

Maryland State Department of Education Division of Library Development and Services

Library Services and Technology Act (LSTA)

Grants to States Implementation Evaluation

FFY 2013 – FFY 2017

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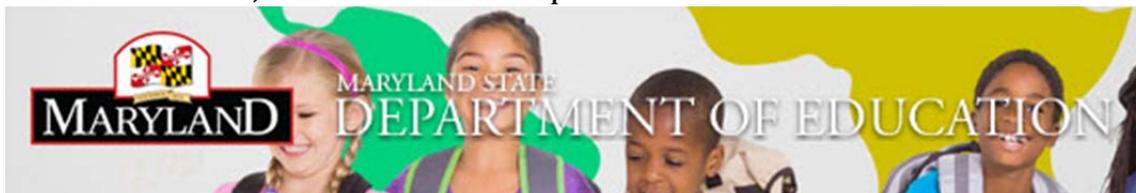


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Evaluation Summary

Given Maryland's 2015 estimated population of 6,016,447, the state's annual LSTA Grants to States allotment of approximately \$2.8 million per year translates into less than 47 cents per person per year. LSTA funds alone are inadequate to meet the library and information needs of all Maryland residents. The Maryland State Department of Education (MSDE) Division of Library Development and Services' (DLDS) challenge has been to find ways to make 47 cents per person transformative in terms of library services, and to use this small amount of federal money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of library and information services.

DLDS' LSTA Maryland Five-Year State Plan 2013-2017 is strategically implemented. The plan allocates a portion of the LSTA funds to address capacity building through investments in the professional development and growth of information professionals working in libraries, investments in technology planning, and encouragement of strong partnerships. It has invested another portion of its LSTA funds to ensure that people with disabilities have access to quality library services. Maryland's program is often even more far reaching than the parameters laid out in its plan. In fact, the evaluators believe that the two words which best describe Maryland's LSTA program are "supportive" and "enabling." In regard to support, it is worth noting that many of the objectives under the goals use that description; many other objectives are concerned with providing the resources necessary for support, thus enabling that supportive role. The evaluators find DLDS often achieves much beyond the scope of the plan.

For example, the division has historically supported Maryland's Library for the Blind and Physically Handicapped. However, recent state legislative action provides full funding for this program in the State of Maryland using state funds. Shifting the cost of supporting services to persons with disabilities to state funds allows the state agency to invest more of its LSTA allotment on innovative approaches to service and additional capacity-building projects. In short, it allows the division to be even more strategic in allocating finite dollars.

In 2017, the state considered legislation to establish the state library agency as its own entity, an effort that could unleash even greater strategic opportunities in the future. Another key strength of the organization of library service in Maryland is the generally strong support public libraries have at the county (local government) level. All library systems, with the exception of the Enoch Pratt Free Library in the City of Baltimore, are county based.

Given all of these opportunities, the evaluators believe that DLDS could benefit enormously by aggressively investing in planning for the future. Their future plan may benefit from having at least a couple of layers, a required and a desired expectations planning horizon, possibly even a "big hairy audacious goal" (BHAG) layer, where the agency has the ability to evaluate situations quickly and respond rapidly as opportunities arise.

If one were to identify a single criticism of DLDS' LSTA program, it would be that the state agency may sometimes have tried to cover too much too quickly; the evaluators also see a potential challenge regarding the professional development agenda for the state of Maryland. If

LSTA funding ceased to be available tomorrow, the public libraries in Maryland would have to develop their own funding for supporting certification, training, conference attendance, workshops, and the other useful opportunities that are currently available to library staff. Therefore, contingency planning would be useful.

DLDS has done what it said it would do, and while some objectives are adjusted, all adjustments are within the spirit of the plan. The evaluators conclude that the agency has diligently and strategically achieved most of its goals as a result. It has pursued and succeeded in accomplishing the overarching goals of ensuring the growth of the professionals working in libraries and providing the tools needed to deploy new technologies through a strong network of partnerships.

There are four goals in the Maryland LSTA Five-Year Plan 2013-2017. They are:

Goal 1: PLANNING AND TECHNOLOGY: DLDS will support Maryland Libraries to continue, redesign, and create new services to meet the library needs of their communities

Goal 2: PARTNERING: Maryland Libraries will be positioned as essential resources and anchors for their communities.

Goal 3: INCREASE MARYLAND LIBRARIES ADAPTATIONS FOR USERS: DLDS and Maryland Libraries will provide engaging experiences to individuals of all ages and abilities to meet their learning needs.

Goal 4: PROFESSIONAL DEVELOPMENT: DLDS and Maryland Libraries will plan and implement collaborative continuing education and staff development opportunities to support Maryland LSTA goals and the performance of a strong and innovative Maryland library workforce.

For purposes of this summary, the evaluators will look at the accomplishments of DLDS in implementing their plan at the goal level. In the body of the evaluation, details will be provided supporting the conclusions of whether goals have been achieved, partly achieved, or not achieved.

Retrospective Question A-1. To what extent did the Maryland Division of Library Development and Services' Five-Year Plan activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed.

As part of the assessment process, the evaluators asked key Maryland State Library staff involved with the LSTA program to offer their personal appraisals of progress toward each of the four goals included in DLDS' 2013-2017 Five-Year Plan. In the self-assessment, DLDS' internal appraisal was that the state library administrative agency (SLAA) had progressed sufficiently to qualify as having ACHIEVED all four of its goals. The evaluators concur with this assessment.

After a review of State Program Reports (SPR), an examination of supplemental data supplied by DLDS, interviews with key individuals in the Maryland library community, a meeting with the directors of the public libraries in Maryland, and the analysis of responses to a Web-survey distributed to public libraries, the evaluators find that DLDS has done what it said it would do in its five-year LSTA plan and that it has made significant progress toward its goals. The evaluators

conclude that, three years into a five-year planning cycle, Maryland is clearly on the path to achieve all four of its LSTA goals.

GOALS	Self-Assessment	Consultants' Assessment
<i>Goal I: PLANNING AND TECHNOLOGY</i> Goal I - DLDS will support Maryland Libraries to continue, redesign, and create new services to meet the library needs of their communities	Achieved	Achieved
<i>Goal II: PARTNERING</i> Goal 2 - Maryland Libraries will be positioned as essential resources and anchors for their communities.	Achieved	Achieved
<i>Goal III: INCREASE MARYLAND LIBRARIES ADAPTATIONS FOR USERS</i> Goal 3. DLDS and Maryland Libraries will provide engaging experiences to individuals of all ages and abilities to meet their learning needs.	Achieved	Achieved
<i>Goal IV: PROFESSIONAL DEVELOPMENT</i> Goal 4 - DLDS and Maryland Libraries will plan and implement collaborative continuing education and staff development opportunities to support Maryland LSTA goals and the performance of a strong and innovative Maryland library workforce.	Achieved	Achieved

Goal I: PLANNING AND TECHNOLOGY

Goal I - DLDS will support Maryland Libraries to continue, redesign, and create new services to meet the library needs of their communities

Goal 1 expenditures represented 18 percent of Maryland's total LSTA allotment in the FFY 2013 – FFY 2015 period. The majority of the activities were related to planning, statistics, and data innovations.

GOAL 1 CONCLUSIONS

The evaluators found three compelling reasons to conclude that the Maryland Division of Library Development and Services has ACHIEVED Goal 1. They are as follows:

1. DLDS' investment in the Statewide Statistics and Data Innovation Initiative demonstrated the ability of libraries to encourage user self-service, make informed decisions, improve customer service, and increase efficiency of operations. These tools are making a mark on the libraries that use them.
2. The Statewide E-Content Modernization Group expanded shared holdings of electronic resources and supported Maryland libraries in their efforts to leverage buying power and access.

3. The Strategic Planning efforts under Maryland Libraries: Creating a Path Forward are setting the foundation for libraries to be the third leg in the educational infrastructure of the State of Maryland (the other two being K-12 and higher education).

The evaluators conclude that Maryland has ACHIEVED Goal 1.

Goal II: PARTNERING

Goal 2 - Maryland Libraries will be positioned as essential resources and anchors for their communities.

Goal 2 expenditures represented 28.4 percent of Maryland's total LSTA allotment in the FFY 2013 – FFY 2015 period. The majority of the funding supported service innovations that resulted in direct benefits to library users.

GOAL 2 CONCLUSIONS

The evaluators found three compelling reasons to conclude that the DLDS ACHIEVED Goal 2. They are as follows:

1. The vitality and increasing reach of many of these long-standing programs is noteworthy; using evidence, DLDS ensures that activities are refreshed and remain essential.
2. The strength of the collaborations and advisory structures that guide the innovations proposed and acted upon, whether in long-established or new projects, is strongly remarkable; there is a tightly woven community working systematically toward common goals.
3. The Transformation Group has set the stage for a strategic reinvention of libraries in Maryland; the recommendations to DLDS to develop tools and develop people will have a long-term impact on defining a trajectory for facilitating collaboration and communication among Maryland libraries.

The evaluators conclude that Maryland has ACHIEVED Goal 2.

Goal III: INCREASE MARYLAND LIBRARIES ADAPTATIONS FOR USERS

DLDS and Maryland Libraries will provide engaging experiences to individuals of all ages and abilities to meet their learning needs.

Goal 3 expenditures represented 37.8 percent of Maryland's total LSTA allotment in the FFY 2013 – FFY 2015 period. This is the program that has used most of the LSTA funding, but this is probably going to change in the future, as the state is providing financial support for this program. DLDS concentrates these funds toward progressive services that aid patrons and Maryland libraries with accessing materials through alternative formats.

GOAL 3 CONCLUSIONS

The evaluators found two compelling reasons to conclude that Maryland Libraries ACHIEVED Goal 3:

1. The 2013-2017 plan period spanned the 25th anniversary of the ADA, which Maryland commemorated with a statewide ADA-accessible workstation project.
2. DLDS met this goal with several other initiatives, including supporting a statewide assessment of library Web sites' compliance with accessible design laws, successfully designing the infrastructure of the Deaf Culture Digital Library, and supporting/sustaining the Maryland Accessible Textbook program. Statistics for technology training at the Maryland State Library for the Blind and Physically Handicapped continued to show signs of growth.

The evaluators conclude that Maryland has ACHIEVED Goal 3.

Goal IV: PROFESSIONAL DEVELOPMENT

Goal 4 - DLDS and Maryland Libraries will plan and implement collaborative continuing education and staff development opportunities to support Maryland LSTA goals and the performance of a strong and innovative Maryland library workforce.

Goal 4 expenditures represented 13.6 percent of Maryland's total LSTA allotment in the FFY 2013 – FFY 2015 period.

GOAL 4 CONCLUSIONS

The evaluators found four compelling reasons to conclude that DLDS has ACHIEVED Goal 4. They are:

1. Professional development continued to be a demonstrated strength in Maryland, due in large part to the Five-Year Plan activities completed by DLDS.
2. DLDS staff coordinated recurring statewide meetings that brought together several professional communities of practice, including (but not limited to): staff development, outreach and communication, youth services, statistics and data, human resources, and information technology.
3. DLDS also achieved Goal 4 by coordinating an annual needs assessment of professional development in the state and worked toward meeting those needs each year.
4. LATI, statewide self-directed virtual learning, and training programs focusing on services to special populations all thrived during this period.

The evaluators conclude that Maryland has ACHIEVED Goal 4.

Evaluation Report

INTRODUCTION

This evaluation is based on a review of three years of performance by the Maryland State Department of Education (MSDE) Division of Library Development and Services (DLDS) in implementing its **2013 – 2017 Library Services and Technology Act (LSTA) Plan**. It covers activities conducted using Library Services and Technology Act (LSTA) Grants to States funding for FFY 2013, FFY 2014, and FFY 2015. The assessment is structured around the Institute of Museum and Library Services (IMLS) **Guidelines for IMLS Grants to States Five-Year Evaluation** and the four goals that appeared in Maryland’s LSTA Plan.

Changes built into the new system to enhance the ability to track long-term outcomes, focal areas, and targeted audiences affected the ways in which states reported their projects in the short term. In fact, the structure in which State Program Report (SPR) data was captured during the three-year period differed somewhat each year. These variations in reporting, coupled with variations in the codes assigned to different projects and activities, make it challenging to report SPR data in a consistent manner across the three years for which data is available.

DLDS shifted the reporting of certain projects to different goals for FFY 2013, FFY 2014, and FFY 2015. Appendix G provides a detailed presentation of the goals under which each project was reported in each of the SPR reports. In collaboration with DLDS, the evaluators standardized the reporting of the projects; this can be seen in Appendix G under the column labeled “DLDS Goal.” For the purposes of this evaluation, we are also reporting and synthesizing the same activity under a single name, even if it appeared under different names in the SPR.

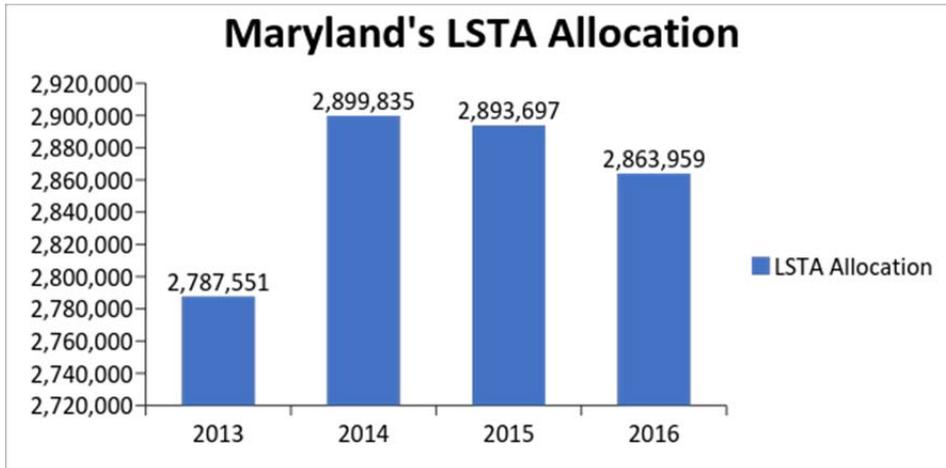
Different ways of reporting in different years (due to new reporting protocols or due to the SLAA renaming projects) forced the evaluators to make decisions on the ways some of these projects are reported for evaluation purposes. For example, Adaptive Technology for Maryland Residents with Print Disabilities and Assistive Technology Training for Maryland Residents with Disabilities are combined and reported as a single project across the three years for which we have data.

While the change in the SPR was long overdue and should enhance reporting in the future, it nevertheless repeatedly left the evaluators with a difficult task in making “apples to apples” comparisons. Fortunately, the mixed-methods evaluation approach used by the evaluators (which incorporated interviews, focus groups, and a Web-based survey, in addition to a review of the SPR and other statistical reports provided by the state library agency), proved invaluable and successfully dealt with most of these challenges.

BACKGROUND

The Maryland State Department of Education (MSDE) Division of Library Development and Services (DLDS) received the 19th largest Library Services and Technology Act (LSTA) Grants

to States allotment, an amount determined based on a population formula.¹ Maryland's allocation is between Missouri's and Minnesota's. DLDS was responsible for the expenditure of slightly more than \$8.5 million in LSTA funds over the three-year period (Federal Fiscal Year [FFY] 2013, FFY 2014, and FFY 2015) covered by this evaluation. However, with this small allotment comes a significant challenge, as it is called upon to serve all Maryland libraries – public, school, and academic. DLDS provides leadership and support to Maryland libraries to serve the changing needs of Maryland residents. Maryland spent almost \$8.4 million, an amount smaller than the full allocation in FFY 2013 -- FFY 2015, because expenditures were slightly less than the allocation in FFY 2014. Staffing capacity has been reduced over the last ten years at DLDS.



The population of the state (as of July 1, 2016) was 6,016,447, an increase of 4.2 percent since the April 1, 2010 U.S. Census. Maryland's population is growing; this will eventually result in a larger LSTA allotment if the Maryland population grows faster than the populations in other states. Persons under five years old decreased slightly from 6.3 percent in 2010 to 6.1 percent in 2015. A decline was also noted for persons less than 18 years of age, which fell from 23.4 percent to 22.4 percent in the same timeframe. On the other hand, the proportion of persons age 65 years and over increased from 12.3 percent to 14.1 percent. The population of Black or African Americans (alone) increased slightly from 29.4 percent to 30.5 percent, the population of Asians (alone) increased from 5.5 percent to 6.5 percent, and the population of persons with Hispanic or Latino ethnicity increased from 8.2 percent to 9.5 percent. Median household income (in 2015 dollars) for the 2011–2015 period was \$74,551, and per capita income was \$36,897.²

¹ For simplicity's sake, the LSTA Grants to States program will be referred to simply as "LSTA" in this report, rather than constantly using the "Grants to States" designation.

² Census QuickFacts uses data from the following sources: National level - Current Population Survey, Annual Social and Economic Supplement (CPS ASEC); State level - American Community Survey (ACS), one-year estimates; County level - The Small Area Income and Poverty Estimates (SAIPE), one-year estimates; Sub-county level: Cities, towns and census designated places; - ACS, five-year estimates: <https://www.census.gov/quickfacts/table/PST045216/24>

Given Maryland's 2015 estimated population of 6,016,447, the state's annual LSTA Grants to States allotment of approximately \$2.8 million per year translates into less than 47 cents per person per year. LSTA funds alone are inadequate to meet the library and information needs of all Maryland residents. The Maryland State Department of Education (MSDE) Division of Library Development and Services' (DLDS) challenge has been to find ways to make 47 cents per person transformative in terms of library services. DLDS has also needed to leverage a small amount of federal money to accomplish major results through the strategic deployment of these funds and other public and private monies in support of library and information services.

MACL commissioned a special report in 2013 to investigate the role of state library agencies and the advantages and disadvantages of its own structure within the government of Maryland and in comparison to other SLAA. Dr. John Bertot researched the roles, structures, and services provided by SLAAs across the country. He also provided a set of key findings regarding governance structure and services, structure and impact on functions, independent v. within a larger agency, strategy and opportunism, expanding through leveraging, and developing communications strategies. In addition, he identified a list of key characteristics for a successful SLAA. This report informed the strategic planning in which MACL engaged and many of the opportunities that DLDS is currently considering.

DLDS' LSTA Maryland Five-Year State Plan 2013-2017 is strategically targeted. The plan allocates a portion of the LSTA funds to address capacity building through investments in the professional development and growth of information professionals working in libraries, investments in technology planning, and encouragement of strong partnerships. It has invested another portion of its LSTA funds into ensuring that people with disabilities have access to quality library services. Maryland's program is often even more far reaching than what is described in its plan. In fact, the evaluators believe that the two words which best describe Maryland's LSTA programs are "supportive" and "enabling." In regard to support, it is worth noting that many of the objectives under the goals use these terms; many other objectives are focused on providing the resources necessary for support, and, in effect, enabling that supportive role. The evaluators find DLDS often achieves much more than the requirements laid out in the plan.

For example, the division has historically supported the Maryland State Library for the Blind and Physically Handicapped. Recent state legislative action provides full funding for this program in the State of Maryland using state funds. Shifting the cost of supporting services to persons with disabilities to state funds allows the state agency to invest more of its LSTA allotment on innovative approaches to service and additional capacity-building projects. In short, it allows the division to be even more strategic in allocating finite dollars.

In 2017, the state considered legislation to establish the state library agency as its own agency, an effort that could unleash even greater strategic opportunities in the future. Another key strength of the organization of library service in Maryland is the generally strong support public libraries have at the county (local government) level. All library systems, with the exception of the Enoch Pratt Free Library in the City of Baltimore, are county based.

Given all these opportunities, the evaluators believe that DLDS could benefit enormously by aggressively investing in planning for the future. Their future plan may benefit from having at least a couple of layers – a required and a desired expectations planning horizon, and possibly even a "big hairy audacious goal (BHAG)" layer, where the agency has the ability to evaluate situations quickly and respond rapidly as opportunities arise.

If one were to identify a single criticism of DLDS' LSTA program, it would be that the state agency may sometimes try to cover too much too quickly; the evaluators also see a potential challenge regarding the professional development agenda for the state of Maryland. If LSTA funding became unavailable tomorrow, the public libraries in Maryland would have to develop their own funding for supporting certification, training, conference attendance, workshops, and the other useful opportunities that are currently available to library staff. Contingency planning would thus be useful.

As part of the assessment process, the evaluators asked key Maryland State Library staff involved with the LSTA program to offer their personal appraisals of progress toward each of the four goals included in DLDS' 2013-3017 Five-Year Plan. In the self-assessment, DLDS' internal appraisal was that the state library administrative agency (SLAA) had progressed sufficiently to qualify as having ACHIEVED all four of its goals.

After a review of State Program Reports (SPR), an examination of supplemental data supplied by DLDS, interviews with key individuals in the Maryland library community, a meeting with the directors of the public libraries in Maryland, and the analysis of responses to an online survey distributed to public libraries, the evaluators find that DLDS has done what it said it would do in its five-year LSTA plan and that it has made significant progress toward its goals. The evaluators conclude that, three years into a five-year planning cycle, Maryland is clearly on the path to achieve all four of its LSTA goals.

GOALS	Self-Assessment	Consultants' Assessment
<p><i>Goal I: PLANNING AND TECHNOLOGY</i></p> <p>Goal I - DLDS will support Maryland Libraries to continue, redesign, and create new services to meet the library needs of their communities.</p>	Achieved	Achieved
<p><i>Goal II: PARTNERING</i></p> <p>Goal 2 - Maryland Libraries will be positioned as essential resources and anchors for their communities.</p>	Achieved	Achieved
<p><i>Goal III: INCREASE MARYLAND LIBRARIES ADAPTATIONS FOR USERS</i></p> <p>Goal 3. DLDS and Maryland Libraries will provide engaging experiences to individuals of all ages and abilities to meet their learning needs.</p>	Achieved	Achieved
<p><i>Goal IV: PROFESSIONAL DEVELOPMENT</i></p> <p>Goal 4 - DLDS and Maryland Libraries will plan and implement collaborative continuing education and staff development opportunities to support Maryland LSTA goals and the performance of a strong and innovative Maryland library workforce.</p>	Achieved	Achieved

Maryland’s Division of Library Development and Services commits LSTA resources in several areas, but concentrates funding on two: librarians and persons with disabilities. At 37.8 percent of all LSTA funding, services to patrons with disabilities, including youth services for the blind and LBPH for a couple of years, represents the highest investment reported as Goal 3. Services targeted to a specific population, namely the professional Maryland library workforce, make up 13.6 percent of all LSTA funding. Funding under Goal 1 (Planning and Technology) makes up 18 percent and under Goal 2 (Partnering) 28.4 percent. The remaining is spent on covering LSTA administration costs.

A. Retrospective Questions

Goal 1 - Retrospective Question A-1. To what extent did the Maryland Division of Library Development and Services’ Five-Year Plan Goal 1 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed.

Goal 1: PLANNING AND TECHNOLOGY

Goal 1 - DLDS will support Maryland Libraries to continue, redesign, and create new services to meet the library needs of their communities.

The following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 1.

Projects & Expenditures

Planning and Statistics/Statewide Statistics and Data Innovation	\$737,934
Statewide Programming Laptops Initiative for Community Education (SPLICE)	\$364,082
Statewide E-content Modernization	\$161,064
State Knowledge Management Initiative	\$82,437
Provide Incentive Grants to Libraries	\$81,409
Statewide E-rate Modernization Training and Support	\$52,300
Maryland Libraries: Creating a Path Forward Through 2016	\$31,576
TOTAL -- GOAL 1: PLANNING AND TECHNOLOGY	\$1,510,802

Goal 1 expenditures represented 18 percent of Maryland’s total LSTA allotment in the FFY 2013 – FFY 2015 period.

PROJECT: Planning and Statistics/Statewide Statistics and Data Innovation

Statewide Tableau Initiative: In the summer of 2016, DLDS partnered with Prince George’s County Memorial Library System (PGCMLS) to launch the first phase of a statewide data analytics project to employ Tableau Desktop software, supported with consulting by Icimo, a data analytics vendor that also provided a two-day training for staff. Icimo worked with five other

Maryland library systems to maximize the benefits of their Polaris ILS software. Going forward, every Maryland library system will have the opportunity to work with DLDS and Icimo to set up the Tableau implementation that best suits each system's data analytics needs. Thus far, Tableau workbooks and customizations have addressed a range of library data needs, including call number circulation statistics, historical numbers/longitudinal analyses, and YTD fiscal year transactions. The initiative has seen 92 percent statewide participation, with 98 licenses distributed, 32 hours of training, and 650 hours of individualized Tableau support.

From the 19 libraries responding to the LSTA evaluation survey fielded by the consultants, 87 percent said staff from their organization had participated in Tableau training and 70 percent had acquired the Tableau license. Survey comments included:

"Thank you, thank you, thank you! It [using Tableau] has really helped to provide an understanding and awareness of the story of what we do through data. I have used for the board, staff, planning, county government, and more. Thank you!"

MDLIBSTAT: MDLIBSTAT is a working group comprised of volunteers from public library staffs across Maryland. The group has helped to popularize the idea that having consistent data across the state is a key way to tell a library's story. Twenty library staff members have volunteered to be on special task forces devoted to ensuring the accuracy and effectiveness of the Public Library Survey.

Bibliostat and Public Library Statistics:

DLDS is currently using the Bibliostat tool for data collection and renewed the contract in 2013. Revisions to the survey are accommodated by the contractor, and the State Data Coordinator (SDC) attends the SDC conference as part of the national data collection effort. Due to all of the work Maryland library staff and DLDS put into rewriting the Public Library Survey, the state data coordinator for Maryland was appointed to a national best practices group for public library survey data definitions. Her perspective, and the contributions from librarians across Maryland, will help inform national answers to Public Library Survey challenges.

Exemplary Results:

DLDS worked to help public libraries in Maryland collect the most accurate data and perform the most effective data analysis. DLDS and its valued partners also helped Maryland libraries begin to use their analyses to tell the story of their libraries to their various stakeholders in a more powerful way. Related projects included liaison support from DLDS, the formation of a statewide working group, refining and optimizing the Public Library Survey, and supporting the use of the Tableau software statewide.

PROJECT: Statewide Programming Laptops Initiative for Community Education (SPLICE)

Statewide Programming Laptops Initiative for Community Education (SPLICE) provided statewide programming laptops to increase STEM learning opportunities for Maryland youth. Every public library system in Maryland received a set of 10 laptops for youth and family classes and programs. The resources allowed Maryland youth in every corner of the state to participate in free computer-based classes and programs and engage with current and emerging technologies as creators rather than consumers. During the following year, the laptops were used to help 1,269 Maryland youth participate in 77 public library programs.

Feedback from the public library directors' groups indicated that some libraries were not ready to work with these products due to staffing challenges, timing issues, and communication

issues. In planning technological innovative programs, it became apparent in discussions with DLDS staff that approvals and timelines on some of these projects have been challenging to coordinate and efficiently deliver for all libraries at the same time.

PROJECT: Statewide E-Content Modernization

In 2015, DLDS reported that they acquired 4,568 additions to Maryland's OverDrive collection, made up of 615 audiobooks and 3,953 ebooks. The Statewide E-Content Modernization Group, consisted of 8 representatives from diverse library types, regions, and professional levels, was formed in early 2016 and collaborated to ensure that the statewide e-content holdings were as robust as possible.

The Statewide E-Content Modernization Group worked toward the following goals:

- Investigated the adoption of SimplyE as the Consortia app at a statewide level
- Established parameters/"non-negotiables" for implementation, such as making the app compatible across platforms and ILS systems, requiring library card authorization, providing content in three clicks or less, and having Maryland branding
- Established connections with Minitex and Datalogics for their experience and technical expertise
- Made recommendations for the procurement of additional e-content in the existing statewide Overdrive platform
- Coordinated the acquisition of a statewide Radium license for efficient EPUB rendering

PROJECT: State Knowledge Management Initiative

The Southern Maryland Regional Library Association (SMRLA) is an innovator and leader in knowledge management for the Southern Maryland library community. The Division of Library Development and Services, after observing the strong outcomes of this regional initiative, equipped SMRLA with the necessary skills to capture the rich organizational knowledge of the state efficiently and effectively. The installation of new hardware and software expanded the capabilities of SharePoint, facilitated efficient documentation migration, managed users and security, and stabilized performance for statewide use. This project spurred discussion on a statewide level about the importance of security and privacy, specifically around SSL certificates and disaster recovery.

PROJECT: Provide Incentive Grants to Libraries

This project's purpose has been to build capacity in public library staff in planning and grant management skills, in addition to facilitating funding opportunities that local systems can pursue to enhance their services. This project employs a full-time librarian, staffed 100 percent with LSTA funding. The LSTA grants coordinator provided local library systems with technical support, research resources, and coordination with partners to further expand Maryland public libraries' institutional capacities. Partners included Maryland Humanities, the University of Maryland, the Foundation Center, and the Grants Collection at the State Library Resource Center. A winning Spark Grant proposal was secured in 2013 for Maryland's Kids Can Code through the effort.

PROJECT: Statewide E-rate Modernization Training and Support

Between 2014 and 2015, DLDS met this focal area by hiring a consultant to gauge the level of

understanding at local libraries of the new FCC E-rate Modernization Order. Through the engagement of the MDLIBERATE listserv and the consultant's time, DLDS was able to provide technical assistance to libraries as they navigated the new process.

PROJECT: Maryland Libraries: Creating a Path Forward Through 2016

The purpose of this project was to develop a strategic plan for the Maryland Advisory Council on Libraries (MACL), which is tasked with gathering information on the needs of Maryland libraries and promoting the improvement of library services throughout the state.³ LSTA funds were used to pay for Christiansen Consulting, LLC, to design, facilitate, and document a two-day collaborative strategic planning process for MACL. The strategic planning conference was held in Annapolis, Maryland, on April 29-30, 2013. Through a collaborative planning process, the stakeholders assessed the current state of the Maryland library system and identified key challenges. The stakeholders developed planning assumptions--predictions about the Maryland library system's future operating environment--to set the stage for developing the following goals and objectives: competition for limited resources, continual need to demonstrate the value of library services, technology continues to drive and change library services, relationship building and partnerships are essential for success, and people need and want library services.

A study, mentioned in the introduction, was conducted by Dr. John Carlo Bertot, co-founder and professor of the Information Policy and Access Center at the University of Maryland College Park. This study consisted of a national environmental scan of state libraries, their organizational positions, and the characteristics of a successful SLAA. Among other things, the plan addressed libraries' need for increased visibility.

A-2. To what extent did the Maryland Division of Library Development and Services' Five-Year Plan Goal 1 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Goal 1 activities address three focal areas (see Appendix H): Lifelong Learning, Information Access, and Institutional Capacity.

A-3. Did any of the following groups represent a substantial focus for the Maryland Division of Library Development and Services' Five-Year Plan Goal 1 activities? (Yes/No)

YES. Library Workforce meets the 10 percent threshold of investment required by the IMLS Guidelines and represents a substantial focus for Goal 1 (see Appendix I).

GOAL 1 CONCLUSIONS

The evaluators found three compelling reasons to conclude that the Maryland Division of Library Development and Services has ACHIEVED Goal 1. They are:

1. DLDS' investment in the Statewide Statistics and Data Innovation initiative demonstrated the ability of libraries to encourage user self-service, make informed decisions, improve customer service, and increase efficiency of operations. These tools are making a mark on the libraries that use them.
2. The Statewide E-Content Modernization Group expanded shared holdings of electronic

³ John Bertot. *State Library Agency Organizations: Roles, Structures and Services* (2013)

resources and supported Maryland libraries in their efforts to leverage buying power and access.

3. The Strategic Planning efforts under the title Maryland Libraries: Creating a Path Forward are setting the foundation for libraries to be the third leg in the educational infrastructure of the State of Maryland (the other two being K-12 and higher education).

The evaluators conclude that Maryland has ACHIEVED Goal 1.

Goal 2 - Retrospective Question A-1. To what extent did the Maryland Division of Library Development and Services' Five-Year Plan Goal 2 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed.

Goal II: PARTNERING

Goal 2 - Maryland Libraries will be positioned as essential resources and anchors for their communities.

The following are the titles and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 2.

Projects & Expenditures

Promoting Public Libraries	\$670,234
Maryland AskUsNow!	\$506,025
Library Development & Services Administrative Costs	\$495,964
Youth Services	\$288,195
One Maryland One Book	\$238,000
Statewide Training	\$137,441
Summer Reading	\$50,472
TOTAL -- GOAL 2: PARTNERING	\$2,386,331

Goal 2 expenditures represented 28.4 percent of Maryland's total LSTA allotment in the FFY 2013 – FFY 2015 period.

PROJECT: Promoting Public Libraries

This project's purpose was to work toward increasing the capacity of local library systems by establishing statewide partnerships. In 2014, state library staff, from the Assistant State Superintendent to support staff, worked with a variety of organizations with the intention of forming partnerships at the state and local level. Work was also completed in the ongoing promotion of LSTA-funded statewide projects, such as Maryland's AskUsNow!, One Maryland One Book, Summer Reading, and Staff Development training events. Partnerships that were created and/or maintained during this grant period include the University of Maryland's iSchool, the Maryland Library Association, the Maryland Advisory Council on Libraries, the MD Veterans Association, the Baltimore Orioles, the Baltimore Downtown Partnership, the National Aquarium, the State Library Resource Center, and other divisions within the Maryland State Department of Education. Expenses associated with these partnership efforts included printing and duplication

costs, postage/shipping, travel/mileage, and staff time in developing communications, writing reports, serving on collaborative advisory boards and committees, and creating statewide programs.

PROJECT: Maryland AskUsNow!

Maryland AskUsNow!, the statewide interactive information service available 24 hours a day, 7 days a week, used the expertise of librarians to provide Maryland residents and students of educational institutions with answers to questions, guidance with research, and help navigating the Internet. The strength of Maryland AskUsNow! (AUN) lies in the strong foundation of collaboration between partners that was established when the project began over 10 years ago. The overall structure of the project's cooperative partners working with a project coordinator has been the key to the success of the service, and this basic structure can serve as a model for similar services. Maryland AskUsNow! has grown its membership from 27 libraries when launched in 2003 to 43 active partners reported in SPR 2013.

As of January 2017, 40 Maryland libraries are participating in the AUN 24/7 online reference service, with 216 hours of live chat support provided per week. In SFY 2016, AUN fielded 21,639 chat questions and 8,493 e-mail questions (or follow-up emails), for a total of 30,132 queries. AUN user surveys conducted annually via partner institutions indicated high levels of user satisfaction, with an increase in the percentage of users that replied they were "satisfied" or "somewhat satisfied" with the answer to their question. This demonstrates a 9 percent increase, from 80 percent in FY2006 to 89 percent in FY2016.

To better capture the number and types of questions AUN receives via chat session, the program administrators at Enoch Pratt Free Library/State Library Resource Center (SLRC) shifted from gathering statistics on the number of chat sessions handled to employing statistical sampling to gather data that measures the variety of questions asked and the number of questions asked in each chat session, which is often more than one. The statistical sampling process had 27 partner libraries collect the number of chat questions received from chat customers per session. During the first year of this sampling process, AskUsNow! answered 41,403 chat questions within 31,277 chat sessions, far exceeding the 30,000-question goal.

In 2013, the AUN needs assessment found that AUN performs well in the areas of service to the disabled or others who cannot easily travel to a library, and it connects those in rural areas to library resources in the center of the state/urban areas. AUN offers 24/7 access and convenience, as well as anonymity, good quality reference service, reliable sources, efficient referrals to subject experts, and a commitment to meet digital natives "where they are" online. AUN also facilitates information sharing and collaboration between Maryland libraries and librarians themselves.

Reported weaknesses include a lack of service awareness among the general patron population, with many questions relating to circulation issues. AUN services tend to be used by those who possess good digital literacy skills, while those without are unaware of the service. Some stakeholders expressed concerns about how the service is promoted across Maryland libraries, how service standards can be maintained 24/7 with better staff coordination, lack of clear "ownership" of the service, and technical concerns, such as the lack of co-browsing capabilities and problems with the mobile application.

The needs assessment first sought input from the AUN team but also included a focus group of statewide liaisons, interviews with partners and former staff, and an experimental social media

data collection. Sixty-eight percent (68 percent) of AUN partner institutions were represented in the needs assessment.

A selection of customer survey comments from the 2013 survey is included below:

"I needed a lot of statistics and other information that google was just not leading to, so the sites that the librarian suggested were all sites that I will most likely use in the future. Thanks for providing such an efficient, effective service that is accessible even to people with little funding."

"So happy to have a question answered so conveniently. Since I have very very poor cell phone reception here, calling would not have been very successful. This chat worked very well for me. Thank you."

"Sue was terrific! Very helpful -- even provided information that I did not know I wanted but actually needed. I am very appreciative of her kind attention."

"I am a retired librarian and absolutely love this service. I have worked abroad in a library as a volunteer much of the past 8 years. When our library was inadequate for some reference, I would pull this wonderful 'rabbit out of my hat' and the answer would fly across the ocean to us. Everyone was always astonished and jealous. I was always PROUD."

AskUsNow! Statistics:

	2013	2014	2015
Chat	25,457	21,584	22,294
Email & follow-up	6,910	7,713	8,983
TOTAL	32,367	29,297	31,277

Approximately 68 percent of the libraries said their library actively promotes the MD AskUsNow! program to their customers, while 60 percent said their staff helps to staff the program. Approximately 48 percent said they believed residents of their library service area were moderately aware of the MD AskUsNow program. One respondent commented:

"We highlight AskUsNow with our school media specialists and market at other outreach events."

PROJECT: Library Development & Services Administrative Costs

DLDS dedicated a significant amount of staff time and other resources to the ongoing efforts of capacity building in Maryland libraries in an efficient, effective, and equitable fashion. DLDS made optimal use of the state's well-organized library systems and introduced new partners, assisted in the scalable implementation of new ideas, and supported statewide programs that equipped librarians of varying levels with new skills related to digital preservation, virtual reality innovation, crisis training and leadership, and technology planning. DLDS staff also provided one-on-one technical support and leadership to library administrators and trustees. DLDS surveyed Maryland public libraries and gathered their feedback regarding priorities for statewide

projects. The statewide training events also identified future topics of interest for DLDS to address.

PROJECT: Youth Services

DLDS funds a statewide youth services coordinator with LSTA support. The responsibilities of this staff person are varied. During the plan period, DLDS provided a panel at the Maryland Library Association (MLA) annual conference on the topic of creating and running Family Coding Clubs in public libraries.

The Youth Services Librarian at the Maryland Library for the Blind and Physically Handicapped (LBPH) provided specialized services and collections to eligible Maryland residents under the age of 21 to help them fulfill their educational and recreational reading needs. Programs included Summer Reading, Mother Goose on the Loose and Mother Goose Baby Steps, story times for The Wilkes School and the Chesapeake Down Syndrome Parent Group, and a collaboration with The Walters Art Museum to present a snowflake story time and art activity for Baltimore's National Federation for the Blind Braille Enrichment for Literacy and Learning group. The Youth Services Librarian at LBPH had been a 100 percent grant funded position through LSTA. Beginning in 2017, the position will be funded through state support of Maryland's LBPH.

Outcomes

As a result of the Technology Education in Maryland libraries programs, library staff became familiar with new ways to interact with youth in libraries and to teach children and caregivers both independently and together. The librarians also forged new relationships with library technology staff with which they had previously had little contact, learned how to set up wireless computer networks so that youth could play in the same game-world, and became familiar with the basics of many creative software programs, including Unity, Gimp, Meshmixer, and Audacity. By providing both the equipment and the library staff training on new technologies, the Division of Library Development and Services and Maryland libraries have collaborated to offer innovative and in-demand programs, ranging from Minecraft and family coding clubs to Virtual Reality and gaming workshops.

PROJECT: One Maryland One Book

One Maryland One Book (OMOB) was Maryland's first and has remained its only statewide community reading program. The Maryland Center for the Book, a program of Maryland Humanities, collaborates with partners to bring OMOB to urban, suburban, and rural communities throughout Maryland. It is very popular and has high visibility.

The theme for 2016 was "the 21st Century Great American Novel," and the OMOB selection was *All American Boys*. The 2016 OMOB selection was the most popular in the history of the program. Maryland Humanities distributed nearly 9,700 copies of the book statewide, and an all-time high of 360+ public programs (including discussions in public schools) were held in fall 2016. Maryland Humanities added the Baltimore Museum of Art (BMA) as a community partner upon the discovery that the BMA owned a study of the Aaron Douglas mural referenced in *All American Boys*. The piece, "Aspects of a Negro Life," was on display until December 4, 2016.

The program was noted in the qualitative data the evaluators collected as well:

"We held two community conversations that focused on key

themes from All American Boys in relation to current real world events that were particularly successful in attracting a diverse group willing to engage in weighty conversations. Each of these programs had over 40 attendees and was featured in a write up by the local newspaper."

The theme for 2015 was "Sports: The Human Drama of Athletic Competition," and the OMOB selection was *The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics*. More than 250 "Wandering Books" were distributed in six counties, providing an opportunity for Marylanders to have additional access to free copies. The author tour with Daniel James Brown stopped at six locations around the state. In addition, Mr. Brown spoke to 230 Baltimore City and Prince George's County high school students at a specially arranged event at Notre Dame of Maryland University.

The book in 2014 was *The Distance Between Us: A Memoir* by Reyna Grande. *The Distance Between Us* is the true story of a young girl's journey to the United States without proper documentation, touching on the crushing poverty in which she lived before coming to the states and the many challenges after she arrived. "Wandering Books" were distributed to eight libraries in support of programming beyond traditional book discussions in order to reach current and new audiences. These programs included a panel discussion on immigration in Maryland, a cooking demonstration on Mexican cuisine, and a children's program on the Day of the Dead, to name a few. Libraries received these funds through a competitive application process. Outreach to media resulted in coverage of programs and events around the state, including WYPR, "The Marc Steiner Show" (WEAA), *The Star Democrat*, WJZ-TV's "On Time," and *The Washington Post*. More than 1,700 Marylanders came to see the author talk at the six public and two private official "Author Tour" appearances around the state. An additional 300 heard the author speak at Towson University a few days before the official tour began. Nearly 270 public programs (including discussions at public schools) took place around the state in the fall of 2014.

According to the OMOB Dashboard, overall satisfaction with the program was consistent at around 61 percent. From the LSTA Evaluation survey, 85 percent of respondents indicated their library had participated in the One Maryland One Book program in 2016. The greatest impact was increasing the visibility of the library in the community, although there were moderate increases in all the choices provided.

PROJECT: Statewide Training

Statewide Training provided targeted professional development opportunities for building a strong Maryland library workforce for staff and volunteers. In addition to training events, in FFY 2014, these funds supported the work of the Transformations Group think tank and a STEM pilot program to launch Family Coding Clubs. This subgrant paid for an annual subscription to Evanced Solutions, Maryland's statewide event management Web site.

Transformations Group

A think tank group of Maryland librarians recommended focusing on community engagement and personalized and anticipatory customer service, including a list of supporting competencies. The group "changed the conversation" by focusing staff learning needs on the "why and how" of supporting and sustaining innovation, rather than on the "what" of specific projects, with the goal of substantively moving Maryland public libraries forward.

Family Coding Clubs

DLDS partnered with FutureMakers, Code in the Schools, and individual library systems to pilot this service model at five libraries last summer. Teams of two partner educators were deployed to work with local library staff at the same location for four consecutive Saturdays in July and August. The families included grade-school age children and their caregivers. Participants learned the basics of physical computing with Makey Makeys and coding with Scratch. The pilot resulted in some lessons learned; and overall, the libraries, partner organizations, and families reported that they had a great time and learned a lot. The success of the Family Coding Clubs was a key factor in developing the SPLICE program (Statewide Programming Laptops Initiative for Community Education) later in the year.

In FFY 2013, the funds provided fees for speakers at various statewide face-to-face training opportunities, such as the Maryland Library Leadership Institute, Leading from Any Position, Transactions to Transformations, online learning opportunities such as courses offered through the Maisie Online Learning Consortium, and a one-year license to Blackboard Collaborate (an online classroom system that provided an opportunity for public library staff to mount and deliver their own online learning courses).

PROJECT: Summer Reading Program (SRP)

Maryland public libraries participated in a statewide annual summer reading program that was individualized by county. The primary purpose of the program was to ensure that all Maryland students maintained or improved grade-level reading proficiency during the months when school was not in session. Multiple research studies, such as *The Dominican Study: Public Library Summer Reading Programs Close the Reading Gap (2010)* have proven that library programs are an excellent way to achieve this goal.

In acknowledgement of the fact that summer programming in Maryland public libraries is focused on learning objectives not limited to "reading," in 2017, the Maryland SRP will be rebranded as "Summer @ Your Library." In the SPR 2015 report, it was noted that Maryland has seen an increase in youth summer reading participation over the past several years. From 2015 to 2016, the numbers increased from 203,715 to 204,133. While this was a small increase by percentage, many libraries reported an increase in youth that completed their summer reading program activities, rather than registering without thorough participation. Maryland libraries also saw an increase in adults and families participating in summer reading programs. From 2015 to 2016, the numbers increased from 10,737 to 20,808, a 98 percent growth. This increase in adult summer reading participation may be attributable to appealing programs and/or marketing, or they may suggest that adults are reading along with their children as summer reading programs become more of a "family affair." The Summer Reading Advisory Council, in an effort to develop an assessment tool that could be used to compare program outcomes across the state, drafted a survey with a focus on: 1) assessing family engagement; and 2) reaching underserved populations.

The LSTA Evaluation survey conducted by the consultants found that 92 percent of survey respondents reported providing resources with staff or other presenters leading events or programs for preschool and school-aged children. The number dropped slightly (85.2 percent) for providing this level of resources for teens, and 56 percent said that they provided resources with staff or other presenters leading events or programs for adults.

Approximately 70 percent agreed that DLDS provides the training and support necessary to implement an effective summer reading program, and 74 percent agreed that the summer

reading program is reaching reluctant readers and/or children at risk. Training on public engagement would make the most difference in terms of improving the summer reading programs offered at libraries.

Goal 2 - A-2. To what extent did the Maryland Division of Library Development and Services' Five-Year Plan Goal 2 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Goal 2 activities address four Measuring Success focal areas: Summer Reading addresses the Lifelong Learning focal area and the "Improving users' formal education intent," Maryland AskUsNow! addresses the Information Access focal area and the "Improving users' ability to discover information resources" intent, Youth Services and Library Development activities address the Institutional Capacity focal areas with an emphasis on the "Improving library workforce" and "Improving library operations" intents, and the One Maryland One Book project addresses the Civic Engagement focal area and the "Improving users' ability to participate in community conversations around topics of concern" intent.

Goal 2 - A-3. Did any of the following groups represent a substantial focus for the Maryland Division of Library Development and Services' Five-Year Plan Goal 2 activities? (Yes/No) NO. None of the groups identified by IMLS as targeted audiences rise to the 10 percent level of funding identified as constituting a substantial focus for Goal 2.

GOAL 2 CONCLUSIONS

The evaluators find three compelling reasons to conclude that the DLDS ACHIEVED Goal 2. They are:

1. The vitality and increasing reach of many of these long-standing programs is noteworthy; using evidence, DLDS ensures that activities are refreshed and remain essential.
2. The strength of the collaborations and advisory structures that guide the innovations proposed and acted upon, whether in longstanding or new projects, is strongly remarkable; there is a tightly woven community working systematically toward common goals.
3. The Transformation Group has set the stage for a strategic reinvention of libraries in Maryland; the recommendations to DLDS to develop tools and develop people will have long-term impact on defining a trajectory for facilitating collaboration and communication among Maryland libraries.

The evaluators conclude that Maryland has ACHIEVED Goal 2.

Goal 3 - Retrospective Question A-1. To what extent did the Maryland Division of Library Development and Services' Five-Year Plan Goal 3 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed.

Goal III: INCREASE MARYLAND LIBRARIES ADAPTATIONS FOR USERS
DLDS and Maryland Libraries will provide engaging experiences to individuals of all ages and abilities to meet their learning needs.

Projects & Expenditures

Accessible Technologies in Public Libraries	\$907,497
Adaptive Technology for Maryland Residents with Print Disabilities	\$692,216
Assistive Technology Training for Maryland Residents with Disabilities	\$469,173
Collection Management, Acquisition, and Distribution of Alternative Format Library Materials	\$401,670
Community Outreach for Maryland Library Users with Print Disabilities	\$306,110
Patron Services to Blind and Physically Handicapped	\$203,729
Youth Services for the Blind***	\$141,829
Maryland Library for the Blind and Physically Handicapped	\$51,236
TOTAL – GOAL 3: INCREASE MARYLAND LIBRARIES ADAPTATIONS FOR USERS	\$3,173,460

Goal 3 expenditures represented 37.8 percent of Maryland’s total LSTA allotment in the FFY 2013 – FFY 2015 period. This is the program that has used most of the LSTA funding so far, but this is probably going to change in the future, as the state is providing support for this program. DLDS concentrates these funds on progressive services that aid both patrons and Maryland libraries in accessing materials through alternative formats.

PROJECT: Accessible Technologies in Public Libraries

The Division of Library Development and Services (DLDS) collaborated with Maryland public libraries to provide engaging experiences to individuals of all ages and abilities and to meet their learning needs. DLDS worked to meet this goal through two distinct programs: an initiative to provide assistive technology to Maryland residents in their local public libraries and a much-expanded suite of virtual reality programs for users of all ages. Components of ADA Accessible workstations were installed in more than 100 Maryland public library branches.

The Virtual Reality (VR) Roadshow was launched with the Statewide Programming Laptops Initiative for Community Education (SPLICE) laptops and Open Source Virtual Reality (OSVR) headsets purchased with a prior LSTA grant. As technology started changing more rapidly, it became clear that both Maryland public library staff and members of the public needed access to products as they entered the market. In order to inspire youth, industry leaders, educators, and others with the potential of new technologies, they must be able to experience it firsthand. Many public libraries shared this feeling but were unable to afford the technology or determine which brands, platforms, etc., would work the best for their budgets, employees, physical spaces, and customers. In order to make these technologies accessible to the widest audience, the Division of Library Development and Services purchased equipment and offered training to library staff in the areas of setup, various uses, and how to guide the public through user experiences. The equipment included VR ready laptops, Microsoft HoloLens, and Google Expeditions kits for students with over 200 VR pre-programmed fields.

PROJECT: Adaptive Technology for Maryland Residents with Print Disabilities

The primary purpose of the program is to teach individuals with print disabilities to use accessible technologies to both enhance their educational and career opportunities and foster independence. The secondary purpose of the program is to provide state educators with training in accessible technology so that they can train their students. LSTA funds were used toward the salaries of a network specialist and an administrative specialist who managed the LBPH technological infrastructure, including the public adaptive technology workstations and the adaptive technology training lab. Outcomes achieved include the following:

- A student receiving adaptive technology training was able to complete his courses in college.
- A senior citizen was able to use a computer for the first time and communicated with his grandchildren.
- All participants gained confidence and a greater connection to their community through this program.

PROJECT: Assistive Technology Training for Maryland Residents with Disabilities

Included under services for this project were specialized software licenses and content subscriptions that permit users with visual impairments to access information with assistive technology. Such software and subscriptions include the accessible library catalog of physical and digital materials, the National Federation of the Blind's Newline text-to-voice periodical subscription service, digitization software that supports the Maryland Accessible Textbook program, and communications charges for employees associated with the project.

PROJECT: Collection Management, Acquisition, and Distribution of Alternative Format Library Materials

In 2007, Maryland Senate Bill 268 established a process whereby blind people and other students with print reading disabilities in post-secondary education settings could receive electronic formats of textbooks and other printed materials from publishers in a timely manner. The Maryland State Library for the Blind and Physically Handicapped (LBPH) convened the Instructional Materials Access Guidelines Committee (IMAGC), which established timelines and procedures for the provision of instructional materials by publishers and requirements for LBPH and institutions of higher education for requesting such materials.

PROJECT: Community Outreach for Maryland Library Users with Print Disabilities

Library staff planned, coordinated, implemented, and evaluated library services and activities at the Maryland State Library for the Blind and Physically Handicapped (LBPH) and around the state of Maryland. The Outreach Program and Reference Coordinator (OPRC) is fully state-funded. LSTA funds 2.5 positions for this project. The OPRC is assisted by a full-time secretary/clerk who is fully LSTA funded, with 50 percent of her time being charged to this project. Two other full-time contractual staff associated with the Maryland Accessible Textbook Program (MAT) were also fully LSTA funded. Other expenses included office supplies, printing, duplication costs, the online catalog system (KLAS), and LBPH operating costs.

PROJECT: Patron Services to Blind and Physically Handicapped (2014) & PROJECT: Maryland Library for the Blind and Physically Handicapped (2015)

The mission and vision of the Maryland State Library for the Blind and Physically Handicapped (LBPH) is to provide innovative and quality services alongside comprehensive library services to

eligible Maryland state residents.⁴ LBPH is a statewide library program serving 8,000 blind, visually impaired, physically disabled, and reading disabled Maryland residents. This library is the primary source of books, periodicals, and other information in formats such as braille, large print, and recorded books. LBPH offers an ambitious series of programs, including tactile tours of the Walters Museum and other fine arts programs, technology programs, poetry readings, and outreach to various public library systems and health-related organizations throughout the state.

LBPH Statistics

	2012	2013	2014	2015	2016
Number of Active Patrons	7,275	7,874	8,227	7,843	8,560
Circulation of Collection	187,535	175,848	160,282	142,854	150,000
Patrons registered for BARD	1,123	1,102	1,220	1,341	837
BARD downloads	3,909	40,130	49,519	47,091	48,926

In 2015, 107 students enrolled in Maryland higher education institutions were supported by the conversion of 159 textbooks to accessible formats.⁵ The State of Maryland has mandated funds to support the Library for the Blind and Physically Handicapped. While a few expenses may be paid with LSTA going forward, the majority of LBPH's operations will be funded by the state.

Accessible information resources

NFB-NEWSLINE (National Federation of the Blind) offers blind and physically -impaired individuals free anytime, anywhere, access to over 300 newspapers and magazines, as well as TV listings, through any touch tone telephone, over the Internet, or by download to a digital talking-book player or MP3-playing device. Patrons of the Maryland State Library for the Blind and Physically Handicapped (LBPH) were provided access to this service. More than 3,647 LBPH patrons accessed NFB-NEWSLINE 434,266 times during the period of January 1 - September 30, 2016. These patrons were able to read newspapers and magazines that they normally would not be able to access.

Goal 3 - A-2. To what extent did the Maryland Division of Library Development and Services' Five-Year Plan Goal 3 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Goal 3 addresses the Information Access focal areas for people with disabilities.

Goal 3 - A-3. Did any of the following groups represent a substantial focus for the Maryland Division of Library Development and Services' Five-Year Plan Goal 3 activities? (Yes/No)

YES. The activities undertaken under Goal 3 target Individuals with Disabilities and Individuals with Limited Functional Literacy. These groups have met the 10 percent threshold of investment set by the IMLS Guidelines.

⁴ <http://www.marylandpublicschools.org/about/Pages/DLDS/LBPH/index.aspx>

⁵ <http://www.marylandpublicschools.org/about/Documents/DLDS/DLDS/LSTA2015Handout.pdf>

GOAL 3 CONCLUSIONS

The evaluators find two compelling reasons to conclude that Maryland Libraries ACHIEVED Goal 3:

1. The 2013-2017 plan period spanned the 25th anniversary of the ADA, which Maryland commemorated with a statewide ADA-accessible workstation project.
2. DLDS met this goal with several other initiatives, including supporting a statewide assessment of library Web sites' compliance with accessible design laws, successfully designing the infrastructure of the Deaf Culture Digital Library, and supporting/sustaining the Maryland Accessible Textbook program. Statistics for technology training at the Maryland State Library for the Blind and Physically Handicapped continued to show signs of growth.

The evaluators conclude that Maryland has ACHIEVED Goal 3.

Goal 4 - Retrospective Question A-1. To what extent did the Maryland Division of Library Development and Services' Five-Year Plan Goal 4 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed.

Goal IV: PROFESSIONAL DEVELOPMENT

Goal 4 - DLDS and Maryland Libraries will plan and implement collaborative continuing education and staff development opportunities to support Maryland LSTA goals and the performance of a strong and innovative Maryland library workforce.

Following is the title of the single project and the total amount of LSTA FFY 2013 – FFY 2015 funding that was expended on activities undertaken in support of Goal 4.

Projects & Expenditures

Professional Development Library Workforce	\$437,609
Staff Development, Spring-Summer Grants	\$282,900
Maryland E-Learning	\$183,151
Library Associate Training Institute	\$128,604
Staff Development, Fall Grants	\$57,087
SkillSoft	\$33,488
Director's Forum: Change Management for Library Leadership	\$7,610
Association for Rural & Small Libraries, 2015 Conference Scholarships	\$6,138
Director's Forum: Succession Planning	\$6,000
TOTAL -- GOAL 4: PROFESSIONAL DEVELOPMENT	\$1,142,587

Goal 4 expenditures represented 13.6 percent of Maryland's total LSTA allotment in the FFY 2013 – FFY 2015 period. DLDS has historically funded many professional development

activities, as has been seen across the three previous goals. The long-standing and high-quality signature certification program, Library Associate Training Institute (LATI), is included in this set of activities as well.

The previous five-year strategic planning process identified the need for a statewide blueprint for staff development to better identify trends and collaboration opportunities.⁶ The process of creating the blueprint has been so successful that it is recommended to be continued during the next five-year plan. Trending topics in the blueprint include customer service focused on diversity and inclusion, safety, and difficult customers. Many systems are addressing trending topics through online training and Webinars from various vendors. Staff development should further consider implementing peer coaching and an interdisciplinary approach.

Learning and training needs to be customized and take into account generational needs. Staff development coordinators need to work across organizations to remove barriers to improve performance and capitalize on local expertise within the community.

Three statewide work groups focused on:

- Diversity and inclusion
- Knowledge management
- Learning portfolios and micro-learning

The Maryland Library Association (MLA) can best address the needs of staff that do not have CEUs, and SLRC is best positioned to consider human resource–based offerings from their MAPLA survey.

When asked about the available training options, LSTA Evaluation respondents stated that they were least aware of Web site accessibility and adaptive storytime training, and of those who participated in training, most did so through staff development grants. For their staff, the highest participation was for STEM/coding training and events and statewide training events.

PROJECT: Library Associate Training Institute

Maryland law (COMAR 13A.05.04.03) mandates training for library associates, who are required to complete 90 hours of approved in-service training during the first two years after an appointment to a library associate position. The training is also a requirement for enrollment in the Maryland State Retirement System (COMAR 22.04.03.06). Cooperative training has a half-century-long history in Maryland, and DLDS began offering a statewide training program in the 1980s to “ensure consistent, and quality customer service” for all Maryland public and regional library systems. The Library Associate Training Institute (LATI), launched in 1996 and revised from 2008 to 2010, offers both online training and face-to-face meetings.

The LATI Oversight Committee (LOC) produced the first edition of the *LATI Handbook* in fall 2010, and the revision of the LATI program was based on the LATI evaluation completed by Nancy Bolt and Jody Howard in May 2008. Updates to the *LATI Handbook* (including Parts I, II, and III) are posted on the MERLIN Web site, as well as on the MAPLA and SLRC sites. The

⁶ Blueprint 2016

current core curriculum covers social media's role in marketing and fostering partnerships and downloadable content and devices, along with the more traditional topic areas of effective reference interview techniques and library ethics. The *LATI Handbook* received another round of updates during the plan period. Part I, "Program Overview," was updated September 2016; Part II, "Core Curriculum," was updated April 2016; and Part III, "Syllabus," was updated October 2016.

The LOC added relevant competencies taken from the ALA Library Support Staff Certification (LSSC) to the LATI program core curriculum. This resource is available for all Maryland librarians at the LATI Wiki links. SLRC librarians present many of the LATI sessions on topics including excellent customer service, age-level appropriate services, health resources, legal resources, history resources, and employment resources. Each library associate's supervisor plays a critical role in the LATI program, offering support, confirming expectations and making accommodations for program participation in the staffing schedule, and providing resources for success. The LOC chair administers the LATI grant. The DLDS 2014 annual report noted that two cohorts of 48 librarians from over 15 counties in Maryland participated in LATI. In 2015, 59 library associates became certified information professionals through the LATI program.⁷ There is increased demand as libraries hire more library associates.

The LSTA Evaluation survey found that respondents were most aware of the staff development grants and the LATI program. All of the respondents (100 percent) were satisfied with the staff development grants and 92 percent were satisfied with the Library Associate Training Institute.

PROJECT: SkillSoft

The SkillSoft platform offers a wide range of online courses to support the professional development of the MD library workforce.⁸ The SkillPort learning management portal was customized for MD learner registration, liaisons were trained in the newest SkillPort version, and first-line tech support was offered. In 2015, 458 library staff members accessed SkillSoft during the subgrant period, and 319 library staff members completed 1,409 online courses. The SkillSoft survey for participants showed that 11 out of 20 respondents indicated an interest in continuing with SkillSoft next year, and most indicated that they use other online products for professional development. The most popular SkillSoft courses in 2016 were:

- "First Time Manager: Understanding a Manager's Role"
- "The Voice of Leadership: Effective Leadership Communication Strategies"
- "Workplace Conflict: Recognizing and Responding to Conflict"
- "Internal Customer Service"

In 2013, 523 library staff participated in 1,004 online courses, and in 2014, 485 library staff completed 1,497 online courses. The declining trend in SkillSoft participation may be due to the availability of other similar online offerings, but SkillSoft is a "low cost" option, with the participant survey indicating continued interest. The following quote is telling of the great value all professional developments bring to Maryland libraries:

"The staff development grants have been extremely helpful and are crucial to allowing

⁷ <http://www.marylandpublicschools.org/about/Documents/DLDS/DLDS/LSTA2015Handout.pdf>

⁸ SkillSoft Final Report Revised December 2016.

our staff to attend major conferences. Please continue this program! LATI is very helpful and staff love attending. I know the program is being reviewed to see about flexibility for part-time staff and also how to get through the waiting list sooner. The diversity training was also very helpful.”

Goal 4 - A-2. To what extent did the Maryland Division of Library Development and Services’ Five-Year Plan Goal 4 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Goal 4 addressed the Institutional Capacity focal area by “Improving the library workforce.”

Goal 4 - A-3. Did any of the following groups represent a substantial focus for the Maryland Division of Library Development and Services’ Five-Year Plan Goal 4 activities?

(Yes/No) YES. The activities undertaken rise to the 10 percent level of funding identified as constituting a substantial focus for the Library Workforce target audience.

GOAL 4 CONCLUSIONS

The evaluators find four compelling reasons to conclude that DLDS has ACHIEVED Goal 4. They are:

1. Professional development continued to be a demonstrated strength in Maryland, due in large part to the Five-Year Plan activities completed by DLDS.
2. DLDS staff coordinated recurring statewide meetings that brought together several professional communities of practice, including (but not limited to): staff development, outreach and communication, youth services, statistics and data, human resources, and information technology.
3. DLDS also achieved Goal 4 by coordinating an annual needs assessment of professional development in the state and worked toward meeting those needs each year.
4. LATI, statewide self-directed virtual learning, and training programs focusing on services to special populations all thrived in this five-year-plan period.

The evaluators conclude that Maryland has ACHIEVED Goal 4.

B. Process Questions

B-1. How has the Maryland Division of Library Development and Services used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?

The Maryland Division of Library Development and Services has used SPR data to adjust and refine programs and to make decisions regarding priorities among projects. New and old SPR data is used annually by DLDS staff, especially in relation to their agency strategic plan, to ensure that appropriate overlap of activities is taking place. Elements are included in a variety

of the agency's reports to the public, to the library community, and to state government. Data from the SPR is also used to establish benchmarks that are reviewed on a periodic basis to assess progress toward the goals stated in the LSTA 2013–2017 Five-Year Plan, especially in the face of staff changes for the position of the LSTA Grants Coordinator. SPR data has also been shared with specific outside evaluators, such as QualityMetrics, LLC, for this assessment.

B-2. Specify any changes the Maryland Division of Library Development and Services made to the Five-Year Plan, and why this occurred.

No formal changes or amendments were made to the plan.

B-3. How and with whom has the Maryland Division of Library Development and Services shared data from the old and new SPR and from other evaluation resources?

Data derived from the State Program Report (SPR) is used internally for planning and evaluation purposes. It is shared directly with key DLDS staff, advisory groups, and stakeholders, and is shared indirectly with legislators and other public officials through periodic reports from DLDS. SPR data has also been shared with outside evaluators, including QualityMetrics, LLC, Library Consultants.

C. Methodology Questions

C-1. Identify how the Maryland Division of Library Development and Services implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators.

To ensure rigorous and objective evaluation of the SLAA implementation of the LSTA Grants to States program, the agency joined COSLINE and issued a Request for Proposals (RFP) on July 1, 2016 to solicit proposals to conduct a "Library Services and Technology Act Evaluation." Proposals were due July 18, 2016. As a result of a competitive process, QualityMetrics, LLC, Library Consultants, a library consulting firm headquartered in Silver Spring, Maryland, was awarded the contract to conduct the independent LSTA evaluation. QualityMetrics, LLC, Library Consultants, does not have a role in carrying out other LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results.

QualityMetrics, LLC, Library Consultants have in-depth evaluation experience and demonstrated professional competency. Bill Wilson of QualityMetrics Library Consultants has implemented evaluation studies for three previous cycles of LSTA evaluations starting in 2002. Wilson is experienced in both quantitative and qualitative methods and has participated in 28 previous five-year LSTA Grants to States evaluations. Co-principal consultant Dr. Martha Kyrillidou has deep experience in library evaluation over her 22 years of service at the Association of Research Libraries (ARL). Kyrillidou has taught Research Methods, Assessment, and Evaluation courses at the University of Maryland and at Kent State University and has

extensive practical experience in mixed methods, evaluation, and outcomes assessment. She is a current member of the Library Statistics Working Group (LSWG), chair of the NISO Z39.7 standard, and mentors the next generation of public library staff and evaluators. Dr. Ethel Himmel is an experienced evaluator and worked on the LSTA Web survey part of the evaluation.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.

QualityMetrics, Library Consultants, deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. After conducting an initial telephone conference call with representatives of DLDS, Bill Wilson and Martha Kyrillidou visited the agency in Baltimore. Kyrillidou and Wilson interviewed staff on September 27, 2016. Phone interviews with additional DLDS staff members engaged in LSTA-funded projects followed and were recorded. Also, professional staff working in libraries and engaged in LSTA activities were interviewed by phone or in person. A total of three focus groups were conducted in person, one with all the Public Library Directors, one with end users of the LBPH library, and one with the Statewide Planning Group. The site visits, focus groups, and interviews provided qualitative evidence and context.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how the evaluators engaged them.

Maryland Division of Library Development and Services staff were engaged through personal interviews during a site visit to the agency, via telephone calls, and through frequent e-mail exchanges. Key state library agency staff members engaged in LSTA activities were interviewed by phone.

A Web-based survey as well as on-site focus groups and interviews were used to collect information from the Maryland library community.

DLDS staff recommended and recruited participants for focus groups. Three in-person focus groups took place.

C-4. Discuss how DLDS will share the key findings and recommendations with others.

DLDS will share the findings of the evaluation with a variety of partner agencies in Maryland (governmental, other public, and nonprofit) and with the larger public by alerting the libraries in Maryland to the availability of the evaluation report. The report will be publicly available on the agency Web site and on the IMLS Web site. The report will also inform the formulation of the five-year plan for 2018–2022.

Appendix A: List of Acronyms

BTOP

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

DCDL

Deaf Culture Digital Library, hosted at Montgomery County Public Library
<http://montgomerycountymd.libguides.com/c.php?g=461193&p=3153297>

DLDS

Maryland Division of Library Development and Services
<http://www.marylandpublicschools.org/about/Pages/DLDS/index.aspx>

ILS

Integrated Library System

IMLS

Institute of Museum and Library Services
<http://www.ims.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 regional libraries of the National Library Service programs. Maryland'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.marylandpublicschools.org/about/Pages/DLDS/LBPH/index.aspx>

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 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).

MACL

Maryland Advisory Council on Libraries

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

MASL
Maryland Association of School Librarians (formally MEMO)
<http://maslmd.org/>

MEMO
Maryland Educational Media Organization
http://aect.site-ym.com/?page=maryland_educational

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 Essential Resource for Library Information Networks
<http://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 B: List of People Interviewed

SITE VISIT – October 12, 2016

Irene Padilla, Assistant State Superintendent of Libraries

Dennis Nangle

Leslie Bowman

Debby Vargas

FOCUS GROUPS

10/6/16 - MD Public Library Directors

10/12/16 - Library for the Blind Consumers

12/16/2016 Statewide Projects Planning Team

INTERVIEWS

12/16/16 - Liz Sundermann

1/3/16 - Carrie Sanders

1/5/16 - Nini Beegan

1/10/17 - Michael Gannon

1/16/17 - Gail Griffith

1/17/17 - Colin Khem

1/17/17 - Wesley Wilson

1/19/17 - Jennifer Falkowski

1/19/17 - Andrea Lewis

1/30/17 - Debby Bennett

2/10/17 - Trudi Bellardo Hahn

Appendix C: Bibliography of All Documents Reviewed

Bertot, John and Kimberly White. *State Library Agency Organizations: Roles, Structures and Services*, Information Policy and Access Center, University of Maryland College Park, July 1, 2014.

The Institute of Museum and Library Services. 2016. *State Library Administrative Agencies Survey: Fiscal Year 2014* (IMLS-2016-SLAA-01). Washington, DC: The Institute.

National Center for Education Statistics:

<https://nces.ed.gov/collegenavigator/?s=MD&ct=1+2+3>

Notes from Maryland Library Interviews.

Notes from Focus Groups with Maryland Library stakeholders.

US Census QuickFacts: Maryland, accessed online at:

<https://www.census.gov/quickfacts/table/PST045216/24>

Maryland LSTA Evaluation Online Survey Summary Data and Report.

DLDS SPR FFY 2013.

DLDS SPR FFY 2014.

DLDS SPR FFY 2015.

DLDS Report, *Maryland Public Library Statewide Blueprint for Staff Development 2016*.

DLDS Report, *SkillSoft 2016, LSTA Grant Final Report*.

DLDS Websites

<http://www.marylandpublicschools.org/about/Pages/DLDS/index.aspx>

Appendix D: Survey Instrument

Maryland LSTA Survey

WELCOME



Maryland Division of Library Development and Services

Hello!

The Maryland Division of Library Development and Services (DLDS) requests your assistance in helping us evaluate some of the work we do on behalf of Maryland's libraries. DLDS has engaged QualityMetrics, a library consulting firm, to conduct an independent evaluation required under the Museum and Library Services Act in order to receive federal Library Services and Technology Act (LSTA) "Grants to States" funding.

QualityMetrics has designed a brief survey to help us understand how libraries are making use of the services and resources provided by DLDS and what we might do to improve our services in the future. We are specifically interested in your feedback on the programs DLDS provides that have been partially or fully funded with LSTA dollars. The LSTA Grants to States Program is administered by the federal government through the Institute of Museum and Library Services (IMLS). This survey should take no more than 20 minutes to complete.

Thank you in advance for taking the time to complete the survey. Your responses will go directly to QualityMetrics (not to DLDS) and your responses will not be identified with your library. The QualityMetrics team will review all survey responses and will include the survey results in their report to the Division of Library Development and Services, which is due in February 2017. Your assistance with this survey is very important to us and will help us assess the work we have done in the past and will enable us to improve our service to your library in the future.

LIBRARY DESCRIPTION

- 1) Please select your library/organization from the pull-down menu below.
 - () Allegany County Library System
 - () Anne Arundel County Public Library
 - () Baltimore County Public Library

- Calvert Library
- Caroline County Public Library
- Carroll County Public Library
- Cecil County Public Library
- Charles County Public Library
- Dorchester County Public Library
- Eastern Shore Regional Library
- Enoch Pratt Free Library
- Frederick County Public Libraries
- Harford County Public Library
- Howard County Library System
- Kent County Public Library
- Montgomery County Public Libraries
- Prince George's County Memorial Library System
- Queen Anne's County Library
- Ruth Enlow Library of Garrett County
- Somerset County Library
- Southern Maryland Regional Library
- St. Mary's County Library
- State Library Resource Center
- Talbot County Free Library
- Washington County Free Library
- Western Maryland Regional Library
- Wicomico Public Libraries
- Worcester County Library
- Other (Please specify below.)

If you answered "other" in the question above, please specify the name of your library/organization in the text box provided below.

LIBRARY AND RESPONDENT DESCRIPTION

2) Please select the category(ies) that describe your role(s)/responsibilities in your library. *(Please check all that apply.)*

- Library director
- Manager/ department head
- Other library administrator
- Children's/youth services librarian
- Reference/information services librarian
- Library technology specialist
- Marketing/ Communications Manager/ Coordinator
- Staff Development Coordinator
- Other (Please specify below.)

If you responded "other" to the question above, please indicate your role in the library or other organization you represent in three words or less in the text box provided below.

3) Please indicate the population served by the library you represent.

- Fewer than 25,000
- 25,000 - 49,999
- 50,000 - 99,999
- 100,000 - 249,999
- 250,000 - 499,999
- 500,000 - 999,999
- 1,000,000 or more
- DON'T KNOW

4) Please estimate the overall annual operating budget (excluding capital expenses) of the library you represent.

- Less than \$500,000
- \$500,000 - \$999,999
- \$1,000,000 - \$1,999,999
- \$2,000,000 - \$2,499,999
- \$2,500,000 - \$4,999,999
- \$5,000,000 - \$9,999,999
- \$10,000,000 or more
- DON'T KNOW

5) Please indicate the number of full-time-equivalent (FTE) staff employed in the library which you represent.

- Less than 5
- 5 - 9
- 10 - 19
- 20 - 34
- 35 - 49
- 50 - 99
- 100 - 249
- 250 - 499
- 500 - 999
- 1,000 or more
- DON'T KNOW

SERVICE MODULE INTRODUCTION

The Maryland Division of Library Development and Services (DLDS) uses its Library Services and Technology Act (LSTA) Grants to States funds to support a number of different programs and initiatives. This survey will explore five areas. They are:

**Summer Reading Program Support
 Staff Development/Continuing Education
 MD AskUsNow
 One Maryland One Book
 Statewide Programming Laptops Initiative for Community Education (SPLICE)
 Data Visualization/Tableau**

SUMMER READING PROGRAM SUPPORT

The Division of Library Development and Services uses a portion of its LSTA funds to support summer reading program efforts throughout the state. The following questions explore your library's involvement in offering summer reading program services and using the resources and support provided by DLDS.

6) Please identify the summer reading program services you provided to each of the following targeted groups in 2016.

	Only self-help guides, reading lists, and other resources provided without staff led events or programs	Resources provided with staff or other presenters leading events or programs	No summer reading program offered for this group
Pre-school children	()	()	()
School-aged children	()	()	()
Teens	()	()	()
Adults	()	()	()

Please indicate the degree to which you agree or disagree with each of the following statements.

7) My library receives access to the training and support it needs from DLDS to carry out an effective summer reading program.

	1 - Strongly disagree	2 - Disagree	3 - Neither agree nor disagree	4 - Agree	5 - Strongly agree
DLDS provides training and support necessary to implement an effective summer reading program	()	()	()	()	()

8) My library's summer reading program is reaching reluctant readers and/or children at risk.

	1 - Strongly disagree	2 - Disagree	3 - Neither agree nor disagree	4 - Agree	5 - Strongly agree
Summer reading program is reaching reluctant readers and/or children at risk	()	()	()	()	()

Please rate the following services made available to libraries for their summer reading programs:

9) Staff development opportunities related to summer reading program

	1 - Poor	2 - Fair	3 - Good	4 - Excellent	Not aware of this resource	Did not use this resource
Staff development opportunities related to summer reading	()	()	()	()	()	()

10) Consulting assistance related to summer reading program

	1 - Poor	2 - Fair	3 - Good	4 - Excellent	Not aware of this resource	Did not use this resource
Consulting assistance related to summer reading	()	()	()	()	()	()

11) Which of the following training opportunities would make the most difference in terms of improving your summer reading program? (Please check all that apply.)

- Help with program planning/curriculum design
- Time/resource management training
- Training on outreach
- Training on public engagement
- Language/cultural competency training
- Assistance with program evaluation
- Other (Please specify below.)

12) If you answered "other" in the question above, please specify in the text box below.

13) If you have any additional feedback for DLDS regarding its support for your library's summer reading program, please insert that feedback in the text box provided below.

CONTINUING EDUCATION/STAFF DEVELOPMENT

The Division of Library Development and Services (DLDS) uses LSTA funds to offer a variety of continuing education/ professional development opportunities to library directors and staff members in Maryland. Included are Staff Development Grants awarded to libraries as well as DLDS supported events. Please indicate your library's assessment of the degree to which you feel these offerings are addressing your library's needs.

14) Please indicate the degree to which you are aware of the following continuing education offerings supported by DLDS.

	1 - Totally unaware	2 - Somewhat aware	3 - Very aware	Not applicable
Staff Development Grants	()	()	()	()
Library Associate Training Institute (LATI)	()	()	()	()
E-rate Summit	()	()	()	()
STEM/Coding training and events	()	()	()	()
Early literacy training events	()	()	()	()
Website accessibility	()	()	()	()

training				
Adaptive storytime training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statewide training events (e.g., Tech Connect, Diversity Training, Veterans Benefits Training, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you checked "other" above, please specify in the space provided below.

15) Please indicate whether you or any member of your staff has participated in/benefitted from any of the following continuing education opportunities supported by DLDS.

	I have personally participated	Other staff members from my library have participated	Neither I nor any of the other staff at my library have participated	Not applicable
Staff Development Grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Associate Training Institute (LATI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E-rate Summit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STEM/Coding training and events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early literacy training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Website accessibility training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptive storytime training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statewide training events (e.g., Tech Connect, Diversity Training, Veterans Benefits Training, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you checked "other" above, please specify in the space provided below.

16) Please rate each of the following continuing education opportunities offered by DLDS:

	1 - Completely dissatisfied	2	3 - Neither satisfied nor dissatisfied	4	5 - Completely satisfied	Not applicable
Staff Development Grants	()	()	()	()	()	()

Library Associate Training Institute (LATI)	()	()	()	()	()	()
E-rate summit	()	()	()	()	()	()
STEM/Coding training and events	()	()	()	()	()	()
Early literacy training	()	()	()	()	()	()
Website accessibility training	()	()	()	()	()	()
Adaptive storytime training	()	()	()	()	()	()
Statewide training events (e.g., Tech Connect, Diversity Training, Veterans Benefits Training, etc.)	()	()	()	()	()	()
Other (Please specify below.)	()	()	()	()	()	()

If you checked "other" above, please specify in the space provided below.

17) If you have any additional feedback for DLDS regarding its support for continuing education and staff development, please insert that feedback in the text box provided below.

MARYLAND AskUsNow

The Maryland Division of Library Development and Services uses LSTA funds to support the Maryland AskUsNow 24/7 interactive reference service. AskUsNow makes it possible for Marylanders to receive free, 24/7 live and interactive, virtual reference service using the expertise of librarians to provide answers to questions; in-depth research assistance, and help using research tools and services. During FY 2016, 41,403 questions were answered via the AskUsNow service.

The following questions explore your library's involvement in this program and the degree to which you believe the residents of your library system area benefit from MD AskUsNow.

18) Please indicate the ways in which your library participates in the MD AskUsNow program. *Please check all that apply.*

- Staff at my library help staff MD AskUsNow
- My library actively promotes the MD AskUsNow program to our customers
- Other (Please specify below.)

If you checked "other" above, please specify in the space provided below.

19) Please indicate the degree to which you believe residents of your library system area are aware of the MD AskUsNow program.

	1 - Unaware of the program	2	3 - Moderately aware of the program	4	5 - Very aware of the program
Public awareness of the MD AskUsNow program	()	()	()	()	()

20) Please indicate the importance of the MD AskUsNow program to your library.

	1 - Not important	2	3 - Moderately important	4	5 - Very important

Importance of the MD AskUsNow program	<input type="radio"/>				
---------------------------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

21) Please share any ideas or opinions that you believe would improve or enhance the MD AskUsNow program.

ONE MARYLAND ONE BOOK

The Maryland Division of Library Development and Services has used LSTA funding to support public library participation in the One Maryland One Book program. The One Maryland One Book program inspires a greater sense of community by creating an enthusiasm among adults and high school students for reading a common book and coming together for an educational experience through dialogue in a safe environment (such as a public library) with a trained discussion facilitator where diverse perspectives can be shared. The number of programs for the 2016 One Maryland One Book selection was over 360 and sessions were held in every Maryland jurisdiction, an all-time high for this program.

The following questions explore your library's experience with that program.

22) Did your library participate in the One Maryland One Book program in 2016?
 Yes
 No

ONE MARYLAND ONE BOOK - NON-PARTICIPANT

23) What would you say was the primary reason that your library DID NOT participate in the 2016 One Maryland One Book program.
 Lack of information about the program
 Lack of space to host programs
 Lack of staff to plan and implement the program
 Other (Please specify below.)

24) If you responded "other" to the question above, please specify in the text box provided below.

25) What could the Maryland Division of Library Development and Services do to enable your library to participate in the One Maryland One Book program in the future?

ONE MARYLAND ONE BOOK - PARTICIPANT

26) The One Maryland One Book program is designed to encourage a community dialogue. Please indicate your assessment to the degree that the One Maryland One Book program affected your library and/or community in each of the following ways.

	1 - No change	2	3 - Moderate increase	4	5 - Significant increase	6 - Don't Know/ Unable to Rate
Participation of non-library partners	()	()	()	()	()	()
Participation of new customers	()	()	()	()	()	()
Participation of people of many ages	()	()	()	()	()	()
Participation of people of multiple races/ ethnicities	()	()	()	()	()	()
Use	()	()	()	()	()	()

(circulation) of other materials by the author of the One Maryland One Book selection or of related materials/resources						
Visibility of the library in the community	()	()	()	()	()	()
Other (Please specify below.)	()	()	()	()	()	()

27) If you have any additional feedback for DLDS regarding its support for the One Maryland One Book program, please insert that feedback in the text box provided below.

STATEWIDE PROGRAMMING LAPTOPS INITIATIVE FOR COMMUNITY EDUCATION (SPLICE)

The Statewide Programming Laptops Initiative for Community Education (SPLICE) program expanded the number of computers available for youth services classes and programs in every public library system in the state. In addition to the SPLICE laptops, the program provided 21 Razer Open Source Virtual Reality (OSVR) Hacker Dev Kits for statewide use. These development kits included headsets and all of the software needed to create games and other applications for use with virtual reality platforms. This equipment will be dedicated to host computer programming workshops for all ages of youth and their families such as: Minecraft events, Family Coding Clubs, Coding Jams, Virtual Reality Development, and Computer Science/Programming Logic.

The following questions explore your library's experience with this program.

28) The SPLICE program was designed to provide Science, Technology, Engineering, and Math (STEM) learning opportunities for Maryland youth. Please indicate your assessment to the degree that the SPLICE program affected your library and/or community in each of the following ways.

	1 - No change	2	3 - Moderate increase	4	5 - Significant increase	6 - Don't Know/ Unable to Rate
Partnerships with public schools	()	()	()	()	()	()
Partnerships with other non-library partners	()	()	()	()	()	()
Participation of new teens/ young adults	()	()	()	()	()	()
STEM programming	()	()	()	()	()	()
Creative/design programming	()	()	()	()	()	()
Computer science programming	()	()	()	()	()	()
Visibility of the library in the community	()	()	()	()	()	()
Other (Please specify below.)	()	()	()	()	()	()

29) If you have any additional feedback for DLDS regarding its support for the State Programming Laptops Initiative for Community Education (SPLICE) program, please insert that feedback in the text box provided below.

DATA ANALYTICS/ DATA VISUALIZATION/ TABLEAU

DLDS, in partnership with Prince George's County Memorial Library System, kicked off the first phase of a statewide data analytics project in the summer of 2016. Each library system was given an opportunity to receive a Tableau Desktop license in addition to participating in a two-day training session. This section explores the potential resulting from support for data analytics/data visualization services.

30) Please indicate the level of involvement of your library system or organization in this program.

	Yes	No	DON'T KNOW/ UNCERTAIN
My library system or library organization acquired the Tableau license	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I personally participated in Tableau training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff from my library system or organization participated in Tableau training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My library system or organization made use of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

the Tableau software following the training			
My library system or organization has used documents/ graphics produced using Tableau for public awareness efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My library system or organization has used documents/ graphics produced with Tableau to inform governmental bodies (county, municipalities, school districts, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31) If you responded "other" to the question above, please specify in the text box provided below.

32) Which of the follow two benefits of support for data analytics/ data visualization/ Tableau are the most significant to your library system or organization? (*Please select no more than two.*)

Helps me understand what our data means better

- Helps our library staff understand what our data means better
- Helps my library board understand what our data means better
- Helps governmental officials understand what our data means better
- Helps the public understand what our data means better
- Helps inform our planning efforts
- Other (Please specify below.)

33) If you responded "other" to the question above, please specify in the text box provided below.

34) If you have any additional feedback for DLDS regarding its support for data analytics/ data visualization/ Tableau, please insert that feedback in the text box provided below.

PROSPECTIVE QUESTIONS

35) One of the primary reasons that the Five-Year LSTA Evaluation is conducted is to help inform the contents of the next LSTA Five Year Plan (2018 - 2022). Please indicate your priorities for LSTA funding for the upcoming plan. *(Please select no more than three.)*

- Staff development and training
- Programming for the public
- Planning and evaluation
- Community engagement training
- Leadership training
- Virtual reference service
- Children's/ youth services
- Technology initiatives
- Sub-grants to libraries for innovative projects
- Other (Please specify below.)

If you answered "other" above, please specify in the text box provided below.

36) If you have any additional feedback for DLDS regarding the content of the next LSTA Five-Year Plan (2018 - 2022), please insert that feedback in the text box provided below.

THANK YOU!

Thank you for taking our survey. Your response is very important to us.

Appendix E: Focus Group Protocol

Interviews with Library Leaders

Each interview included these key questions; follow-up and additional questions were tailored to the specific position and experience of the interviewees and their responses:

1. Describe how you and your library have been involved with LSTA.
2. From your perspective, which LSTA programs have been most impactful to your library and to the state from 2013-2015?
3. How would you assess the process of receiving funding – applying, receiving funding, reporting?
4. Looking forward, where would you like to see more LSTA funding? Where less?
5. Final thoughts?

Focus Group Questions

1. Which LSTA programs have been most impactful for your library?
2. In Maryland, the State Library has been interested in using LSTA funds to initiate projects, but does not wish to provide funding for ongoing operations over the long term. Is that the right approach?
3. Maryland has offered many sub-grants to individual libraries. Are the amounts awarded sufficient to justify the effort of applying and reporting?
4. Are reporting expectations reasonable?
5. How important have LSTA sub-grants been in providing opportunities for innovation?
6. A major focus of IMLS has been on assessing outcomes. Have you been able to document outcomes from your LSTA projects?
7. What impact have LSTA-funded digitization projects had for the residents of your library district?
8. Is it your experience that the State Library has made great efforts to help LSTA grant applicants be successful?
9. Turning forward, the State Library will begin work on the next five-year LSTA plan soon. What new directions should it take? What would make a difference for your library?

10. Finally, what would you like to say about LSTA?

Appendix F: Summary of Survey Results

Maryland LSTA Web Survey Report

Twenty-seven completed surveys were received although more than twenty-seven people participated. (One response said “multiple staff members contributed to this survey.”) Responses were received for nineteen public libraries, the State Library Resource Center, Eastern Shore Regional Library, and Western Maryland Regional Library. Seventeen of the respondents (63.0 percent) identified themselves as library directors; another seven (25.9 percent) said they were other library administrators and three who chose the “other” category identified themselves as acting CEO, assistant director, or chief operating officer.

A third (33.3 percent or nine respondents) said the population served by their library was 100,000 to 249,999. Over a third (34.6 percent or nine respondents) said their annual operating budget was \$10,000,000 or more. At the opposite end of the scale, two respondents (7.7 percent) said their annual operating budget was between \$500,000 and \$999,999. Five respondents (19.2 percent), the largest group, said their full-time-equivalent (FTE) staff was 20-34 people. One reported 5 to 9 FTE and one reported 500 to 999 FTE staff.

Summer Reading Program

Twenty-five of the 27 (92.6 percent) reported providing resources with staff or other presenters leading events or programs for pre-school children. The same number and percent provided the same level for school-aged children. The number dropped slightly, (85.2 percent) for providing this level for teens and fourteen of 25 responding (56.0 percent) said they provided resources with staff or other presenters leading events or program for adults.

Seventy (70.3) percent agreed or strongly agreed that DLDS provides the training and support necessary to implement an effective summer reading program. Twenty-five (25.9) percent neither agreed nor disagreed with the statement.

Seventy-four (74.1) percent agreed or strongly agreed that the summer reading program is reaching reluctant readers and/or children at risk.

Thirty-eight (38.4) percent said staff development opportunities related to summer reading were good or excellent. Another thirty (30.8) percent were not aware of this resource.

Thirty-four (34.6) percent rated consulting assistance related to summer reading as good or excellent. Another thirty-eight (38.5) percent were not aware of this resource.

When asked which of six training opportunities would make the most difference in terms of improving their summer reading program, training on public engagement (14 or 60.9

percent) received the highest number of check marks. Second was assistance with program evaluation, which was checked by twelve people (52.2 percent).

Opportunity	% Selecting	# Responses
Training on public engagement	60.9%	14
Assistance with program evaluation	52.2%	12
Training on outreach	34.8%	8
Language/cultural competency training	30.4%	7
Help with program planning/curriculum design	17.4%	4
Time/resource management training	13.0%	3

Three respondents selected “other” as their choice. Two said they did not have a summer reading program. The third said they wanted “research both on the impact of summer reading but also on best practices to engage reluctant readers and at risk children. Best practices for marketing and promotion of summer reading.”

Eight people chose to provide additional feedback for DLDS regarding its support for their library’s summer reading program. *(Please see survey compilation for complete responses to this question.)* Five comments were appreciative, for example: “We believe Carrie Sanders is bringing good energy to the program this year and we think it will help our program.” Three offered suggestions, e.g., “Our library branch managers and assistant director/staff development coordinator would also like to receive periodic updates from DLDS Youth Services contact regarding summer reading program initiatives.”

Continuing Education Offerings

Respondents were asked to indicate their level of awareness of eight continuing education offerings supported by DLDS. Those offerings are listed below in descending order of awareness. (Note that the total number of responses to this question was 26, so percentages may seem a bit exaggerated, e.g., 1 response equals 3.8 percent.)

Offerings	% Totally Unaware	% Very Aware
Staff Development Grants	3.8%	96.2%
Library Associate Training Institute	3.8%	96.2%
STEM/Coding training and events	8.0%	80.0%
E-rate Summit	3.8%	76.9%
Statewide training events (e.g., Tech Connect, Diversity Training, Veterans Benefits Training, etc.)	7.7%	73.1%
Early literacy training events	7.7%	53.8%
Website accessibility training	26.9%	50.0%

Adaptive storytime training	15.4%	46.2%
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Respondents were most aware of the staff development grants and the Library Associate Training Institute and least aware of website accessibility and adaptive storytime training. Awareness was greater than the table above indicates, however, because respondents were also allowed to check a number in between totally unaware and very aware, that being somewhat aware. If somewhat aware and very aware scores are combined, eighty-four (84.7) percent of the respondents to this question were somewhat or very aware of the adaptive storytime training and seventy-three (73.1) percent were somewhat or very aware of the website accessibility training. *(Please see survey compilation for complete responses to question 15.)*

A more complete picture is available with the responses to question 17, which asked respondents to indicate whether they or any member of their staff has participated in or benefitted from any of the eight continuing education offerings. The offerings are listed below in descending order by percent of respondents saying other staff members from their library have participated.

Offerings	% saying other staff members have participated	% saying I have personally participated
STEM/Coding training and events	88.9%	14.8%
Statewide training events (e.g., Tech Connect, Diversity Training, Veterans Benefits Training, etc.)	88.9%	37.0%
Early literacy training events	80.8%	11.5%
Library Associate Training Institute	76.9%	34.6%
Staff Development Grants	70.4%	77.8%
E-rate Summit	56.0%	40.0%
Adaptive storytime training	50.0%	12.5%
Website accessibility training	34.8%	39.1%

The highest percents of responses saying other staff members have participated are for STEM/Coding training and events and statewide training events. The highest percent of respondents themselves having participated is for staff development grants.

Question 19 asked respondents to rate each of the eight continuing education offerings in terms of their level of satisfaction with each offering using a five-point scale in which 1 indicated completely dissatisfied, 3 indicated neither satisfied nor dissatisfied (neutral) and 5 indicated completely satisfied. Respondents were also able to check a not applicable column if they had not experienced the offering. The table below lists the eight offerings in descending order of satisfaction, which combined the 4 and 5 ratings. *(Please see survey compilation for complete responses to question 19.)*

Offerings	%	%	% Not
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	Satisfied	Neutral	Applicable
Staff Development Grants	100%	0	0
Library Associate Training Institute	92.3%	3.8%	3.8%
Statewide training events (e.g., Tech Connect, Diversity Training, Veterans Benefits Training, etc.)	80.8%	15.4%	3.8%
STEM/Coding training and events	65.4%	23.1%	11.5%
Early literacy training events	53.8%	34.6%	11.5%
E-rate Summit	34.6%	34.6%	30.8%
Website accessibility training	34.6%	34.6%	26.9%
Adaptive storytime training	26.9%	42.3%	26.9%

All (100 percent) gave the staff development grants a satisfaction score of 4 or 5. The only offerings that received a dissatisfied score (either a 1 or a 2) were website accessibility training and adaptive storytime training.

Seven respondents chose to provide additional feedback regard DLDS support for continuing education and staff development. *(Please see survey compilation for complete responses to question 20.)* The longest and most complete said: “the staff development grants have been extremely helpful and are crucial to allowing our staff to attend major conferences. Please continue this program! LATI is very helpful and staff love attending. I know the program is being reviewed to see about flexibility for part-time staff and also how to get through the waiting list sooner. The diversity training was also very helpful. I’ve heard mixed reviews from staff regarding the tech connect. I honestly can’t remember if our staff have been to website accessibility or adaptive storytime training from DLDS. I also appreciate the support DLDS (especially Nini!) provides with facilitating state-wide staff development meetings and projects. I believe DLDS also is providing support for SkillSoft, and while I’m not sure how much staff use it, it’s nice to have as an option.”

MD AskUsNow

Sixty-eight percent (17 respondents) said their library actively promotes the MD AskUsNow program to their customers. Sixty percent (15 respondents) said their staff help to staff the program. Ten respondents provided additional comments. *(Please see survey compilation for complete responses to question 22.)* Six of them indicated they had discontinued participation in the program. One said “we highlight AskUsNow with our school media specialists and market at other outreach events.”

Forty-eight percent (12 respondents) said they believed residents of their library service area were moderately aware of the MD AskUsNow program. Twelve percent (3 respondents) gave the public awareness score of 4 (out of 5). No one gave a score of 5, which would indicate residents were very aware of the program.

Question 24 asked respondents to indicate the importance of the AskUsNow program to their library, using a 5-point scale with 5 being very important and 3 being moderately

important. Fifty-two percent (13 respondents) gave a score of 3, 4, or 5. Forty-eight percent (12 respondents) gave a score of 1 or 2, where 1 indicated not important. Eight respondents provided additional thoughts on the AskUsNow program. *(Please see survey compilation for complete responses to question 25.)* The responses ranged from “When we launched MD AskUsNow, it was perfect timing and met a critical need. However, I think it is time to sunset MD AskUsNow and put the funding toward other technology opportunities.” To “In addition to providing a valuable service to our customers, it allows a great opportunity for our Library Associate Training Institute participants to learn necessary information and customer service skills.”

One Maryland One Book Program

Eighty-five (85.2) percent (23 respondents) indicated their library had participated in the One Maryland One Book program in 2016. Of the four that did not participate, one does not provide public programming, two are regional libraries with no public customers, and the fourth participated in their local counties’ one book program.

Question 30 asked respondents to assess the degree to which the One Maryland One Book program affected their library and/or community using a 5-point scale where 1 indicated no change, 3 indicated a moderate increase, and 5 indicated a significant increase. Respondents were also able to check a don’t know/unable to rate category. The participation or involvement by various groups are listed in the table below in descending order of 4 and 5 ratings, i.e., increase and significant increase.

Participation/Involvement	Combined 4 & 5	Moderate Increase (3)	Combined 1 & 2	Don’t Know
Visibility of library in community	50.0%	27.3%	13.6%	9.1%
Participation of people of many ages	40.9%	22.7%	31.8%	4.5%
Participation of new customers	36.3%	31.8%	18.2%	13.6%
Participation of people of multiple races/ethnicities	31.8%	36.4%	18.2%	13.6%
Participation of non-library partners	22.7%	31.8%	27.3%	18.2%
Circulation of other materials by author or related materials	13.6%	40.9%	13.6%	31.8%

Respondents believe the program most affected their communities by increasing the visibility of the library in the community although they indicated moderate increases in all the choices provided. The category showing the highest ratings of no change was for participation of people of many ages.

Five people provided additional comments. *(Please see survey compilation for complete responses to question 31.)* All were positive. “We held two community conversations that focused on key themes from All American Boys in relation to current real world events that were particularly successful in attracting a diverse group willing to

engage in weighty conversations. Each of these programs had over 40 attendees and was featured in a write up by the local newspaper.”

SPLICE (State Programming Laptops Initiative for Community Education) Program

Question 32 asked respondents to assess the degree to which the SPLICE program affected their library and/or community using a 5-point scale where 1 indicated no change, 3 indicated a moderate increase, and 5 indicated a significant increase. Respondents were also able to check a don't know/unable to rate category. The participation or involvement by various groups are listed in the table below in descending order of 4 and 5 ratings, i.e., increase and significant increase. *(Please see survey compilation for complete responses to question 32.)*

Participation/Involvement	Combined 4 & 5	Moderate Increase (3)	Combined 1 & 2	Don't Know
STEM programming	40.0%	32.0%	12.0%	16.0%
Participation of new teens/young Adults	28.0%	24.0%	24.0%	24.0%
Creative/design programming	24.0%	32.0%	24.0%	20.0%
Visibility of library in community	16.0%	28.0%	36.0%	20.0%
Computer science programming	12.0%	28.0%	40.0%	20.0%
Partnerships with public schools	8.0%	24.0%	48.0%	20.0%
Partnerships with other non-library partners	8.0%	20.0%	48.0%	24.0%

Respondents believe the SPLICE program most affected their communities through the STEM programming although they indicated moderate increases in all the choices provided. The categories showing the highest ratings of no change were partnerships with public schools and with other non-library partners.

Ten people offered additional feedback regarding the SPLICE program. The comments were mixed. “Could use more computers in other locations.” “Issue: gave us laptops with software and some training. Earlier inclusion of libraries’ staff might have helped for libraries to plan for programming and staff training.” “The launch of the laptop initiative was a bit rocky and got off to a klunky start. However, we are very appreciative of the laptops.” “More training and ‘tech mentoring’ was/is needed for the SPLICE program.”

Tableau

Question 34 asked respondents to indicate the level of involvement of their library system or organization in the Tableau program. The levels of involvement are listed in

the table in descending order of Yes responses (meaning more respondents were involved with the items at the top of the list than at the bottom).

Activity	% yes responses
Staff from my library system or organization participated in Tableau training	87.5%
My library system or library organization acquired the Tableau license	70.8%
I personally participated in Tableau training	54.2%
My library system or organization made use of the Tableau software following the training	45.8%
My library system or organization has used documents/graphics produced with Tableau to inform governmental bodies (county, municipalities, school districts, etc.)	20.8%
My library system or organization has used documents/graphics produced using Tableau for public awareness efforts	16.7%

Eighty-seven (87.5) percent of the respondents said staff participated in Tableau training and seventy (70.8) percent said their organization had acquired the Tableau license. Actual usage of software and documents produced using Tableau is much lower.

Five respondents added comments that indicate plans are to use the program more in the future. *(Please see survey compilation for complete responses to question 35.)*

The most significant benefits for using Tableau are that it “helps inform our planning efforts” and “helps me understand what our data means better.”

Eight people provided additional feedback regarding Tableau. *(Please see survey compilation for complete responses to question 38.)* Most comments were very positive. “Thank you, thank you, thank you! It has really helped to provide an understand and awareness of the story of what we do through data. I have used for the Board, staff, planning, County Government, and more. Thank you!” Two were a bit more hesitant in their praise. “Could use some improvement to make it more user friendly.”

Priorities for the next LSTA Five Year Plan

Survey respondents to asked to select no more than three priorities from a list of nine topics for the next LSTA Plan. *(Please see survey compilation for complete responses to question 39.)* The top three programs/topics were staff development and training (92.6 percent), sub-grants to libraries for innovative projects (70.4 percent), and technology initiatives (44.4 percent).

Additional comments included “More training opportunities will be needed for public library staff and the public regarding assistive technology. Training locations need to be

within 50 to 60 mile radius of participating libraries. More training opportunities will be needed for public library staff to facilitate STEM/STEAM; collaborative learning opportunities for youth. Training locations need to be within 50 to 60 mile radius of participating libraries or a 'technology mentor' needs to visit rural libraries on a scheduled basis." "we find that Planning and Evaluation is also of extreme importance to our library and any additional support that DLDS can provide in this area is greatly appreciated. We appreciate all of the support that we receive from DLDS."

Appendix G: LSTA Funding Allotments 2013-2015 Mapped to Goals

	SPR Goal 2013	SPR Goal 2014	SPR Goal 2015	DLDS Goal	FFY 2013 Expend	Percentage of FFY 2013 Expend	FFY 2014 Expend	Percentage of FFY 2014 Expend	FFY 2015 Expend	Percentage of FFY 2015 Expend	FFY 2013 - FFY 2015 Total	Percentage of FFY 2013 - FFY 2015 Total Expend
LSTA Administration					\$0	0.0%	\$71,079	2.6%	\$111,489	3.9%	\$182,568	2.2%
Planning and Statistics/Statewide Statistics and Data Innovation	1	1	1	1	\$169,126	6.1%	\$213,477	7.9%	\$355,331	12.3%	\$737,934	8.8%
Statewide Programming Laptops Initiative for Community Education (SPICE)		1		1	\$0	0.0%	\$364,082	13.4%	\$0	0.0%	\$364,082	4.3%
Statewide E-content Modernization			1	1	\$0	0.0%	\$0	0.0%	\$161,064	5.6%	\$161,064	1.9%
State Knowledge Management Initiative	4	4	1	1	\$25,368	0.9%	\$0	0.0%	\$57,069	2.0%	\$82,437	1.0%
Provide Incentive Grants to Libraries **	1	1		1	\$9,081	0.3%	\$72,328	2.7%	\$0	0.0%	\$81,409	1.0%
Statewide E-rate Modernization Training and Support		1	1	1	\$0	0.0%	\$28,050	1.0%	\$24,250	0.8%	\$52,300	0.6%
Maryland Libraries: Creating a Path Forward Through 2016	1			1	\$31,576	1.1%	\$0	0.0%	\$0	0.0%	\$31,576	0.4%
State Aid to Public Libraries		1	1	1	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Promoting Public Libraries **	1	2		2	\$438,387	15.7%	\$231,847	8.5%	\$0	0.0%	\$670,234	8.0%
Maryland Ask Us Now!	1	1	1	2	\$144,000	5.2%	\$168,525	6.2%	\$193,500	6.7%	\$506,025	6.0%
Library Development & Services Administrative Costs	1		2	2	\$111,502	4.0%	\$0	0.0%	\$384,462	13.3%	\$495,964	5.9%
Youth Services	1	2	2	2	\$77,603	2.8%	\$111,539	4.1%	\$99,053	3.4%	\$288,195	3.4%
One Maryland/ One Book	1	2	2	2	\$50,000	1.8%	\$88,000	3.2%	\$100,000	3.5%	\$238,000	2.8%
Statewide Training **	1	2		2	\$78,997	2.8%	\$58,444	2.2%	\$0	0.0%	\$137,441	1.6%
Summer Reading	1	2	2	2	\$26,872	1.0%	\$12,464	0.5%	\$11,136	0.4%	\$50,472	0.6%
Accessible Technologies in Public Libraries *			3	3	\$0	0.0%	\$0	0.0%	\$907,497	31.4%	\$907,497	10.8%
Adaptive Technology for Maryland Residents with Print Disabilities *	3			3	\$692,216	24.8%	\$0	0.0%	\$-	0.0%	\$692,216	8.2%
Assistive Technology Training for Maryland Residents with Disabilities*		3		3	\$0	0.0%	\$469,172	17.3%	\$-	0.0%	\$469,172	5.6%
Collection Management, Acquisition, and Distribution of Alternative Format Library Materials *	2	3		3	\$273,158	9.8%	\$128,512	4.7%	\$0	0.0%	\$401,670	4.8%
Community Outreach for Maryland Library Users with Print Disabilities *	2			3	\$306,110	11.0%	\$0	0.0%	\$0	0.0%	\$306,110	3.6%
Patron Services to Blind and Physically Handicapped *		2		3	\$0	0.0%	\$203,729	7.5%	\$0	0.0%	\$203,729	2.4%
Youth Services for the Blind***	2	3		3	\$95,668	3.4%	\$46,161	1.7%	\$0	0.0%	\$141,829	1.7%

	SPR Goal 2013	SPR Goal 2014	SPR Goal 2015	DLDS Goal	FFY 2013 Expend	Percentage of FFY 2013 Expend	FFY 2014 Expend	Percentage of FFY 2014 Expend	FFY 2015 Expend	Percentage of FFY 2015 Expend	FFY 2013 - FFY 2015 Total	Percentage of FFY 2013 - FFY 2015 Total Expend
Maryland Library for the Blind and Physically Handicapped			3	3	\$0	0.0%	\$0	0.0%	\$51,236.41	1.8%	\$51,236	0.6%
Professional Development Library Workforce			4	4	\$0	0.0%	\$0	0.0%	\$437,609	15.1%	\$437,609	5.2%
Staff Development, Spring-Summer Grants **		4		4	\$0	0.0%	\$282,900	10.4%	\$0	0.0%	\$282,900	3.4%
Maryland E-Learning **	1	4		4	\$124,264	4.5%	\$58,887	2.2%	\$0	0.0%	\$183,151	2.2%
Library Associate Training Institute **	1	4		4	\$86,525	3.1%	\$42,079	1.6%	\$0	0.0%	\$128,604	1.5%
Staff Development, Fall Grants **		4		4	\$0	0.0%	\$57,087	2.1%	\$0	0.0%	\$57,087	0.7%
SkillSoft **	1	4		4	\$33,488	1.2%	\$0	0.0%	\$0	0.0%	\$33,488	0.4%
Director's Forum: Change Management for Library Leadership	1			4	\$7,610	0.3%	\$0	0.0%	\$0	0.0%	\$7,610	0.1%
Association for Rural & Small Libraries, 2015 Conference Scholarships		4		4	\$0	0.0%	\$6,138	0.2%	\$0	0.0%	\$6,138	0.1%
Director's Forum: Succession Planning	1			4	\$6,000	0.2%	\$0	0.0%	\$0	0.0%	\$6,000	0.1%
					\$2,787,551	100.0%	\$2,714,500	100.0%	\$2,893,697	100.0%	\$8,395,748	100.0%
Goal 1. Planning and Technology					\$235,151	8.4%	\$677,937	25.0%	\$597,714	20.7%	\$1,510,802	18.0%
Goal 2: Partnering					\$927,361	33.3%	\$670,819	24.7%	\$788,151	27.2%	\$2,386,331	28.4%
Goal 3: Increase Maryland Libraries Adaptations for Users					\$1,367,152	49.0%	\$847,574	31.2%	\$958,733	33.1%	\$3,173,460	37.8%
Goal 4: Professional Development					\$257,887	9.3%	\$447,091	16.5%	\$437,609	15.1%	\$1,142,587	13.6%
TOTAL					\$2,787,551	100.0%	\$2,643,421	97.4%	\$2,782,208	96.1%	\$8,213,181	97.8%
*Programs covered by State funds instead of LSTA in 2015. **Programs represented under Professional Development Library Workforce in 2015. ***Costs for Youth Services for the Blind are included under Youth Services in 2015.												
TOTAL plus LSTA Administration					\$2,787,551		\$2,714,500		\$2,893,697		\$8,395,748	

Appendix H: Measuring Success Focal Areas for Maryland

	1.1 Statewide E-rate Modernization	1.2 Statewide Knowledge Management	1.3 Statewide Statistics and Data Innovation	1.4 Statewide E-content Modernization	1.5 Statewide AskUsNow!	2.1 Maryland One Book	2.2 Summer Reading	2.3 Youth Services in Maryland Libraries	3.1 Maryland LBPH	3.2 Accessible Technologies in PL	4. Professional Development
Lifelong Learning	YES	Yes					YES				
Improve users' formal education							YES				
Improve users' general knowledge and skills	YES	YES									
Information Access			YES	YES				YES	YES		
Improve users' ability to discover information resources				YES							
Improve users' ability to obtain and/or use information resources			YES					YES	YES		
Institutional Capacity	YES	YES	YES	YES	YES		YES	YES			YES
Improve the library workforce							YES				YES
Improve the library's physical and technological infrastructure	YES										
Improve library operations		YES	YES	YES	YES		YES				
Economic & Employment Development											
Improve users' ability to use resources and apply information for employment support											
Improve users' ability to use and apply business resources											
Human Resources											
Improve users' ability to apply information that furthers their personal, family or household finances											
Improve users' ability to apply information that furthers their personal or family health & wellness											
Improve users' ability to apply information that furthers their parenting and family skills											
Civic Engagement						YES					
Improve users' ability to participate in their community						YES					
Improve users' ability to participate in community conversations around topics of concern						YES					

Appendix I: Target Populations Served for Maryland

PROGRAM/INITIATIVE	Library Workforce (current and future)	Individuals Living Below the Poverty Line	Individuals who are unemployed/underemployed	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General
1.1 Statewide E-rate Modernization Training and Support	YES									
1.2 Statewide Knowledge Management	YES									
1.3 Statewide Statistics and Data Innovation	YES									
1.4 Statewide E-content Modernization										YES
1.5 State Aid to Public Libraries										YES
2.1 Maryland AskUsNow!										YES
2.2 One Maryland One Book										YES
2.3 Summer Reading						YES	YES	YES		
2.4 Youth Services in Maryland Libraries						YES	YES	YES		
2.5 Library Development	YES									
3.1 Maryland Library for the Blind and Physically Handicapped					YES	YES				
3.2 Accessible Technologies in Public Libraries					YES					
4. Professional Development Library Workforce	YES									