs and planning meetings involved in the summer reading programs.
1	The e-reader training DLDS provided was very helpful. The SLRC training and SkillSoft are also relied upon as critical portions of our staff development and training.
1	DLDS has always supported reaching out to those individuals and families who have not been traditional library users and supports ways in which libraries can creatively engage them in the benefits of library service. This has been effective in providing service to communities and jurisdictions with programs for the very young.

8. If you could improve the LSTA program in Maryland in any way, what would that change be? What program or programs would you prioritize?

Count	Response
1	technology would be a top priority
1	Innovation and Training are my two priorities for impacting library customers.

Count	Response
1	Just wish more funds were available. I would keep Summer Reading at the top of the list.
1	More funding for competitive grants.
1	Priorities: LATI, web conferencing, Maryland AskUsNow!
1	Prioritization is acceptable as currently practiced.
1	Reduce funding to SLRC. Realize that Ask Us Now is an idea whose time has come and gone.
1	Restore survival level funding to DLDS. They are being killed by cuts.
1	Statewide online catalog
1	Statewide resources sharing.
1	Provide more opportunity for competitive grants.
1	summer reading, LATI, grants to libraries, youth services
1	teen services
1	Staff training continues to be a critical need as new services, particularly in technology, become required to maintain relevance in today's society
1	I would be sure that LSTA continues to assist public libraries. Priorities would be LATI and summer reading.
1	More statewide training. -- this helps all counties "get on the same page", share information and ideas -- and it is a fun way to learn new skills
1	It would be helpful to have a more routine schedule for grant applications and administration. It has been a little stop-and-go in recent years, owing largely to MSDE and IMLS organizational challenges. Emphasis on new technology and technology techniques will continue to make sense and pay dividends.
1	I truly cannot name one improvement. We are very fortunate to have the support from DLDS and LSTA that we receive and the product of that support is evident in the quality of service provided in MD public libraries.
1	I wish it was more predictable--like the good old days when we knew more or less what to expect with Staff Development grants and when the competitive cycle would run every year. Transparency in grant-making and more sharing of results and lessons learned from technical and competitive grants.
1	I would continue to prioritize staff development and innovative technology grants. I would add a grant program to enhance materials collection.
1	I think it would be beneficial to provide grant opportunities for those services that may not be cutting edge but essential to communities.
1	Maryland's LSTA program is hindered by MSDE and its unpredictable way to lose and then find funds at other times. I think we need to put all future LSTA funds in a statewide

Count	Response
	ILS
1	I would like to see MSDE fund DLDS staff itself instead of using so much of LSTA funds. It might free up additional funds for more competitive grants.
1	Provide online survey to library administrators, staff development coordinators, youth services contacts more often.
1	One consideration in recent years, in regard to the timeline for writing a grant proposal, is to allow for several weeks, if possible. Longer planning time will give rise to more substantive projects.
1	Have tighter restrictions to ensure that the State Dept. of Ed doesn't syphon off resources intended for local usage. Staff Dev. should always be a priority.
1	I would like to LSTA funding continue at the same level or even an increased level, as locals deal with continued budget cuts.
1	Main priority would be to maintain training, summer reading, ASKUS , and library for the blind funding. Most important change to suggest would be to increase competitive funding available for technology grants and to improve the access to information about grants and pilot programs in other counties
1	I think the LSTA program is doing a great job of helping Maryland libraries and its people. The grants are timely, relatively easy to write and greatly rewarding in their help with new programs.
1	I would give money to libraries to weed outdated material and replace it with more current books. Libraries cannot rely on their regular budgets to do this. I would also extend the summer reading program to a year-long one.
1	Free up more funds for the program. Stop MDE from taking so much money for administration and facility upkeep. Put the money in libraries, not the State operation.
1	I would make the grant process as easy as possible with more opportunities for competitive grants to support new initiatives.
1	I am concerned that the teen population seems to be overlooked in Maryland and that service is provided in a spotty way. We focus on the young children, the elementary age level and the adults and we seem to neglect a very important population. I would like to see more emphasis on the tween and teen population.
1	Better faster ILL - print on demand etc., to make materials available much faster. We do not have resources for each library to all material, and so let's share but share more efficiently
1	Have the state/MSDE pony up funds to pay for things that they should, e.g. staff, facilities, etc. so that LSTA could be better used for projects and services to benefit the state.
1	Well, the obvious is more funding for DLDS staff and to support grant and other initiatives. All the programs are essential.
1	I'm not sure I understand the question very well. If you're referring to the three program

Count	Response
	priorities above then I suppose I'd prioritize the strategic partnerships because it seems to me that the other two priorities would fall underneath the umbrella of strategic partnerships anyway. Within strategic partnerships I would want to see more focus on partnering with community members to work on special initiatives such as patron-drive acquisitions, or the creation and implementation of a Maryland library complementary currency. (see Bernard Lietaer's work on complementary currencies for the purposes of revitalization).
1	I would like to see movement toward standardizing how statistics are captured - so that we are all counting the same things and could actually use the data to measure use, growth, whatever... We need to capture and measure data in a meaningful way in order to make informed decisions. Another age-old challenge for libraries.
1	Consistent funding is so important because it allows us to maintain services so customers know what is available. The more we change or take away the more customers get discouraged and start looking for other provider for their needs.
1	Fix the LATI system. There are people going through who don't have four-year degrees, and people with degrees whose job has nothing to do with LATI training - and it's a waste. Prioritize what libraries actually NEED, instead of making money available for things we don't. Then we have to jump through hoops to get the money and then try to find a way to spend it, instead of being able to spend it where we need it.
1	I would ask that they focus on things that benefit the libraries as a whole; partnerships, advocacy; "futuring." I like the fact that we are seen as an essential part of the education system in the state. Help fund capital projects

9. Please complete the following sentence. I work in or are most closely associated with:

Value	Count	Percent %
a public library	52	94.5%
a special library	1	1.8%
something other than those in the list (Please specify.)	2	3.6%
an academic library	0	0%
a school library	0	0%

If you selected "other," please specify here.

Count	Response
1	Regional
1	regional library

10. The category that most closely describes your role/responsibilities in the library community is:

Value	Count	Percent %
Library Director	17	32.1%
Children's/Youth Services Librarian	7	13.2%
Reference/Information Librarian	7	13.2%
Library Technology Specialist	1	1.9%
Other Library Staff	9	17%
Other (Please specify.)	12	22.6%
School Librarian or Media Center Director	0	0%
Interlibrary Loan or Technical Services Librarian	0	0%
Library Friend or Library Trustee	0	0%

If you selected "other," please specify here.

Count	Response
2	Administrator
1	Administrators and Business office Manager
1	Assistant Director
1	Assistant Director / public library
2	Associate Director
1	Asst. Director
1	Deputy Director
1	Human Resources & Training
1	Human Resources/Staff Development

Count	Response
1	IT Supervisor AND Public Relations Coordinator
2	Library Administration
1	Library administration
1	Marketing
1	Regional Library Administrator
1	Staff Development Coordinator
1	library management, grant writer
1	Marketing

11. Please indicate the size of the community served by the library in which you work.

Value	Count	Percent %
Fewer than 250	1	1.8%
250 - 499	1	1.8%
10,000 - 49,999	13	23.6%
50,000 - 99,999	12	21.8%
100,000 - 499,999	19	34.5%
500,000 or more	9	16.4%
500 - 2,499	0	0%
2,500 - 9,999	0	0%

12. Please estimate the overall annual operating budget of the library or media center in which you work or with which you are associated.

Value	Count	Percent %
$100,000 - $249,999	2	3.6%
$250,000 - $499,999	1	1.8%
$500,000 - $999,999	3	5.5%
$1 million or more	43	78.2%
Don't Know/Not Sure	6	10.9%
Less than $10,000	0	0%

$10,000 - $49,999	0	0%
$50,000 - $99,999	0	0%

13. Has your library received an LSTA grant through DLDS in the last three years?

Value	Count	Percent %
Yes	49	90.7%
No	5	9.3%

Appendix D - List of Acronyms and Terms

BTOP   Broadband Technology Opportunities Program, a program of the U.S. Department of Commerce National Telecommunications and Information Administration   http://www2.ntia.doc.gov/

DLDS   Maryland Division of Library Development and Services http://www.marylandpublicschools.org/MSDE/divisions/library/

ILS   Integrated Library System

IMLS   Institute of Museum and Library Services   http://www.imls.gov

LATI   Library Associates Training Institute http://www.merlincommunity.org/index.php?option=com_content&task=view&id=16&Itemid=131

LBPH   Library for the Blind and Physically Handicapped – General name applied to state-level outlets of the National Library Service programs. Maine's LBPH operates as a branch of the Maryland Division of Library Development and is known as the Maryland State Library for the Blind and Physically Handicapped.   http://www.lbph.lib.md.us/

LSTA   Library Services and Technology Act - LSTA is part of the Museum and Library Services Act, which created the Institute of Museum and Library Services (IMLS) and established federal programs to help libraries and museums serve the public. The LSTA sets out three overall purposes:

- Promote improvements in library services in all types of libraries in order to better serve the people of the United States.
- Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry; and
- Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public. The LSTA Grants to States program is a federal-state partnership. The Program provides funds using a population-based formula, described in the LSTA, to each state and the territories through State Library Administrative Agencies (SLAAs).

MAPLA   Maryland Association of Public Library Administrators http://www.maplaonline.org/

MDL   Maryland Digital Library - Maryland Digital Library (MDL) is a gateway to electronic resources available to students and faculty at universities and colleges across the state of Maryland. More than 200,000 students and faculty have access to databases, e-books, electronic journals, and reference works.   http://md-diglib.org/mdresources.html

Merlin   Maryland's Essentialhttp://www.merlincommunity.org/

MPower Cat   MPower Cat (aka World Cat) is the Maryland branding of the OCLC WorldCat bibliographic database.

OverDrive   A vendor that is a digital (online) distributor of eBooks, audiobooks, and other digital content. http://www.overdrive.com/#2

SAILOR   "Maryland's Public Information Network" Sailor is a service of Maryland's public libraries that provides broadband Internet access for public libraries, schools and local government in Maryland, and an extensive collection of research databases for the use of Maryland public library customers. http://www.sailor.lib.md.us/

SkillSoft   SkillSoft is a leading provider of on-demand online training and e-learning. A contract with SkillSoft provides Maryland public library staff with access to on-demand (asynchronous) online courses on a variety of information technology topics.   http://www.skillsoft.com/about/default.asp

SLRC   State Library Resource Center. The Central Library of Baltimore City's public library system, the Enoch Pratt Free Library, was designated the State Library Resource Center (SLRC) by the Maryland General Assembly in 1971. This designation and accompanying state support allow all Maryland citizens to have access to a public library whose resources are unparalleled in the state. Acting in place of a state library, which exists in most states, the SLRC works cooperatively with regional, local public, school, special and academic libraries in a network, which allows materials and information to be shared statewide. SLRC provides services to Marylanders and serves as a back-up information resource for local libraries and their customers. http://www.slrc.info/

Appendix E - Bibliography of Documents Reviewed

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See also Appendix D (List of Acronyms and Terms) for URLs of web resources reviewed.

Appendix F - Summary of Coding Used in Qualitative Analysis

The chart below includes coding of three sets of qualitative data:

- Descriptive codes come from comments from focus group question #1, in which 34 participants indicated which LSTA-funded programs had the greatest impact on their libraries; qualities coding is pulled from responses to all focus group questions. Negative comments were recorded separately.
- Descriptive codes come from comments from interview question #1, in which 18 interviewees were asked which LSTA funded programs had a significant impact on their libraries or organizations. Qualities coding is pulled from responses to all interview questions; if the interviewee mentioned the same concept multiple times, only one code was applied. Negative comments were noted.
- Qualities codes come from comments from all questions except question #1 on focus group and interview guides, since these qualities are not descriptive of current services but of underlying approaches.

	Focus Groups		Library Leader Interview	
Descriptive Codes	+	-	+	-
Early literacy grants	5		1	
Summer reading program	4			
Staff Development Grants	2		5	
Staff Development Workshops/Consulting	2		2	
Innovative Technology Grants	4		1	
Library Associates Training Institute			2	
E-learning (Skillsoft, etc.)	2		2	
Youth grants	1			
Maryland AskUsNow!			2	
Sailor/Broadband/Databases			5	
Library for Blind/Physically Handicapped			1	1
Qualities				
Innovation	29	4	6	
Collaboration/cooperation/partnership	19		7	
Advocacy	14	5	2	
Market research/Planning	13	2	2	
Outreach	4	1	4	

Maryland Library Services and Technology Act Evaluation (2008 – 2012)
Appendix F – Summary of Coding Used in Qualitative Analysis

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APPENDIX G – Research Instruments

Maryland LSTA Interviews

Himmel & Wilson is working with the Maryland Division of Library Development and Services to conduct an evaluation of the State's implementation of the Federal Library Services and Technology Act (LSTA) "Grants to States" program. The "Grants to States" program is a population-based formula driven program intended to fulfill specific purposes outlined in the Museum and Library Services Act. Under the Act, each state is required to conduct an evaluation of the program every five years. The current evaluation covers activities conducted under the State's approved LSTA plan for the period funded with LSTA dollars from FFY 2008 – FFY 2012. (roughly calendar years 2009 – 2011)

Interviewees were provided with an indication of the State's LSTA allotment for each year and the major initiatives supported with LSTA funds.

1. In your opinion, which of the LSTA funded programs/initiatives have had the greatest impact since 2008 in Maryland? Can you give me an example or examples to illustrate your answer?

2. Have specific improvements or advances in library services taken place in the last five years that you believe are largely attributable to the availability of LSTA funding? What are the most important things that would NOT have been accomplished if LSTA funding had not been provided?

3. As you are aware, state and local funding for some library efforts has fallen in recent years. While LSTA dollars can only be used for the specific purposes outlined under the Museum and Library Services Act and are not intended to supplant state or local funds, are there specific changes in how LSTA funds are expended that you think are appropriate given the overall reduction in funding for libraries?

4. The LSTA "Grants to States" program purposes highlight activities that improve access to library services, increase resource sharing activity, reach out to individuals with special needs and build strategic partnerships. To what extent do you believe Maryland's implementation of the program has furthered these purposes?

5. What do you think should be the highest priority in terms of addressing the library service needs of Maryland residents in the coming 5 years? How might the library community respond to those needs?

Two sets of focus group questions were used in Maryland. The first set was used with groups in which library directors and library staff were mixed. The second set of questions was used with a meeting of the Maryland Association of Public Library Administrators (all public library directors).

Maryland LSTA Focus Group Questions

Himmel & Wilson is working with the Maryland Division of Library Development and Services to conduct an evaluation of the State's implementation of the Federal Library Services and Technology Act (LSTA) "Grants to States" program. The "Grants to States" program is a population-based formula driven program intended to fulfill specific purposes outlined in the Museum and Library Services Act. Under the Act, each state is required to conduct an evaluation of the program every five years. The current evaluation covers activities conducted under the State's approved LSTA plan for the period between 2008 - 2012.

Major programs and initiatives that currently receive LSTA funds in Maryland include statewide access to electronic databases (Gale Science Resource Center), library staff development and training statewide and through public libraries, library development consulting activities and support for the Maryland State Library for the Blind and Physically Handicapped and sub-grants.

LSTA "Grants to States" funding for Maryland has decreased from almost $3.2 million in FY 2010 to just over $2.9 million in FY2011 as total Federal funding for the program has been reduced.

1. Which of the LSTA-funded programs or jointly-supported (State and Federal dollars) has had the greatest impact on your library?
   a. In what ways is your library better able to serve the public because of this program or initiative?
   b. In what ways are you as a library director/library staff member better able to serve the public?

2. Many of the activities of the Division of Library Development and Services including continuing education activities, consulting activities and services to the blind and physically handicapped would not be possible or would be significantly curtailed without LSTA support. What impact do services provided by DLDS have on your library and/or on your library users?

3. Have specific improvements or advances in library services taken place in the last five years that you believe are largely attributable to the availability of LSTA funding? What are the most important things that would NOT have been accomplished if LSTA funding had not been provided?

4. The LSTA "Grants to States" program priorities highlight activities that improve access to library services, increase resource sharing activity, reach out to individuals with special needs and build strategic partnerships. To what extent do you believe Maryland's implementation of the program has furthered these purposes?

Questions used with the library director's group.

Goal 1: Improve the capacity of libraries to meet community needs through assessing, planning, training and evaluation.   Reference – (Grant-writing, evaluation and needs assessment training for directors and staff; Maryland survey).

- Reflect on your library's overall capacity, relevant to previous strategic assessment efforts; any resulting planning; available training; and evaluation/feedback of related activities.

- Identify one or two of these areas that have changed significantly over the past 4 years.

- How have those changes come about and what has been the impact on capacity?

- Of all of the efforts implemented which do you see as having the most impact on meeting identified community needs for Maryland residents?

- While thinking about the area of capacity, what would you like to see eliminated, streamlined or changed to be more effective?

- Again, while thinking about capacity, what could local libraries/systems take the lead on in order to increase effectiveness in distribution and overall goal achievement?

Goal 2: Increase the awareness and use of library services for Maryland residents through networking, marketing, and outreach.   Reference – (Statewide meetings of liaisons; creation of statewide promotion materials; LBPH liaison program development; competitive LSTA grant opportunities [Ask Us Now; Maryland One Book]).

- Consider statewide initiatives and your local networking, marketing and outreach goals. Has there been a supportive or integrative alignment between state and local efforts in this area? What could improve?

- Think about efforts to promote your library locally using LSTA support. Can you describe how this initiative has developed within the past 4 years? How have networking, marketing and outreach efforts increased or evolved?

- Of all of the efforts implemented which do you see as having the most impact on the awareness and use of library services for Maryland residents?

- When contemplating library awareness and use, what would you like to see eliminated, streamlined or changed to be more effective?

- Again, while thinking about library awareness and use, what could local libraries/systems take the lead on in order to increase effectiveness with information distribution and overall goal achievement?

Goal 3: Encourage and support Maryland libraries to increase numbers and types of collaborations and partnerships by providing incentives, conferences, and opportunities. Reference – (Initiate and expand statewide partnership projects; develop collaborative conferences and meeting opportunities for both inside and outside of the library community; competitive LSTA grant opportunities; including conference and meeting scholarships [Ask Us Now; Summer Reading Collaborative; PALINET Futures Conference; eVisioning; Zero to Three; Ready at Five]).

- Reflect on the development of new collaborations and partnerships, as well as any expansion of previously existing ones, within the previous 4 years.

- Identify one or two programs or initiatives that increased local collaborations and partnerships; originating either state-wide, in a learning community or in your locality.

- Of all the collaborations and partnerships formed, and/or expanded upon, which do you see as having the most impact on the awareness and use of library services for Maryland residents?

- When contemplating collaborations and partnerships, what would you like to see eliminated, streamlined or changed to be more effective?

- Again, while thinking about collaborations and partnerships, what could local libraries/systems take the lead on in order to increase effectiveness with information distribution and overall goal achievement?

Goal 4: Expand access to library services and facilities for Marylanders through training, improved technology infrastructure and resource delivery. Reference – (Statewide document delivery partnerships; transportation initiatives for mobility-impaired; expansion of programs for underserved and physically challenged; expand web technologies and training to reach teens; grant program for adaptive technologies and related training [MARINA; adaptive work stations]).

- Consider strategies that have been developed, expanded and implemented to increase user access to library services and facilities within the previous 4 years.

- Identify one or two initiatives that utilized training, improved technology infrastructure or improved resource delivery; originating either state-wide, in a learning community or in your locality.

- From your viewpoint which of these efforts have had a significant impact on one or more of the following groups: diverse geographical, cultural and socioeconomical populations; individuals with disabilities; or those with limited, functional literacy or information skills. What, about the effort, makes it particularly relevant?

- When contemplating expanding access, what would you like to see eliminated, streamlined or changed to be more effective?

- Again, while thinking about expanding access, what could local libraries/systems take the lead on in order to increase effectiveness with information distribution and overall goal achievement?

Goal 5: Build a strong, diverse Maryland library workforce through robust recruitment, staff development, and retention programs. Reference - (Statewide staff development blueprint; continuing education certification support; online staff development learning; library pre-professional training; staff retention efforts; leader capacity [Maryland Library Leadership Institute; LATI; Digital Storytelling training; Leading From Any Position; Learning Libraries; Everyone Learns]).

- Think about statewide initiatives and your local staff development and recruitment goals.

- Has there been a supportive or integrative alignment between state and local efforts in this area? What example(s) can you give?

- Based on assessed needs for the past 4 years, how have overall staff development, recruitment and retention activities increased, or changed, to strengthen and diversify your workforce. (Think in terms of quality, frequency and relevancy). What have been the challenges to workforce personnel goals?

- When contemplating the area of workforce development, what would you like to see eliminated, streamlined or changed to be more effective?

- Again, while thinking about workforce development, what could local libraries/systems take the lead on in order to increase effectiveness with information distribution and overall goal achievement?

Goal 6: Expand development of technical infrastructure and implementation of innovative technology for Maryland libraries through planning, training, recruitment, and partnerships. Reference – (Technology plans; telecommunications discounts; dedicated website for DLDS and statewide library information; hosted databases [Maryland Library Consortium; Maryland Digital Library; E-Rate]).

- Reflect on statewide initiatives and your local technology plan and/or technology goals.

- Has there been a supportive or integrative alignment between state and local efforts in this area? What example(s) can you give? How has innovation or enhanced infrastructure in technology been supported in your library?

- Which developments do you see as having direct or indirect impact on the awareness and use of library services for Maryland residents?

- When contemplating technology infrastructure and innovation development, what would you like to see eliminated, streamlined or changed to be more effective?

- Again, while thinking about technology infrastructure and innovation development, what could local libraries/systems take the lead on in order to increase effectiveness with information distribution and overall goal achievement?

Forecasting:
- What do you see as the top two priorities for DLDS over the next 5 years?
- In the event that DLDS grant funding wanes or evaporates which types of initiatives or projects do you think could be sustainable over the next several years?
- What kinds of emerging needs do you envision becoming more prominent in the coming five years?
- How could DLDS encourage greater participation in LSTA projects/programs?
- *Comments?*