Enoch Pratt Free Library
Central Library/State Library Resource Center
Annual Report FY 2006

Administrative/Executive Direction

1.1 By October 2005, develop program outcome measures
(From: SLRC Strategic Plan Goal 6; Objective 6.1)

Measurements of success

- Participated in work group
- Selected service areas to examine
- Developed appropriate SLRC Program outcome measures

Five committee meetings held. Night Owl, Training, MILO, Sights and Sounds and Sailor service areas were selected for review. Indicators were listed, data gathered and outcomes statements developed by staff and discussed by the committee. With varying views on operational definitions for outputs, indicators, benefits, outcomes, etc., the State Librarian will approach a consultant for assistance in developing framework or a budget committee may be formed.

1.2 By September 2005, develop a process to identify and integrate statewide programs into SLRC per capita budget
(From: SLRC Strategic Plan Goal 6; Objective 6.3)

Measurements of success

- Participated in statewide programs integration work group
- Developed the process for integration of any future programs

Delivery grants incorporated into FY06 SLRC Per Capita budget. Contracts developed with Baltimore County Public Library and Montgomery County Department of Public Libraries.
The Baltimore County Public Library contract has been signed, the invoice received and the grant awarded. The delivery contract with the Montgomery County Public Libraries has been signed and grant awarded.

1.3 By June 2006, prepare for marketing and public relations objectives in FY07 (Relates to SLRC Strategic Plan Goal 5, MDCH Goal 2, Sailor Strategic Plan Goal 6)

Measurements of success

- Developed job description or contract for marketing services
- Developed preliminary budget for new focus
- Hired employee or contracted for service

Marketing proposal prepared. Responses from eight companies are being reviewed.
Shonosky and Associates has been selected to do the branding and logo work, the contract is being finalized. The Stakeholders session was held January 31st. Creative work and development is now underway.

1.4 By December 2005, hold regional stakeholder meetings

Measurements of success

- Held four regional meetings
  Stakeholders Meetings were held at 4 regional sites booked:

Caroline County	10/18/05
SMRLA	10/19/05
Anne Arundel County	10/25/05
WMPL	10/27/05

- Recorded and reported input
  52 attendees. The comments transcribed at each of the four sessions are being reviewed by SLRC staff. Results reported and discussed at Sailor Advisory Committee, SLRC Library Services Advisory Committee and SLRC Commission meetings. Results also sent to participants.

Collections & Information Resources

1.1 By June 2006, develop a statewide union list that includes licensed and locally created databases. (From: SLRC Strategic Plan Goal 1; Objective 1.2)

Measurements of success

- Surveyed Maryland's multi-type libraries
- Analyzed responses
- Examined ULPM/PIML as a possible template for the new union list
- Outlined a pilot project
- Developed a budget to support the new service

Collection Management Division is working with the Web Department to review survey software to design and implement the survey of databases. The survey has been developed, is under revision, and will be posted to slrc.info by the end of February.

Survey sent to examine usefulness of PILM sent to all Maryland libraries (public, school, academic)

(See Attachment 1)

1.2 By April 2006, develop guidelines to identify the scope of SLRC collection issues (From: SLRC Strategic Plan Goal 3; Objective 3.2)

Measurements of success

- Produced a document describing SLRC collection issues

(See Attachment 2)

Central Library Direct Public Services

1.1 By June 2006, increase awareness of the specialized services and materials available (Relates to SLRC Strategic Plan Goal 5)

Measurements of success

- Created a virtual tour of SLRC

  Central/SLRC staff is developing this resource that will include:
  - Introduction to SLRC with appropriate photos, and links to relevant pages
  - Pictures and descriptions of major architectural points of the building
  - Short descriptions of the different Subject Departments, including links to the different Department home pages
  - Overview of special resources (e.g., 16mm films, old Sears catalogs, song index)

    (See Attachment 3)

- Published new web based department and collection guides

  New Collection Guides Completed
  - Automobile Owners Manuals
    This is a collection of the individual owners manuals, the manual that would be found in the glove compartment of any automobile. The collection covers historic automobiles from the Auburn to the Willys.

  - Automobile Shop Manuals
    This is a collection of the repair manual published by the automobile manufactures for automobile shop mechanics. These publications ceased in the late 1980s and contain details and repair information not available in other repair publications. The collection covers the time period from 1929 to 1988.

  - Mail Order Catalogs
    This is a collection of retail mail order catalogs for the following:

JC Penny	1984-2002
Montgomery Ward's	1922-1985
Sears Roebuck	1897-1993
Spiegel	1965-2002

  - Newcomen Society Publications
    The Newcomen Society pamphlets describe the history of companies. The Newcomen Society of the United States was founded in 1923 and is an educational foundation for "the study and recognition of achievement in American business and the society it serves." The pamphlets are copies of speeches given to the Newcomen Society members. The table lists the company histories available through these pamphlets, which are located in the Business, Science, and Technology Department.

- African-American Ephemera Collection
  This is an index to a collection of over 400 items documenting African-American life in Maryland. The collection includes programs, pamphlets, booklets, and calendars.

New Subject Guides Completed

- Community Organizations for the Disabled
- Community Organizations for the Ex-Offender
- Negro Baseball Leagues

Revised Subject Collection Guides Completed

(See Attachment 4)

WEB is providing technical support on this only; content will be produced by SLRC.

Additional:

- Provided an ephemera display on cooking and food in Maryland to the Harford County Library, Bel Air Branch, July 2005
- Provided exhibit materials to the Carroll County Public Library to support the county book discussion title, Killer Angels.
- Provided exhibit materials to Chesapeake College supporting the College's exhibit on the founding of Queen Anne's County.
- Provided a selection of World War I posters to Villa Julie College to support their Great War and American Society exhibition.
- Prepared an exhibit of Large Print materials, a flyer describing service at Central/SLRC for low vision customers, and a bibliography on eye health for the Eye Sight Exhibit.
- Updated information and referral contacts for services to low vision and hearing impaired.
- Large Print and Audio Book Resources for Seniors
- Updated bibliographies on slrc.info
  - Art Bibliography
  - Finding Songs
  - Getting to Know Classical Music
  - Identifying Antiques and Collectibles
  - Meet the Music Business
  - Music Bibliography
  - Olympic Games, Olympic Champions
  - Opera in Plain English
  - African-American Genealogy, Tony Burroughs, March 4, 2006
  - Anne Arundel, Baltimore, Harford, Prince George's

1.2 By June 2006, extend virtual reference services to Maryland library customers with print disabilities (Relates to SLRC Strategic Plan Goal 3, Objective 3.3)

Measurements of success

- Participated in the InfoEyes planning process
  The current AskUsNow software is not user-friendly for those Maryland library customers who are visually/print impaired. AskUsNow has been looking at extending virtual reference to customers with visual/print disabilities and considered becoming part of InfoEyes, a collaborative multi-state, accessible information community to the visually impaired. InfoEyes decided to reduce the chat capabilities it offered.

  Consequently, AskUsNow is reviewing a software package called iVocalize. This would allow the pushing of web pages with voice communication and or chat. The iVocalize software is compatible with the software now being used to support AskUsNow eliminating the need to dedicate a separate computer as is required with InfoEyes. iVocalize would enable anyone with a PC and microphone to access AskUsNow.

- Expanded the existing virtual reference service to include a dedicated InfoEyes station. The AskUsNow group plans to bring iVocalize online in 2006.

  Additional information is available at:
  http://www.askusnow.info/partners/AUN-phase2.html

- Assumed the responsibility for 50% of total public service hours for InfoEyes Libraries who are monitoring the existing AskUsNow service will also monitor the VOIP iVocalize service simultaneously so SLRC's contribution will continue to be 82 of the 85 hours provided by Maryland librarians weekly or 96%.

1.3 By June 2006, expand subject content and digital collections accessible through the web (Relates to SLRC Strategic Plan Goal 3)

Measurements of success

- Created three new web subject guides
  Completed New Web Guides
  - African American Scientists and Inventors
  - Literary Criticism for High School and College Students– Humanities
  - Genealogical Research- Periodicals
  - How to Find Popular Music Online
  - Out of this World Reading: Science Fiction and Fantasy Fiction
  - Choosing a Doctor
  - How to Find Popular Music Information Online
  - Researching Companies
  - Enoch Pratt Free Library Archives
  - Home Schooling – Is the Choice Right for You?
  - How to get a Job
  - Historic House Solutions: Extreme Makeover or Design on a Dime
  - Antiques and Collectibles
  - Maryland Genealogy
  - Marketing and Advertising
  - "Will You Step into My Parlor?" A Guide for Horror Lovers
  - The How-to Guide Web page (http://www.epfl.net/howto/index.cfm) was expanded to include more subject headings, so it is easier for customers to find the guides they need.
  - The new Small Business Corner Web site (http://www.epfl.net/slrc/busctr/smallbiz_intro.html) linked from the BST home page.
  - New International Jobs subject guide
  - LC Science Tracer Bullets guide

Completed new Subject Guides

- Computer Maintenance and Repair
- Computer Software
- Creating Web pages
- Directories and Search Engines
- E-Mail
- Avian Flu
- Maryland Emergency Assistance
- Rock and Roll Music
- Patriotic Music
- Folk Music
- Music Instruction
- Drawing
- Painting
- Sculpture
- Graphic Design and Instruction

- Published two new digital exhibits tied to Maryland and African American history
  Appropriate collections and materials types e.g. photographs, maps, ephemera are continually being surveyed for content and interest. Special Collections is a potential addition to this list.

  - African American Collection completed: 313 images
    http://collections.mdch.org/cdm4/browse.php?CISOROOT=%2Fmdaa&submit=go

  - Sports in Maryland Collection completed: 547 pages in 81 documents.

    This collection is live and available on the Pratt Digital Exhibits page (http://www.epfl.net/exhibits/index.html) and the MDCH Digital Collections page (http://www.mdch.org/collections.aspx).
    The collection includes printed ephemera related to various sporting events and activities in the state of Maryland, including horse racing, football, baseball, figure skating, and duckpin bowling,

  - Adalbert Volck (Civil War dentist) Collection 18 etchings
    This collection is live and available on the Pratt Digital Exhibits page (http://www.epfl.net/exhibits/index.html) and the MDCH Digital Collections page (http://www.mdch.org/collections.aspx

  - "Maryland Library's Most Wanted" completed: The purpose of this exhibit is to solicit help from the public to identify a selection of photos from the Maryland Ephemera collection for which no descriptive information exists. The exhibit is comprised of 23 images. Of these images, 7 have been identified (based on 34 leads) and 16 remain unidentified. Though the project is completed, we continue to receive leads from the public and will continue to maintain the exhibit until the remaining unidentified images have been identified or until public interest fades.

    The photographs feature scenes from Baltimore and Maryland including an interior view of an unidentified church, an interior view of a pharmacy or local general store, and a number of prominent public figures attending some type of groundbreaking ceremony. Users who help us identify these photographs will be rewarded by having their name featured on one of the web pages in the exhibit. The design for this exhibit is complete and the exhibit was made available on the Pratt and MDCH digital collections pages in May 2006

1.4 By June 2006, expand access to Maryland state information through construction of concept guides from existing web-based resources (Relates to MACL Maryland Libraries: Building Alliances, Access to Content Initiative)

Measurement of success

- Reviewed Maryland information available from Sailor, Pratt, MDCH and Maryland public library web sites to identify similar sites and collections related to frequently requested subjects

  The Maryland Department staff is reviewed all appropriate sites and will make selections to support the concept guides project.

- Created guides to two topics in Maryland history by synthesizing SLRC resources available via the above sites and employing outside web resources.

  Subject areas selected:

  - Maryland in the Civil War
    The Civil War concept guide has been completed and is available on the web http://www.epfl.net/slrc/md/md_cw_intro.html. This guide serves as an introduction to the Civil War in Maryland, with specific concentration on Web sites that should be useful in beginning research. Customers can also print out the full version of the guide that includes a longer introduction in PDF form.

  - Railroads in Maryland
    This guide serves as an introduction to the development and history of the railroad in Maryland. This guide includes the economic, political, and social implications of establishment of railroads in Maryland including the prominent Marylanders who played key roles. The history of individual railroad lines is also detailed.

*****The Information Access Division's Web Department WEB is providing technical support for this initiative.

Resource Delivery

1.1 By June 2006, clarify the role, functions and responsibility of Maryland Inter-Library Loan Organization (MILO) (From: SLRC Strategic Plan Goal 2; Objective 2.1)

Measurements of success

- Prepared educational flyer
  Resource Delivery staff prepared two educational flyers, one single-sheet entitled "Maryland Interlibrary Loan Service; The Path of and ILL Request" that traces the path of an ILL. The other, a tri-fold entitled "Maryland Interlibrary Loan; Resource Sharing in Maryland and Beyond" that describes MILO, its services, the delivery system, Marina, and provides MILO contact information.

  The flyers were sent to library directors, interlibrary loan staff, and circulation managers with a cover memo encouraging them to share these new pieces with staff. The Resource Delivery staff has created a database of library leaders and staff as part of the distribution process.

- Surveyed Maryland library leaders and staff to assess their level of understanding about MILO's role, functions, and responsibilities

  (See Attachment 5)

- Assessed the use of MILO's services

(See Attachment 5)

- Developed and implemented an educational program for Maryland library leaders and staff about MILO's role, functions, and responsibilities

  A survey overview was presented at MAPLA on 4/21/06. The following training needs were identified: reciprocal borrowing, how MILO brokers requests to and from Non-MARINA libraries, how the delivery routes work, interlibrary loan fees and AV lending polices. Reciprocal Borrowing training occurred via Webex April 2006. MILO will address other training needs by preparing appropriate written documentation to explain brokering, AV lending and fee procedures and will also incorporate training on these procedures into the formal training sessions on MARINA 4.1 to occur in FY07. The statewide delivery system infrastructure is to be examined in FY07.

  MILO is drafting a brochure to outline the steps involved when MILO brokers non-network requests on OCLC for other libraries and how the materials get to borrowing libraries. MILO also plans to query libraries via the Marina listserv to determine AV lending polices, and then to collate this list and distribute.

  SLRC public service staff developed a Camtasia training module for Maryland library staff on using MARINA. The module can be accessed on the Training page at www.slrc.info.

Sailor

1.1 By June 2006, target five special populations to increase awareness of Sailor (From: Sailor Strategic Plan Goal 6; Objective 6.2 and SLRC Strategic Plan Goal 5)

Measurements of success

- Introduced the Sailor web site to five special population groups.
  Disabled
  Socially Disadvantaged
  Teachers
  Students
  Seniors
  ******Public service staff has completed the first phase by providing an introduction to each one of the groups detailed. Public service staff will continue to provide these introductions to each of the defined special population groups throughout the balance of the fiscal year.

- Provided training to special populations in small group hands-on settings
  Small group hands-on training to the defined special population groups is being provided at the Central Library/State Library Resource Center subject departments and at the Library's Pratt Center for Technology Training.

  147 awareness-raising sessions have been conducted:

  75 - Disabled
  16 - Socially Disadvantaged
  15 – Seniors
  31 -Students
  10-Teachers

1.2 By June 2006, launch an improved Sailor web site to provide customizable interface in both content and layout for the individual user (From: Sailor Strategic Plan Goal 3; Objective 3.3)

Measurements of success

- Developed a prototype site for testing
  Prototypes were developed by Web staff and presented and approved at the Sailor Advisory Committee meeting on September 22, 2005.

- Assured compliance and stability with section 508 standards
  The Web Department reviewed the new Sailor web page after the page went live to assure 508 compliance. Staff corrected those images not having an "alt" tag. The Sailor web page is compliant with section 508 standards.

- Piloted and evaluated the prototype
  The Sailor Advisory Committee selected the design featuring a prominently displayed search engine and large database icons.

- Launched new Sailor web site
  The new Sailor web page was launched November 7, 2005

Training

1.1 By June 2006, explore application of innovative learning technologies to provide equitable training access for staff development (From: SLRC Strategic Plan Goal 4; Objective 4.3)

Measurements of success

- Examined web casting, video and virtual conferencing, and Internet–based courses as methods of delivering training

  (See Attachment 6)

  On recommendation of the SLRC Oversight Commission Elizabeth Glowa at MDSE was contacted to consult on online training technologies.

  Produced and made available on the Library's web page and slrc.info a Camtasia online training modules or tutorials:

  The links are:

  How Much are My Antiques and Collectibles Worth?
  www.epfl.net/slrc/far/howmuch antiquescollectiblesworth.html

  Finding Audio Books in the Library Catalog
  http://www.epfl.net/slrc/sas/audiobook_search.html
  http://www.epfl.net/slrc/sas/mute_audiobooks.html

  How to Use Marina
  http://www.epfl.net/slrc/Marina_search.html

- Coordinated with similar Sailor initiatives

A statewide group met in January to discuss the "tech portal", bulletin board functionality will be the focus. SNMG will maintain content, a statewide group will administer the site. The Web Manager at Pratt/SLRC will be the main point of contact.

- Conducted two regional training sessions via video conferencing
  Considering:
  Puppetry – CD
  Art – Fine Arts

  Not conducted, no interest was shown in attending video conferencing workshops using existing technology/equipment.

- Developed budget for projects needing hardware or software, e.g., virtual conferencing

  (See Attachment 6)

1.2 By February 2006, assess the training needs for Maryland library staff and the resources required.
(From: SLRC Strategic Plan Goal 4; Objective 4.1)

Measurements of success

- Surveyed Maryland public libraries for their training needs
  A statewide training needs survey was launched October 17, 2005 and closed on November 4, 2005. The survey will help determine workshops and training topics that best fit the training needs of Maryland library staff.

- Analyzed the survey for trends and developed recommendations
  The Committee met to discuss the results on January 17, 2006. Terez Madden and Wesley Wilson will prepare an executive summary of the survey results.

  (See Attachment 7)

- Published survey results

  (See www.slrc.info)

1.3 By June 2006, expand training resources to Maryland library staff (Relates to SLRC Strategic Plan Goal 4, Objective 4.2)

Measurements of success

- Coordinated existing training EPFL resources into one training calendar
  Examining calendar formats and issues surrounding the "training on demand" role of Central/SLRC

- Established standardized program components, learning objectives, program format, evaluation, etc. for training workshops
  Packet components:
  - PowerPoint slides in notes format
  - Revised evaluation form
  - Revised list of training workshops available
  - Appropriate Central/SLRC/Pratt publications
    - Compass
    - SLRC Brochure
    - Night Owl Information
    - Sailor Information
    - AskUsNow Information

Supporting work in progress:

- Standard components of every PowerPoint
- Uniform guide for print bibliographies

1.4 By June 2006, conduct a series of learning opportunities supporting the training needs of Maryland libraries (Relates to SLRC Strategic Plan Goal 4)

Measurements of success

- Presented four workshops based on the needs expressed by the Maryland library community.

Basic Reference, Allegany Co., 9/8/05
Basic Reference, SMRLA, 12/14/05
Basic Reference/Model Reference Behaviors, SMRLA, 12/14/05
Beyond Basic Reference, ESRL, 4/4/06
Beyond Basic Reference, ESRL, 4/6/06
Beyond Basic Reference, Caroline, 4/25/06
Beyond Basic Reference, Caroline, 4/27/06
Can You Recommend Something to Read, SLRC, 12/1/05
Careers, Mt. Harmony Elementary, Calvert Co.,12/16/05
Caring for Your Family Treasures, Howard Co. 9/29/05
Collaboration, SMRLA, 11/29/05
Displays: Boost Your Circulation, SMRLA, 6/13/05
Displays: Boost Your Circulation, SLRC, 3/8/06
Displays: Boost Your Circulation, Howard C., 4/19/06
Displays: Boost Your Circulation, Howard C., 5/11/06
Has Your Librarian Been to Prison, MLA, 5/5/06
How to collect African American Art, Howard Co., 2/1/06
Intellectual Freedom Issues for Public Libraries, Garrett Co., 11/11/05
Merchandising Bookstore Style, Montgomery Co., 1/17/06
Model Reference Behavior, SMRLA, 12/14/05
Songs, Music, and All That Jazz, Anne Arundel, 10/28/05
Terrific Twos, Washington Co., 4/10/06
To Google or Not to Google, Montgomery Co. 9/13/05
To Google or Not to Google, Montgomery Co. 9/20/05
To Google or Not to Google, Montgomery Co.9/29/05
Young Adult Materials and Services, Washington Co. 9/12/05

Fall SLRC Tour Workshops

African American Resources
Songs Music and all that Jazz
Starting a Resume Service
Audio Visual in Cyberspace
Maryland Legal Resources for Public Librarians
Special Collections: Care and Handling
Google (Mostly)
System-Wide Programming
Book Collecting

Spring SLRC Tour Workshops

Business Resources
Audiovisual Preservation
Special Collections: Care and Handling
Organizing and Running a Book Discussion Group – Tips, Tricks and Techniques
Finding Money for Non-profit Organizations: Introduction to Fundraising Resources
Computers and Customers: Helping Your Public on the Computer
Making the Shoe Fit: Contingency Planning for Programming Excellence
African-American Resources
Google (Mostly)
System-Wide Programming
Book Collecting

Orientations to SLRC public services

Harford County Media Specialists, Edgewood, 8/25/05
Md. Correctional 9/16/05
Prince George's County Public Schools Media Specialists, 2/8/06
Special Libraries Association 6/15/06

- Provided one subject oriented workshop module for the Library Associate Training Institute (LATI)

  Health, SLRC 11/8/05, 5/16/06
  Science and Technology, SLRC 11/8/05, 5/16/06
  Legal Resources, SLRC 11/8/05, 5/17/06
  Business Resources, SLRC 11/10/05, 5/16/06
  History Resources, SLRC 11/10/05, 5/17/06
  Maryland History Resources, SLRC 11/10/05, 5/17/06

  Revised the LATI self-training modules designed for LATI students that appear on the LATI web page. The revisions cover both print and electronic resources.

  Basic Reference Resources
  Business Resources
  History
  Politics and Law
  Health

- Provided two advanced subject workshops for the LATI 2.

  To Google or Not to Google
  Beyond Basic Reference

- All SLRC workshops received an average evaluation of 4 on a scale of 1 to 5, low to high.

  Current average evaluation score: 4.3

1.5 By June 2006, promote the awareness of SLRC Resources (Relates to SLRC Strategic Plan Goal 5)

Measurements of success

- Conducted two SLRC Tours
  Calvert County School Librarians Tour 9/30/05

Citizens for Maryland Libraries Tour 11/5/05
Fall SLRC Tour 11/17/05
Spring SLRC Tour 5/25/06

- Opened the Tours to all Maryland library staff
  The tours conducted by the Central Library/State Library Resource Center staff where open to all staff in all types of Maryland libraries. The Citizens for Maryland Libraries Tour was open to CML members, Maryland legislators, and library Friends groups.

- Focused subject oriented workshops on the information needs of Maryland libraries

Additional programs promoting the awareness of Central/SLRC Resources

Antiques and Collectibles, Howard Co. 7/13/05
Death of Edgar Allan Poe, Harford Co. 4/22/06
Genealogical Research, Later Day Saints annual Family History Workshop 9/10/05
Grantsmanship 101, MDHCD, Catalyst Institute 4/21/06
Opera in Plain English Series, Central/SLRC, 9/16/05
Events Leading to the War of 1812, Harford County, 10/17/05
Memories of old Baltimore and Howard County, Howard County, 10/22/05
Working at SLRC, SLA, CLIS, Univ. of Md., 11/15/05

Attachment 1

Executive Summary of Survey: PIML and Library developed databases and resources
July, 2006

119 respondents:	38% public libraries	42% reference librarians
	34% academic libraries	25% administrators
	21% school libraries	43% equally divided among
	7% special and other	ILL, collection management, and technical services

Section One: PIML Periodicals in Maryland Libraries
Questions #1 and #2: About half (49%) of respondents search PIML for Maryland periodical titles, most preferring to access PIML via SAILOR and a smaller number using MARINA.
Questions #3 and #4: Yes, it is deemed useful, but 64% say *not* an essential tool.
Questions #5 and #6: Only 19% regularly contribute holdings to PIML and only 32% maintain periodicals holdings on OCLC.
Question # 7 and Comments: Those librarians who use PIML would like to see the list updated only if it could be done automatically.

Summary of Section One: Survey respondents report that they thought it would be useful to have an overview of Maryland periodical holdings. OCLC does not provide this information because many libraries do not participate in WorldCat. Customers requesting a particular journal article often want to know what library owns the journal. However, if the article is requested through ILL and brokered by MILO, the article could come from any library that is cheapest and fastest for MILO. Key Information: Requests for serials total less than 1% of total requests for MILO each month.

Recommendation for PIML: Discontinue in present format. Request "Statement of Work" from SIRSIDynix to explore cost of building a product to provide searching of periodical title holdings of Maryland libraries, including academic libraries, through MARINA interface.

Section Two: Library Developed Databases and Resources
Questions #8 and #9: Only 24% of respondents claimed to maintain unique databases available on their websites. However, when asked to list one or two examples with web addresses, it was obvious that the respondents did not understand the definition of "unique" resources. They provided links to other libraries, library collections, pathfinders, organizations, and commercial databases. The special collections mentioned were easily found via Google or Yahoo. Only one respondent (EPFL!) provided the correct information.
Question #10: However, 40% of respondents answered that it would be very helpful if the SLRC were to develop a union list of unique databases.

Summary of Section Two: It is unclear from this survey how many "unique" databases Maryland libraries maintain.

Recommendation: All of the unique resources listed are easily accessed via Google or Yahoo using the subject or item name and Maryland. Do not recommend creating a union list of unique Maryland resources.

Attachment 2

THE ENOCH PRATT FREE LIBRARY AND THE STATE LIBRARY RESOURCE CENTER

Collection Issues Statement (SLRC Strategic Plan Goal 3)

OVERVIEW

The Central Library of the Enoch Pratt Free Library serves all citizens of the State of Maryland as the State Library Resource Center (SLRC). In 1971, the Maryland General Assembly enacted a law that established the Central Library as the State Library Resource Center. The law states:

> *In order to provide continued and expanding access by the citizens of Maryland to specialized library materials and services available only at the Central Library of the Enoch Pratt Free Library system... the General Assembly hereby declares the Central Library of the EPFL system to be the State Library Resource Center.*
>
> --770 Laws of Maryland 1676 et seq (1971)

This designation allows 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 - SLRC works cooperatively with regional, local public, school, special and academic libraries in a network that allows materials and information to be shared statewide. SLRC provides information services directly to Marylanders and serves as a reference and training resource for Maryland public libraries and their customers. SLRC is maintained with state funds provided by an annual SLRC per capita grant administered by the Division of Library Development and Services of the Maryland State Department of Education.

The Central Library/ SLRC includes research collections in the following areas: African-American studies, Maryland history, business, job/career and grants resources, and the H.L. Mencken and Edgar Allan Poe collections. SLRC also maintains a state Government Reference Service.

The Maryland Interlibrary Loan Organization (MILO), a department of the Library's Information Access Division, is responsible for providing materials requested not only by the library's branches, but also by other Maryland libraries. MILO is a cooperative network of public, academic, school and special libraries throughout the state of Maryland. Customers are provided with access to the books, magazines, newspapers and other resources of over 700 libraries in the state and from libraries outside of the Maryland network.

MILO fills many requests from the Pratt's own collection, and the remainder through brokered interlibrary loan. The availability of the library's broad, in-depth collection enables other public libraries in the state to focus their collection development on the more popular materials demanded by the majority of their customers, knowing that the more specialized and less-frequently requested materials will be available through the State Library Resource Center.

SLRC also manages SAILOR, Maryland's Public Information Network, an online electronic information network. Customers are able to search Maryland's online library catalogs and to access many full-text books and articles in magazines, newspapers, and journals; or, to answer specific questions or information on a particular topic. SAILOR provides information about the services of public and private agencies, and government information, such as proposed legislation, job listings, and census data. Sailor connects Marylanders via the Internet to information resources within the State and worldwide. It is available without charge to all public library systems and to library customers at home via remote access. Collection Management Department staff of the Enoch Pratt Free Library manages SAILOR's core resource database subscriptions for the state.

Despite the ease with which they will be able to cross traditional library boundaries, Maryland residents will undoubtedly continue to depend on the Pratt's collections to supply materials that are not available elsewhere in the state or electronically. The advances in electronic transfer and other improvements in document delivery methods, combined with increasing prices and publishers' output, make it more practical than ever that libraries in the state develop and maintain strong commitments to resource sharing.

SLRC COLLECTION DESCRIPTION

- The selection policies and practices for print and non-print (including electronic) materials continue to anticipate and respond to statewide need via purchase recommendations from SLRC subject specialists, the expertise of the Collection Management Department's selectors, and active participation in statewide collection management groups including the Metropolitan Area Collection Development Council (MACDC), the Maryland Public Electronic Resources Librarians (MPERL), and the Maryland Association of Interlibrary Loan Librarians (MAILL).

- SLRC materials purchases may include expensive resources not likely to be acquired by county library systems though recommended by SLRC subject specialists to answer statewide need. Also, multiple copies of titles in research level subject areas make available broad views of, approaches and treatments of issues and subjects that will be in demand by statewide customers whose local libraries may have selected more narrowly and in less duplication.

- Electronic resources (database subscriptions, e-Books, etc.) in some instances replace hardcopy reference works, including encyclopedias and indexes, and may require limited license arrangements (e.g., not allowing remote access or multiple locations) to enable SLRC subject specialists to assist walk-in, telephone, or email customers with questions or to assist other Maryland librarians who are working with customers and need information from unique resources.

- The Library also maintains an extensive collection of serial titles to support research and referrals from librarians throughout Maryland. SLRC specialists review the selections and serial titles are added or weeded according to need. Selection and retention preference is given to heavily indexed titles. Decisions to keep print and electronic subscriptions of the same title are made based on the popularity of titles and the accessibility of the titles in electronic databases.

- The retention policies and practices for the Library's collection seek to maintain reference and circulating copies of materials beyond the usual life span of popular materials in public libraries whose mission does not involve statewide responsibilities for in-depth "backup" resources. Last copies of out-of-print resources are frequently designated non-circulating to ensure availability at the Library for all Marylanders.

Attachment 3

Enoch Pratt Free Library
State Library Resource Center / Central Library

SLRC Virtual Tour
Departments at the Pratt Central Library / State Library Resource Center, listed alphabetically:

Tours require Macromedia Flash to be seen. (It's free to download.)

Central Library Tour
Start here to learn about the Central Library building and history.

African American Department
Historical and current information about African Americans.

Business, Science, and Technology
Businesses and Economics; Science and Medicine; Horticulture and Agriculture; Animals and Pets; Technology; Military and Naval Sciences

Business Center
Small business, brand names, company histories, investing, marketing

Children's Department

Fiction Department
Adult fiction in English and foreign languages, large print books including fiction and nonfiction, and Student Express and Young Adult areas

Fine Arts and Recreation
Sports, Music, and Art

Grants Collection
Foundations, grant guides, non-profit management, proposal writing, and general fund raising.

Humanities
Philosophy; Religion; Language and Literature

Information Services

Job and Career Information
Job hunting, résumé writing, interviewing techniques, career planning, and occupations

Maryland Department
Historical Information about our State

Periodicals Department
Journals, Magazines, and Newspapers

Sights and Sounds
Audio-Visual Materials

Social Science and History
History; Genealogy; Sociology; Political Science; Education; Law: Grants, Foundation and Non-Profit Organization information; Archaeology, Geography and Maps; Women's Studies

Special Collections
Historically significant documents, rare books, and ephemera

Young Adult/Student Express

Designed for teenagers between the ages of 12-18. The collection contains fiction as well as sources to help with schoolwork, career guidance, and college preparation.

Attachment 4

Subject Guides that have been updated FY06

Last Updated	Category	Who
06/24/2006	Maryland Native Plants	Amy Swackhamer
06/24/2006	General Crafts	Amy Swackhamer
06/19/2006	Diabetes	Kate Niemczyk
06/08/2006	Agriculture	Amy Swackhamer
06/06/2006	Facilities	Kate Niemczyk
06/05/2006	Computer Workstation Safety	Amy Swackhamer
06/03/2006	News	Amy Swackhamer
06/03/2006	Buying or Building a Computer	Amy Swackhamer
06/01/2006	Houseplants and Indoor Gardening	Amy Swackhamer
06/01/2006	Butterfly Gardens	Amy Swackhamer
06/01/2006	General Gardening	Amy Swackhamer
05/30/2006	Mythology	Meg Gers
05/26/2006	General U.S. History	Andrea Snyder
05/26/2006	European	Kim Leith
05/23/2006	General Reference	David Quiles
05/14/2006	African American Marylanders	Vivian Fisher
04/21/2006	Price Guides	Valerie Diamond
04/18/2006	Baltimore History	Kristine Zornig
04/10/2006	Antiques & Collectibles	Valerie Diamond
04/05/2006	Neighborhood Advocacy Resources	Kristine Zornig
04/03/2006	Mapping Your Neighborhoods with Data	Kristine Zornig
04/03/2006	Nonprofit Organizations	Andrea Snyder
04/03/2006	Government Grants	Andrea Snyder
04/03/2006	Civic Resources	Kristine Zornig
03/24/2006	Inventions	Ray O'Keefe Cruitt
03/16/2006	Italian	Marc Sober
03/16/2006	Maryland Law	Kristine Zornig
03/14/2006	Book Reviews	Richard Oloizia
03/14/2006	Writing	Johnnie Fields
03/11/2006	Anatomy	Kate Niemczyk
03/10/2006	Scholarships & Financial Aid	Caprice DiLiello
03/09/2006	Poetry	Johnnie Fields
03/09/2006	Historical Fiction	Richard Oloizia
03/09/2006	General Fiction	Richard Oloizia
03/09/2006	Baltimore Neighborhoods	Kristine Zornig
03/06/2006	Literacy	Caprice DiLiello
03/04/2006	Relocation Guides	Rebecca Immich
03/04/2006	Government Job Search - Federal	Rebecca Immich
03/04/2006	Vocational Schools	Rebecca Immich
03/04/2006	Apprenticeships	Rebecca Immich
03/04/2006	Occupational Information	Rebecca Immich
03/04/2006	Assessment Testing	Rebecca Immich
03/04/2006	Job Fairs	Rebecca Immich
03/04/2006	International Jobs	Rebecca Immich
03/02/2006	Lesson Plans	Caprice DiLiello
03/02/2006	K-12 Education	Caprice DiLiello
02/28/2006	African	Caprice DiLiello
02/27/2006	Multi-Language	Marc Sober
02/27/2006	Library Science	Ellie Luchinsky

02/27/2006	Hinduism	Meg Gers
02/27/2006	Quotations	Johnnie Fields
02/23/2006	Genealogy	Kim Leith
02/23/2006	Terrorism	Joe Arcieri
02/23/2006	Geography	Mike Donnelly
02/23/2006	Countries	Mike Donnelly
02/23/2006	Computer Maintenance & Repair	Amy Swackhamer
02/23/2006	Avian Flu	Kate Niemczyk
02/23/2006	Doctors & Healthcare Providers	Kate Niemczyk
02/17/2006	Education	Vivian Fisher
02/16/2006	Start Up	Naomi Hafter
02/16/2006	Small Business Corner	Naomi Hafter
02/16/2006	Finance	Naomi Hafter
02/15/2006	Resume & Cover Letters	Rebecca Immich
02/14/2006	Community Organizations for the Disabled	Rebecca Immich
02/13/2006	Job Ads Online	Rebecca Immich
02/13/2006	Maryland Jobs Online	Rebecca Immich
02/10/2006	Computer & Internet History	Amy Swackhamer
02/09/2006	Thesauri	David Quiles
02/08/2006	Internet Service & Security	Amy Swackhamer
02/07/2006	Diet & Nutrition	Kate Niemczyk
01/19/2006	Games & Puzzles	Eric Neffke
01/19/2006	Dance	Eric Neffke
01/19/2006	Quilting	Amy Swackhamer
01/19/2006	Mosaicking	Amy Swackhamer
01/19/2006	Knitting & Crocheting	Amy Swackhamer
01/19/2006	Underground Railroad	Vivian Fisher
01/19/2006	Slave Rebellions	Vivian Fisher
01/19/2006	Slave Narratives	Vivian Fisher
01/19/2006	Scientists & Inventors	Vivian Fisher
01/19/2006	General Military	Vivian Fisher
01/19/2006	Civil Rights	Vivian Fisher
01/19/2006	This Day in History	David Quiles
01/09/2006	Literature	Vivian Fisher
01/09/2006	Tutorials & Training	Amy Swackhamer
01/06/2006	Price Guides	Ray O'Keefe Cruitt
01/05/2006	General Art Forms	Stephanie Ortyl
01/04/2006	Internet Dictionaries & Reference	Amy Swackhamer
12/28/2005	Directories & Search Engines	Amy Swackhamer
12/22/2005	English Dictionaries	David Quiles
12/21/2005	Buffalo Soldiers	Vivian Fisher
12/19/2005	Sacred Music	Valerie Diamond
12/19/2005	Classical Music	Shayna Siegel
12/16/2005	Maryland Emergency Assistance	Kristine Zornig
12/13/2005	English Language Grammar & Style	Ellie Luchinsky
12/07/2005	Online Discussion Groups	Amy Swackhamer
12/06/2005	Hobbies	Amy Swackhamer
11/21/2005	Abolition	Vivian Fisher
11/21/2005	Sports	Vivian Fisher
11/21/2005	Photographs and Photography	Vivian Fisher
11/21/2005	Music	Vivian Fisher

11/18/2005	Software	Amy Swackhamer
11/17/2005	Harlem Renaissance	Vivian Fisher
11/17/2005	Art	Vivian Fisher
11/16/2005	Home Schooling	Caprice DiLiello
11/15/2005	African American Genealogy	Vivian Fisher
11/09/2005	Historical Resources	Kristine Zornig
11/09/2005	Patents & Trademarks	Ray O'Keefe Cruitt
11/09/2005	Scientist Biographies	Ray O'Keefe Cruitt
11/08/2005	Military	Ray O'Keefe Cruitt
11/07/2005	Spanish	Marc Sober
11/07/2005	E-mail	Amy Swackhamer
11/07/2005	Stocks & Mutual Funds	Naomi Hafter
11/06/2005	Architecture	Stephanie Ortyl
11/04/2005	Educational Research & Data	Caprice DiLiello
11/03/2005	Maryland Genealogy	Kristine Zornig
11/02/2005	Maryland Colleges & Universities	Caprice DiLiello
11/02/2005	Artists	Valerie Diamond
11/02/2005	Art History	Stephanie Ortyl
11/02/2005	Sculpture	Stephanie Ortyl
11/01/2005	Medical History & Biography	Kate Niemczyk
11/01/2005	Drugs, Herbs, & Medicines	Kate Niemczyk
11/01/2005	Dictionaries	Kate Niemczyk
11/01/2005	General	Kate Niemczyk
10/31/2005	Time	David Quiles
10/31/2005	Holidays	David Quiles
10/31/2005	Islam	Meg Gers
10/31/2005	General Religion	Meg Gers
10/31/2005	Christianity	Meg Gers
10/31/2005	Buddhism	Meg Gers
10/31/2005	Chesapeake Bay	Sondra Guttman
10/29/2005	Museum Guides	Valerie Diamond
10/29/2005	Arabic	Marc Sober
10/25/2005	Maryland Real Estate	Kristine Zornig
10/25/2005	Maryland Weather	Kristine Zornig
10/24/2005	Drawing	Stephanie Ortyl
10/21/2005	Creating Web Pages	Amy Swackhamer
10/18/2005	Lottery	David Quiles
10/17/2005	Weather	John Damond
10/14/2005	Presidents	Joe Arcieri
10/13/2005	Calendars	David Quiles
10/13/2005	Acronyms & Abbreviations	David Quiles
10/12/2005	Graphic Design & Illustration	Stephanie Ortyl
10/12/2005	Trade Associations	Naomi Hafter
10/12/2005	Bonds	Naomi Hafter
10/12/2005	Industry Surveys	Naomi Hafter
10/12/2005	Logic	Ellie Luchinsky
10/11/2005	Insurance	Naomi Hafter
10/11/2005	Import-Export	Naomi Hafter
10/11/2005	U.S. Companies	Naomi Hafter
10/11/2005	Special	Naomi Hafter
10/11/2005	Regional Companies	Naomi Hafter
10/11/2005	Business Statistics	Naomi Hafter
10/07/2005	Mathematics	Amy Swackhamer
10/07/2005	Astronomy	Amy Swackhamer
10/07/2005	Lawn Care	Amy Swackhamer
10/07/2005	Herbal Gardening	Amy Swackhamer

10/07/2005	Dried Flowers	Amy Swackhamer
10/07/2005	Woodworking	Amy Swackhamer
10/07/2005	Sewing	Amy Swackhamer
10/06/2005	Middle Eastern	Caprice DiLiello
10/06/2005	Australasian & Pacific	Caprice DiLiello
10/06/2005	Asian	Caprice DiLiello
10/05/2005	1848-1877: Civil War & Reconstruction	Andrea Snyder
10/05/2005	1763-1800: Revolutionary Era	Andrea Snyder
10/05/2005	1500-1763: Exploration & Colonial Period	Andrea Snyder
10/05/2005	Foundation Grants for Nonprofits	Andrea Snyder
10/04/2005	Ancient	Kim Leith
10/04/2005	Physical Fitness	Kate Niemczyk
10/04/2005	West Nile Virus	Eric Neffke
10/04/2005	Sexually Transmitted Diseases (STDs)	Kate Niemczyk
10/04/2005	Cancer	Kate Niemczyk
10/04/2005	Asthma	Kate Niemczyk
10/04/2005	Alternative Medicine	Kate Niemczyk
09/30/2005	Ancient	Ellie Luchinsky
09/28/2005	Native American	Kim Leith
09/27/2005	Christian Philosophy	Meg Gers
09/26/2005	U.S.	Joe Arcieri
09/26/2005	Legal Dictionaries & Forms	Joe Arcieri
09/16/2005	General Psychology Resources	Cheryl Dishon
09/15/2005	Tests	Cheryl Dishon
09/15/2005	Research Methods in Psychology	Cheryl Dishon
09/14/2005	General Management	Naomi Hafter
09/13/2005	Style Manuals & Grammar	Johnnie Fields
09/13/2005	Literary Terms	Johnnie Fields
09/13/2005	Literary Criticism	Johnnie Fields
09/13/2005	Humor	Johnnie Fields
09/13/2005	Copyright	Johnnie Fields
09/12/2005	Wills and Estates	Joe Arcieri
09/12/2005	Seniors & Elderlaw	Joe Arcieri
09/10/2005	Postal	Naomi Hafter
09/10/2005	Associations	Naomi Hafter
09/10/2005	Painting	Stephanie Ortyl
09/09/2005	Reading Recommendations	Richard Oloizia
09/09/2005	Automobiles	Ray O'Keefe Cruitt
09/09/2005	Computers	Amy Swackhamer
09/08/2005	Animals (Zoology)	Cheryl Dishon
09/07/2005	Science Fiction & Fantasy	Richard Oloizia
09/06/2005	Home Buying	Naomi Hafter
09/06/2005	Art Forms & Techniques	Stephanie Ortyl
09/02/2005	Greek	Ellie Luchinsky
09/02/2005	Latin	Marc Sober
09/02/2005	Community Organizations for Ex-Offenders	Rebecca Immich
09/02/2005	Public Companies	Naomi Hafter
09/01/2005	Mineralogy	Cheryl Dishon
09/01/2005	Geology	Cheryl Dishon
09/01/2005	Earthquakes & Volcanoes	Cheryl Dishon

09/01/2005	Dinosaurs	Cheryl Dishon
09/01/2005	Occult/Astrology	Cheryl Dishon
09/01/2005	Engineering	Cheryl Dishon
09/01/2005	Energy	Cheryl Dishon
09/01/2005	Human Genome Project	Cheryl Dishon
09/01/2005	General Biology	Cheryl Dishon
09/01/2005	Cooking	Cheryl Dishon
09/01/2005	Government Assistance	Naomi Hafter
09/01/2005	Origami	Amy Swackhamer
08/31/2005	SIC/NAICS	Naomi Hafter
08/31/2005	International Companies	Naomi Hafter
08/31/2005	Debt Management	Naomi Hafter
08/31/2005	Banking	Naomi Hafter
08/31/2005	General Areas of Law	Joe Arcieri
08/31/2005	Patriotic Music	Shayna Siegel
08/31/2005	Music Instruction	Shayna Siegel
08/31/2005	Folk Music	Shayna Siegel
08/30/2005	Rock & Roll	Shayna Siegel
08/25/2005	Landlord/Tenant Law	Joe Arcieri
08/24/2005	Immigration	Joe Arcieri
08/24/2005	Divorce	Joe Arcieri
08/24/2005	Congress	Joe Arcieri
08/23/2005	Theater	Marc Sober
08/22/2005	News Sources on the Web	Merri-Todd Webster
08/22/2005	Crime Statistics	Kathy Shelley
08/22/2005	Country Statistics	Mike Donnelly
08/22/2005	General Philosophy	Ellie Luchinsky
08/22/2005	Procurement & Contracts	Naomi Hafter
08/20/2005	Container Gardening	Amy Swackhamer
08/19/2005	Movies	Tom Warner
08/18/2005	Woodwinds	Shayna Siegel
08/18/2005	Strings	Shayna Siegel
08/18/2005	Percussion	Shayna Siegel
08/18/2005	Brass	Shayna Siegel
08/18/2005	Instruments	Shayna Siegel
08/18/2005	Instruments	Shayna Siegel
08/18/2005	General Instruments	Shayna Siegel
08/18/2005	Audio Books	Tom Warner
08/17/2005	General Colleges and Universities	Caprice DiLiello
08/17/2005	Musical Theater	Shayna Siegel
08/15/2005	Human Resources Management	Naomi Hafter
08/15/2005	Hardware & Software	Amy Swackhamer
08/15/2005	The Internet	Amy Swackhamer
08/15/2005	Calculators	Naomi Hafter
08/15/2005	Interior Decorating & Design	Stephanie Ortyl
08/10/2005	Travel	Mike Donnelly
08/09/2005	Football	Eric Neffke
08/09/2005	Basketball	Eric Neffke
08/09/2005	Baseball	Eric Neffke
08/08/2005	Finding Music & Songs	Valerie Diamond
08/08/2005	Music Business	Valerie Diamond
08/08/2005	Opera	Valerie Diamond
08/05/2005	Employment Services	Rebecca Immich
08/03/2005	Maps	Mike Donnelly
08/03/2005	Post-modern	Ellie Luchinsky

08/02/2005	Dogs	Cheryl Dishon
08/02/2005	Tennis	Eric Neffke
08/02/2005	Swimming	Eric Neffke
08/02/2005	Hockey	Eric Neffke
08/01/2005	Higher Education	Caprice DiLiello
07/28/2005	Physics	John Damond
07/27/2005	Chemistry	John Damond
07/25/2005	Modern	Ellie Luchinsky
07/19/2005	Horror	Richard Oloizia
07/16/2005	Discussion Group Guides	Richard Oloizia
07/14/2005	Book Discussion Group Basics	Richard Oloizia
07/12/2005	Online Discussion Groups	Richard Oloizia
07/12/2005	International & Other Countries	Joe Arcieri
07/05/2005	Maryland Government	Kristine Zornig
07/01/2005	Education Associations	Caprice DiLiello

Attachment 5

MILO Survey Results

- 195 library staff completed the survey.
- 92% of the respondents are public library staff.
- Less than half of the respondents had seen the Fall 2005 MILO brochure *Resource Sharing in Maryland and Beyond.*
- Only 1 % of the respondents indicated that they were not satisfied with services provided by MILO staff.
- Suggestions for improvement:
    - More libraries to lend AV materials
    - Update the MARINA status of received OCLC items in a timelier manner.
    - Improve delivery system.

97% of the respondents indicated that when they contacted MILO for assistance, the staff's customer service was satisfactory or above.

- 98 % found MILO staff helpful in solving problems.
- 81% of respondents use MARINA to fill interlibrary loan requests for customers.
- 63% direct customers to MARINA to create their own interlibrary loan requests.
- 65 % use the MARINA staff interface to create requests.
- 85 % are satisfied with the time it takes to fill MARINA network requests.
- 68 % of the respondents use MILO to obtain non-network materials. 78% of those who use this service find it satisfactory.
- 84 % indicated that were satisfied or above with using MARINA. Specific comments include:
    - MARINA interface is too slow.
    - Some responded that some libraries allow MARINA requests to expire without filling them though the material appears to be on shelf.
    - Many respondents indicate that MARINA turn around time is very good.
    - Not enough libraries lend AV materials, and it is not clear which libraries lend AV materials.

- 92 % use the MILO transshipping system.

- 45 % indicate that it takes 2-4 days to get material from other counties.
  55 % indicate that it takes one week or more.

- 38 % do not know what MILO delivery route serves their library.

- 43 % feel that they thoroughly understand interlibrary loan policy and procedures for the state of MD.

- Over half of those who responded would like more information and/or training on how MILO brokers requests to and from non-MARINA libraries.

- 54 people requested training on reciprocal borrowing.

- 48 people requested information on how delivery routes are operated and where they go.

- Other suggestions for training include:

  - Interlibrary loan fees and fines
  - Policy regarding loan of AV material.

- More than half of the respondents do not know what Ariel is.

- Comments suggest that many are interested in learning about Ariel.

Submitted by Emma Beaven (MILO) & Wendy Dobson (RSD)
April 12, 2006

Attachment 6

1.1 By June 2006, explore application of innovative learning technologies to provide equitable training access for staff development

- Examined Web casting, video and virtual conferencing, and Internet–based courses as methods of delivering training

Group members: John Damond, Abigail Cooley, William Jones, Michele Ogle, and Amy Swackhamer

The Online Training Group performed a detailed study analyzing the costs involved with traveling to various Maryland counties, using the WebEx conference software, and using the Moodle Learning Management System software in order to provide training across the state.

Assuming we would be providing the same programming with each mode of training,

- The annual cost for providing live training by traveling to Maryland county library systems is **$7,248.49** (details follow in Appendix 1).
    - In-person training is the most interactive and flexible type of training, but traveling takes time and money.
- The overall annual cost of using WebEx, including the price of the technology and the staff time involved doing the training is **$33,581.36** (details follow in Appendix 2).
    - Web conferencing allows for interactive training without travel, and it can be used for communications other than training, but the class size needs to be smaller (fewer than 10 students) to be most effective, and the price of the technology is quite high.
- The overall annual cost of using Moodle is **$6,193.02** (details follow in Appendix 3).
    - Moodle can be accessed according to the user's schedule and can incorporate many different types of technologies, including Web casting, but it would not allow for as much interaction as live classes or Web conferencing.

Many comments presented by Maryland library staff in the training survey offered this past fall suggest concerns about the compatibility with technology and older, slower computers. Other staff are concerned about speed and pacing of the classes and whether they can participate on their own schedule. Still other concerns are about the types of training offered electronically (some classes are better suited for online training than others).

Recommendation:

After looking at all the data and weighing the pros and cons of each mode of training, the Online Training Group recommends that SLRC develop one experimental class using Moodle to see what it can offer, how effective it can be, and how long it will take to put together. The technology for Moodle is free, and the maintenance is minimal. The reviews for its effectiveness are high (see Appendix 3), it allows for a more flexible schedule with staff, since it can be accessed at any time, and it does not require the speed and memory that a Web conferencing product like WebEx requires. The group also recommends that the Moodle test be done before the end of FY06 in order to be able to decide on its effectiveness before we plan for the training needs of the next fiscal year.

The group recognizes that not all classes SLRC offers may be easily compatible with online training, and live classes may still be necessary with the implementation of online training.

Appendix 1
Live classes offered throughout the state

In this study the group used the 42 classes SLRC provided during FY05 as a basis for the travel costs and expenses, including staff time.

SLRC Workshop Expenses

Number of SLRC workshops in FY05: 42[1]
Number of workshops outside of SLRC building: 32[2]
Length of typical SLRC workshop: 3 hours[3]
Total number of contact hours: 126
Average salary of SLRC workshop presenter: $27.35/hr.[4]
Total number of miles traveled for workshops in FY05: 3,502[5]
Total amount of travel time to counties for workshops: 71 hrs. 6 min.[6]
Number of trips requiring overnight stays: 3[7]
Average hotel price per night: $95[8]
Average meal and incidental per diem: $51.50[9]
Mileage reimbursement for FY05: 40.5¢/mile[10]

Total workshop hours plus total travel time: 197 hrs. 6 min.

Total salary figure	$5,390.68
Total mileage reimbursement	$1,418.31
Total hotel price	$285.00
Total meal per diem for 3 days	$154.50
Total expenses	**$7,248.49**

[1] SLRC FY05 Annual Report
[2] SLRC FY05 Annual Report
[3] Figure given by SLRC workshop presenters
[4] Hourly rate of a Librarian Supervisor II at Full Performance Level
[5] See Appendix 1A
[6] See Appendix 1A
[7] Workshops in SLRC FY05 Annual Report that required more than 5 hours travel time
[8] Cumberland Holiday Inn $80/night; Ocean City Clarion $109/night
[9] From www.gsa.gov: Ocean City $64/day; county not listed (Allegany) $39/day
[10] December 6, 2004 Administrative Bulletin

Appendix 2
WebEx

The WebEx figures were taken from a sales representative from the company, and additional information was provided by librarians in Ohio and Washington who use the software for training.

From Terry Hew, Area Business Manager - WebEx Communications, Inc.:
Preliminary pricing based on usage scenario.

Usage Scenario

- Number of trainings - 50 trainings programs
- Length per training - 180 minutes
- Training size - 15 to 20 people
- # of host(s) - 1
- Total minute usage - 50 x 180 x 20 = 180,000 minutes or 45,000 minutes quarterly

Data Services (Training Center)

- Named license - licenses are subscribed and limited to a specific individual (i.e. Bill, etc.)
- Capacity is up to 30 total attendees
- Unlimited session and minutes
- Per Name license - $400 month

Audio

- Integrated US and Canada toll free teleconference
- 45,000 minutes quarterly @ $.10 min commitment
- Average per month cost - $1500 month

Assuming we would want WebEx to supply audio for us, the price figure would come to $1900/mo or $22,800 for the year.

If we add the total salary figure from above ($5,390.68), the total for WebEx comes to $28,190.68.

From Jay Burton, State Library of Ohio

- Teacher and 5 students is the optimal class size.
- Would not suggest trying WebEx with more than 10 participants.
- Strongly advises against classes over an hour.
- Thinks 30-40 minutes is ideal.
- Working on a series of WebEx classes called "30 Minute Classroom."
- Offers one longer session in serially smaller segments.
- Without exception, everyone (50-60 different students) liked it.
- Many of them commented that Webex allowed the same quality of instruction that can be achieved with face-to-face classes.

Potential problems with WebEx:

- Ohio hasn't encountered technology problems.
- People can join the session 10 minutes before it starts, but many wait until the start time, which delays things.
- As with in-person training, people joining late can create confusion and it's even harder with WebEx to get them up to pace with the rest of the class.

Brian Voss at NOAA /Seattle Library

- Found WebEx training it to be “easy and useful” with no technical problems reported.
- To head off potential problems, they sent out e-mails ahead of time to all participants with detailed instructions about how to join sessions.
- Sessions were very small, averaging only a few participants each.
- Training was mainly “uni-directional” (not collaborative).
- The sessions last an average of about 1 ½ hrs.
- Retention was good and staff comments were generally positive.

If we take these recommendations for class sizes into account (10 per class instead of the current average of 20), we would have to double the number of classes we offer, which would double the number of SLRC staff hours to provide the training and subsequently their salary cost to $10,781.36. The total figure for WebEx would then come to **$33,581.36**.

Appendix 3
Moodle

The information for Moodle was taken from the Moodle Web site and message boards.

Learners can login any time, anywhere to interact with coursework, which allows for independent, self-paced courses. The software also allows for such technologies as chat, glossaries (create a glossary of terms used in a course), quizzes, and other resources (supports display of Word, PowerPoint, Flash, Video, Sounds etc.)

Blackboard is one of the more popular fee Web-based Learning Management Systems in the country. Humboldt State University performed a study comparing Blackboard to Moodle in early 2005. The results, available at http://www.humboldt.edu/~jdv1/moodle/all.htm, show that Moodle was comparable to Blackboard in many ways and scored better than Blackboard in others.

Estimated Moodle Costs

The actual Moodle product is free (Open source) and highly adaptable. Regardless, there will still be costs associated with setting up and running Moodle.

The computer programmers or Web people would be needed to help with the initial setup and maintaining the actual server. To initially download Moodle and use it as is without modifying takes as little as 5-10 minutes (for the purpose of the analysis we will round up to 30 minutes). No exact numbers were found in relation to how long it takes to custom tailor Moodle. This customizing can be done in-house, or can be outsourced. It is estimated that the cost to outsource service will be between $1000-3000 per year. For the purpose of this analysis we will estimate that it would take 20 hours to customize Moodle. It is also reasonable to assume that Moodle will require less than 10 hours of system administration support per month. Some claim that maintenance will only take about 20 hours per year, but to err on the side of caution the larger amount of time will be used.

The courses will be set up and managed by the course instructors. It is standard that it takes about 30 minutes for people to learn and become comfortable with Moodle. For training people how to use Moodle some schools allot 100 hours/year for Moodle training. The actual course creation can be about 2 hours (and can take longer if it's more complex).

Expected Cost Breakdown

	Estimated # of hours required per year	Cost per hour	Estimated cost for first year*
Initial Setup	0.5	$16.83[1]	$8.42
Customization	20	$16.83	$336.60
Maintenance	120	$16.83	$2,019.60
Training	100	$27.35[2]	$2,735.00
Course Setup	40	$27.35	$1,094.00
Total	**280.5**	**~**	**$6,193.02**

*Years beyond the first would be less expensive as there would be no set-up and not as much customization and perhaps not as much maintenance or training required.

[1] Hourly wage of a Computer Programmer (grade 000/000623)
[2] Hourly rate of a Librarian Supervisor II at Full Performance Level

Attachment 7

State Library Resource Center
Executive Summary
Goal 1.2 of FY 2006 Annual Plan

EXECUTIVE SUMMARY

The State Library Resource Center's FY 2006 Annual Plan included the following goal:

> By February 2006, assess the training needs for Maryland Library staff and the resources required.

A committee met to discuss an approach to this goal. The committee included: Stacey Aldrich; Raineyl Corio; Jennifer Falkowski; Naomi Butler; John Vendetta; Reggie Harris; Terez Madden; Wesley Wilson. The Committee agreed to use a survey developed by Jennifer Falkowski of the Southern Maryland Regional Library Association.

The survey was released on Oct. 19, 2005 and closed on November 4, 2005. 995 people completed the survey. The data results combined the 995 with the 98 completed surveys from Calvert, Charles, and St. Mary's pilot survey from the summer (June 6 – 24). The total, including Southern MD responses, was 1093.

This summary presents the major findings from the survey and recommends an approach to meeting the training needs for Maryland Library staff and identifies resources required to support the approach. Full survey results are available at www.slrc.info.

Major Findings

E-Learning Readiness

Percent of Respondents	Finding
96%	Identified their comfort level in using computers and the Internet as "Comfortable to Expert".
84%	Identified their workplace as the location in which they would most likely access e-learning.
89%	Identified "90 minutes or less" as the optimal amount of time to spend engaged in a single session of e-learning.
64%	Stated that they "Agreed/Strongly Agreed" that it is important to be able to interact with a facilitator or expert in an e-learning experience
50%	Stated that they "Agree/Strongly Agree" that it is important to be able to interact with other learners in an e-learning experience

Responses to Question 8, "What concerns you most about e-learning?" can be categorized into the following categories:

Primary Concerns

- Having uninterrupted, dedicated time/schedule demands/staff shortages
- Isolation/impersonal/desire for interaction with other students and an expert/feedback from instructor
- Technical challenges/issues/user friendliness: speed of connections, "bugs", trouble shooting, disparity in computer technology throughout the same system, availability of computers

Other Concerns

- Ability to motivate self to complete lessons
- Quality of learning material
- Retaining what was learned
- Relevance of learning material
- Support/opportunity to practice/apply what was learned on the job
- Ability to target what I need – just-in-time learning.
- Recognition of completion
- Accountability

Reference Needs

Maryland library staff identified training in the following reference topics as a primary need:

Beginner Level:

African American Resources	32%
Genealogy Resources	30%
Legal and Government Resources	29%
Maryland Resources	25%

Refresher Level:

Search Engines	49%
Web Guides	44%
Readers' Advisory	42%
Advanced Reference	41%
Maryland Resources	40%

Software Packages

Maryland library staff identified training in the following software packages and corresponding training level as a primary need:

Publisher – Beginning	60%
PowerPoint – Beginning	52%
Outlook – Beginning	39%
Excel – Beginning	40%
Word – Intermediate	37%

Communication/Supervisory/General Topics

Maryland library staff identified training in the following topics as a primary need:

Presentation (presentations to small groups, boards; pitching projects, facilitating meetings)	47%
Better Communication = Better Customer Service	41%
Time Management	41%
Conflict Management	39%
Customer Service	34%
Basic Supervisory Skills	31%
Team Building	31%

Other Comments or Suggestions about Training

Maryland library staff offered the following comments and suggestions about training:

- Location:
    - Make it convenient to staff
- Time of day:
    - Make it convenient to avoid morning and afternoon rush hour
- Scheduling
    - Offer training on multiple dates at multiple locations
    - Nights and weekends for part-time staff and substitutes
    - Include part-time staff and substitutes
- Training design - Make it practical; customize training with real world library experience
- Offer rewards/incentives/recognition for completing training

- Other topics:
    - Book discussion training
    - Communication skills:
        - With staff, public, government officials, and technical types
    - Crisis reference job aid – for those customers who share suicidal thoughts, abusive situations, medical conditions, etc.
    - Customer service – targeted for special populations – children, teens, mentally ill patrons
    - Genre-specific adult reader's advisory
        - Suspense, adventure, romance, and realistic fiction
    - Grant writing
    - Local, state, and federal advocacy training
    - Intellectual freedom
    - Public relations and promotion of the Library
        - Displays & merchandizing
        - Networking with community agencies and other non-profits
        - Partnering with industry, community businesses
    - Program planning – and what resources are available for programs within the libraries
    - Technology training
        - IPODS Linux
        - Open Office
        - Google Scholar
    - Technical services
        - Cataloging
        - Circulation
        - Collection development
    - Self-management/Interpersonal skills
        - Managing priorities
        - Motivating self and others
        - Handling difficult co-workers
    - Spanish, Sign Language, and Korean
    - Supervisory/management
        - Morale boosters
        - Performance management – tracking, documentation, and review
        - From colleague to supervisor/manager
    - Survey tools – how to design
    - Train-the-trainer
    - Volunteer
        - Supervisory training
    - Web sites
        - Designing better sites

Recommendations

The SLRC Annual Plan for FY2007 includes the following training initiative addressing the results of the Maryland Library Training Needs Assessment:

1.1 By June 2007, coordinate with DLDS, MLA, Regional Libraries and other training group to develop integrated training programs that collectively meet-training requirements identified in needs assessment. (From: SLRC Strategic Plan Goal 4; Objective 4.2)

Measurements of success

- Publish a training catalog with a calendar outlining training opportunities.
- Publish a roster of potential presenters and trainers with expertise in specialized areas.
- Include awarding of continuing education units for appropriate training and/or certification.

<u>E-Learning</u>

1. Determine appropriate topics for e-learning.
2. Determine appropriate e-learning format for each topic, e.g., stand-alone tutorial, blended learning, or synchnous learning.
3. Choose quality available and job relevant programs or customize programs where necessary and offer them in e-learning formats. Make the programs available at Maryland library staff's locations in 90 minutes or less time periods.
4. Choose online tutorials that offer "live help" which provides interaction with an expert to help in understanding lessons, for example SkillSoft products. (Question – Netg offered by DLDS – does it have this feature?).
5. Promote availability of "live help" to staff.
6. Chose online tutorials that offer quality "search engines" that allow staff to search for what they need to know when they know it.
7. Promote availability of "search engines" to staff.
8. Offer "users' groups" or "chat" opportunities for those who want to discuss how to use fact-based learning, such as MS Office products.
9. Offer "blended learning" opportunities to those who need interaction with an expert/instructor and other learners. (refer to DLDS' Ninth House program as a model – believe program involved completing tutorials, then meeting to discuss.)
10. Offer "synchronous" learning using technology that allows for simultaneous interaction and learning with expert/instructor and other learners (for example – Blackboard technology).
11. Continuously market and promote availability of programs.
12. Support the learner:
    a. Ensure that technical support is available to staff. It is particularly important that the first interaction with e-learning is free of technical "glitches".
    b. Create simplified user's guides where necessary. For example, SkillSoft offers a guide at its site; however, Pratt simplified it so staff did not have to sift through the information to find key points.
    c. Create a "staff success" handbook identifying ways to motivate users to complete lessons.
    d. Create a "manager's" handbook to identifying ways to tie completion of training to performance management, ways to encourage/support the learner to apply the learning back on the job (e.g., present information to colleagues or create a job aid for self and others or use a particular model in a job-related task).
13. Recognize the learner (e.g., newsletter, annual staff meeting, certificates, etc.) and tie to job ladders/promotion.

Reference Needs

SLRC currently offers the following programs to meet the identified needs:

African American Resources
Includes a presentation and discussion of materials, means and methods of identifying publishers and distributors of African American materials; a worksheet with representative questions; and a roundtable discussion on resources, research techniques, and reference questions.

Basic Reference
Geared to staff beginning reference work, as well as those who would like a refresher, this workshop starts with a short review of the Model Reference Behaviors. We discuss various types of sources (print, electronic, and Web) and when to use them. Participants then work on actual questions using 10 of the most frequently used print resources. This workshop provides the opportunity for participants to develop their judgment in deciding which type of resource is most appropriate for a particular question and will sharpen their skills in using print reference sources.

Beyond Basic Reference: What's New and Using the Web --This intermediate level workshop is designed for staff who are already familiar with the Model Reference Behaviors and basic reference sources. The workshop compares various reference web sites in categories such as biographies, dictionaries, and directories with their print counterparts and gives participants an opportunity to try out these websites with research questions.

Genealogy
Basics in collection development and public service techniques for genealogical research. Includes reference tools such as county histories, periodical sources, and microform sources, as well as Internet sites and outside agencies. Separate sessions on African American genealogy, Internet sources, and vital records are also offered.

Google…Mostly
Designed for staff that use Google as their main search engine, but wonder if they are using it as well as they can. This workshop focuses on whether using a search engine is the best tool; if it is, staff look at advanced features of Google and suggestions on ways to get better or faster results.

Legal Research for Public Librarians: Working with Federal Law
This workshop starts by looking at the types of legal questions that public librarians can answer and then focuses on law resources available on the Web with a special concentration on U.S. Government legal resources such as THOMAS and GPO Access. The objectives of this workshop are to increase the level of comfort for librarians dealing with legal questions and to develop familiarity with sources of Federal law and how they work.

Legal Research for Public Librarians: Working with Maryland Law
Introduces participants to the most useful sources in print and on the Internet for providing legal reference service in the public library. Emphasis is placed on statutes, regulations and court opinions. Instruction includes both state and local laws. Includes discussion of how legal questions should be handled by public service staff.

Maryland Genealogy
A two-part introductory level session that introduces public service staff to common genealogical sources, databases and relevant Internet locations for finding state-based information. Second portion of the program reviews useful sources in SLRC collection and how to access them.

Maryland History
Emphasizes reference service related to local history in Maryland. Participants work with basic facts related to the origin and growth of our state. Covers core collections, ready reference, county and municipal histories, biographical information, geography and a look at common inquiries.

Reader's Advisory
Covers reader's advisory interview techniques, current genre fiction authors, readalikes, and emphasizes Web sites of interest to librarians doing reader's advisory work with adults and young adults.

Search Engines and the Invisible Web
This hands-on workshop compares search engines and databases, looks at types and features of search engines, and shows how to narrow or broaden research.

Using Historic Maryland Newspapers for Research: SLRC's rich collection of newspapers from across the state includes valuable information on local stories as well as local reaction to national and international events. This program teaches public service staff how to identify holdings, obtain citations and then retrieve copies in historic Maryland newspapers.

Web Resources for Research—Participants taking this workshop will develop familiarity with the different types of web resources as well as an understanding of when to use them. The primary focus here is on search engines of different types rather than specific websites. By researching various questions, participants will have an opportunity to gain experience by using and comparing various individual Subject Directories, Search Engines, Metasearch Engines, and Deep Web resources.

SLRC currently markets in the following ways:

- SLRC Newsletter
- MaryLib
- MAPLA
- SLRC Tours

SLRC intends to market in the following ways:

- SLRC Newsletter
- MaryLib
- MAPLA
- slrc.info
- SLRC Tours
- SLRC Stakeholders Sessions
- MLA

Software Packages

DLDS offers:

- NetG

- Training across systems through the tri-annual statewide calendar of training opportunities.

Communication/Supervisory/General Topics

DLDS offers:

- The Library Ambassador program
- Leading From Any Position
- Training across systems through the tri-annual statewide calendar of training opportunities.

Other

- Create a listserv for Maryland staff development coordinators to share ideas
- DLDS/staff development coordinators assign list of generated topics in a way that ensures that together the systems as whole are addressing the needs of staff (i.e., able to identify missing topics in a timely way to add to calendar).
- DLDS/staff development coordinators to develop ways to change mindset from “training is addition to the job” to “training is a part of the job”.
- DLDS/staff development coordinators to develop ways to overcome “Green Eggs and Ham syndrome” to dispel myth of e-learning – boring, no time, it’s impersonal, etc.