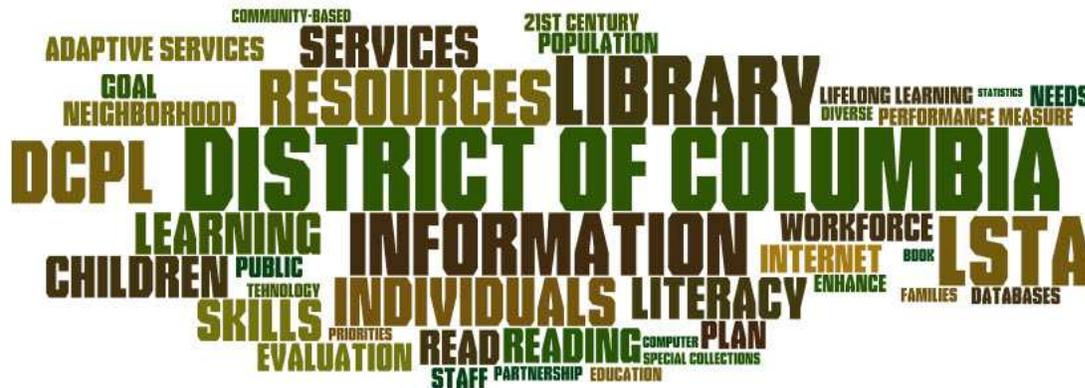


# District of Columbia Library Services and Technology Act Plan 2013 - 2017



Submitted by  
The District of Columbia Public Library  
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Washington, DC



The Institute of Museum and Library Services is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas.

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# **DISTRICT OF COLUMBIA PUBLIC LIBRARY LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA) PLAN – 2013 - 2017**

## **Background**

The District of Columbia Public Library (DCPL) plays an unusual role in relation to the Library Services and Technology Act (LSTA) Grants to States program. The primary mission of DCPL is to provide public library services to the residents of the District of Columbia. However, for purposes of the LSTA Grants to States program, DCPL is considered to be a state library administrative agency (SLAA).

As the SLAA for the District of Columbia, DCPL is responsible for carrying out the provisions of the LSTA Grants to States program in the District. The Library Services and Technology Act is a component of the Museum and Library Services Act of 2010.

The overall purposes of the LSTA program are to:

- Enhance coordination among federal programs that relate to library and information services.
- Promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States.
- Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry.
- Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public.
- Promote literacy, education, and lifelong learning and to enhance and expand the services and resources provided by libraries, including those services and resources relating to workforce development, 21st century skills, and digital literacy skills.
- Enhance the skills of the current library workforce and recruit future professionals to the field of library and information services.
- Ensure the preservation of knowledge and library collections in all formats and enable libraries to serve their communities during disasters.
- Enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation.
- Promote library services that provide users with access to information through national, state, local, regional, and international collaborations and networks.

The Act specifies the following priorities for the Grants to States program:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.
- Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services.
- Enhance efforts to recruit future professionals to the field of library and information services.
- Develop public and private partnerships with other agencies and community-based organizations.

- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved.
- Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.
- Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

The LSTA program is administered at the Federal level by the Institute of Museum and Library Services (IMLS). Under the requirements of the legislation, IMLS provides funds to State Library Administrative Agencies using a population-based formula.

In order to be eligible to receive LSTA funds, each SLAA must submit a five-year plan that outlines how the state agency intends to utilize LSTA funds in accordance with the purposes and priorities noted above. The five-year plan must include a needs assessment as well as goals, activities, and processes that will be used to evaluate the state agency's progress toward its goals.

### **The District of Columbia Public Library's Mission**

*The District of Columbia Public Library (DCPL) supports children, teens and adults with services and materials that promote reading, success in school, lifelong learning and personal growth.*

The Library has identified five distinct areas of *focus* that it emphasizes in its efforts to fulfill its mission. The five areas are:

- Services to children, youth and teens
- The Library as a community place
- Books and other library materials
- Technology
- Adult literacy and learning.

It is interesting to note that IMLS has been working with the SLAAs to develop "*focal*" areas. The IMLS/SLAAs' six *focal* areas are:

- Lifelong learning
- Employment & economic development
- Human services
- Civic engagement
- Information access
- Library capacity building.

While DCPL's *focus* areas and IMLS' *focal* areas don't completely align, there is a great deal of crossover between them. The 2013 – 2017 LSTA Plan that follows builds on both structures in a way that advances DCPL's mission within the purposes and priorities that have been established for the LSTA Grants to States program. Below is a table that shows the relationship between the IMLS *focal* areas and the DCPL *focus* areas.

<b>IMLS Focal Area</b>	<b>DCPL Focus Area</b>
Lifelong learning	Adult literacy and learning
Lifelong learning	Services to children, youth and teens
Employment and economic development	Adult Literacy and Learning
Employment and economic development	Services to children, youth and teens
Civic engagement	The Library as a community place
Information access	Books and other library materials
Information access	Technology
Library capacity building	Staff development in all DCPL focus areas
Human services	No direct link, but many of the activities undertaken by DCPL are closely related.

**Table 1**  
**IMLS Focal Areas Alignment with DCPL Focus Areas**

## **Needs Assessment**

A variety of data sources was used to develop the needs assessment portion of the Plan. Sources of demographic data included the U.S. Census Bureau and Nielsen SiteReports™ (a commercial service that provides demographic data to the retail sector). Data from other sources, such as the U.S. Bureau of Labor Statistics and the District of Columbia Office of the State Superintendent of Education, were used to gain an understanding of some of the unique challenges facing District residents.

Statistical data provided by DCPL as well as comparative statistics gathered through the Public Library Statistical Cooperative (PLSC) were used to gain perspective on public library usage. Personal interviews with key District of Columbia Public Library staff, including Chief Librarian Ginnie Cooper and Grants Manager/LSTA Coordinator Lucy Labson, provided further insight into DCPL’s priorities as the “state’s” sole public library and into DCPL’s relationships with other types of libraries in the District. Additional input regarding DCPL’s sub-grant program was gained through participation in two meetings with the District’s Library Services and Technology Act Advisory Council.

### Demographics

The U.S. Census Bureau reports that the District of Columbia’s population in 2010 was 601,723. This is an increase of more than five percent (5.25%) since the last decennial census. In comparison, the total United States population grew by almost ten percent (9.7%). The District’s population is expected to continue to grow, albeit at a relatively slow pace. Nevertheless, the District’s increase marks a turnaround for the nation’s capital. The 2010 census marks the first decennial census in which the District has shown an increase since the 1950 census when the District’s population topped 800,000. There are also indications that D.C. is continuing its resurgence. The Census Bureau estimates that the District’s 2011 population was 617,996, an increase of nearly three percent (2.7%) in a single year. This was the fastest growth rate between 2010 and 2011 among the “states,” exceeding even rapidly growing states such as Nevada.

Nevertheless, the District's population is small in comparison to most other states. This is significant in regard to the LSTA Grants to States program. With LSTA Grants to States program funds allotted through a formula that is primarily driven by population, the District receives the second smallest amount allocated to the states. Only Wyoming receives a smaller amount.

Obviously, the District is radically different from most of the other states that receive small allotments. Other small population states such as North Dakota, Vermont and Wyoming have widely scattered populations. For example, Wyoming has 5.8 persons per square mile. The District of Columbia with 9,856.5 per square mile is the most densely populated state. Clearly, the District of Columbia's unique position as a city-state creates challenges unlike those faced by any of the other states.

The composition of its population also makes the District distinctive. An examination of age cohorts shows that D.C. has a smaller percentage of children than the national average (16.8% of the population under age 18 compared to 24.0% nationally) and fewer seniors (11.4% 65 years and older compared to 13.0% nationally). This means that the percentage of the District's "working age" population (ages 18 – 64 years) is considerably larger than national norms.

An examination of other demographic data reveals that the District of Columbia is a city-state of extremes. The Census Bureau reports that D.C.'s three-year average (2008-2010) median household income of \$55,280 ranks relatively highly among the states (13<sup>th</sup>). However, the National Center for Children in Poverty at Columbia University reports that in 2010, forty-nine percent (49%) of children under the age of 18 (55,055 of 111,787 children) in the District live in low-income families (national: 42%), defined as income below 200% of the federal poverty level. The District's moderately high median household income actually reflects an average comprised of extremely high income households and a large number of low income households.

A similar divergence is evident in educational statistics. The percentage of adults (age 25 and older) in the District who have graduated from high school exceeds the national average (86.5% vs. 85.0% nationally). The percentage of D.C. residents (age 25 and older) holding a Bachelor's Degree or higher is nearly twice the national norm (49.2% vs. 27.9% nationally). In sharp contrast, the National Center for Education Statistics reported that the District of Columbia's high school graduation rate for 2009 was only 62.4%. Only Nevada and Mississippi graduated smaller percentages of entering freshmen. The District of Columbia's Office of the State Superintendent of Education recently released statistics that reflect the use of the Adjusted Cohort Graduation Rate (ACGR) now required by the U.S. Department of Education. These statistics indicate that the graduation rate for the District of Columbia Public Schools (DCPS) is actually considerably lower (52.99%) and that the graduation rate for all high school aged children in the District (class of 2011) is 58.56%. The picture that emerges is one of stark contrast characterized by a large percentage of highly educated residents and a high percentage of young people who are not completing high school.

Many District of Columbia residents also face challenges related to employment. The U.S. Bureau of Labor Statistics reported that D.C.'s seasonally adjusted unemployment rate for April 2012 was over nine percent (9.5%) compared with a national rate slightly above eight percent (8.1%). Only three states (California, Nevada and Rhode Island) have higher unemployment rates.

The District of Columbia is racially diverse. More than half of the District's population (50.7%) is Black or African-American. However, D.C.'s African-American population has been declining for several decades when measured by percentage and raw numbers. In 1970, the percentage of

African-American residents in the nation's capital was over seventy percent (71.1%). The City's Black population has been steadily decreasing since the mid-1970s and the number of residents describing themselves as Black or African-American declined by 39,000 in the period between the 2000 and 2010 censuses.

Although the District's White population accounts for only 38.5% of the total, this percentage has been increasing since 1980. The 2010 Census reports that the Asian population in D.C. was 3.5% of the total. This is considerably lower than the national average of 4.8%.

The District is also ethnically diverse. D.C. is home to a growing Hispanic/Latino population (9.1% compared to 16.3% nationally) and a sizable number of individuals who are foreign-born (13.0% compared to 12.7% nationally). The District of Columbia Public School reports that enrolled children were born in 133 different countries and that at least 107 different languages are spoken in the homes of students.

The 2006 - 2008 American Community Survey (ACS - released in 2010) conducted by the U.S. Census Bureau reported that more than eighty-thousand (80,635) District residents over the age of five speak languages other than English in their homes and more than twenty-six-thousand (26,321) indicate that they speak English less than "very well."<sup>1</sup> While the Spanish language accounts for approximately half (40,766) of the total speaking languages other than English at home, thousands of D.C. residents speak languages such as Amharic, Arabic, Chinese, French, German, Italian, Kru, Tagalog and Vietnamese.

The 2006 - 2008 ACS also indicates that over eleven percent (11.1%) of the District of Columbia's residents have limitations due to disabling conditions.<sup>2</sup> This is slightly below the national norm of almost twelve percent (11.9%). A closer examination of this difference by age group shows that D.C.'s disabilities' rates are actually higher than national norms among pre-school and school-aged children and that they are somewhat lower than the national average in the adult population. A plausible explanation of this anomaly is that District of Columbia does a better job of identifying disabilities among children and that the rates are lower among adults because District residents suffer fewer disabling agricultural injuries than residents in states driven by a farming economy.

Nevertheless, the ACS reveals that 66,187 District of Columbia residents are dealing with some sort of disability. Of these disabilities, the largest by far is the category of "ambulatory" difficulties. It is estimated that more than a third of those with a disability (33,050) are limited in their mobility. Almost one-quarter (24.10%) of D.C. residents age 65 and older experience mobility issues. Over 4,000 (4,306) residents age 65 or older suffer from visual impairments and over 6,000 (6,030) have hearing impairments. When all age categories are considered, the number of individuals dealing with visual impairments rises to over 10,000 (10,186) and the number of individuals with hearing impairments increases to over 12,000 (12,554).

### Library Collections and Resources

Comparative statistics for libraries throughout the United States are gathered by the states through the Public Library Statistical Cooperative (PLSC) program and are compiled and published by the Institute of Museum and Library Services. The most recent fiscal year for which data from every state and D.C. are available is 2009.

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<sup>1</sup> U.S. Census Bureau, American Community Survey (ACS) 2006 – 2008 (Released 2010)

<sup>2</sup> U.S. Census Bureau, American Community Survey (ACS) 2006 – 2008 (Released 2010)

The District of Columbia Public Library fares reasonably well among the states in the number of volumes per capita that it offers the public. DCPL tied for 18<sup>th</sup> place with 3.6 print volumes per capita in FY 2009 and it ranked in the top half of the states in audio and video units per 1,000 population as well. This is, at least in part, due to the fact that DCPL is an urban library with a fairly extensive system of neighborhood libraries. Nevertheless, DCPL's collections and resources can be seen as a relative strength.

DCPL's "special collections" are particularly notable. The two units that comprise the Special Collections unit at DCPL (Washingtoniana and Black Studies) offer an unusual and often unique array of resources about the history of Washington as a city rather than as the nation's capital, and about the Black experience. Unfortunately, the size and nature of resources held also result in access issues. This is particularly true for the Washingtoniana collection, which includes large number of photos, personal papers and other archival materials. Ongoing efforts are being made to make these collections more accessible through the development of finding tools as well as digitization and preservation efforts.

### Other Library Services

The fact that DCPL serves as a municipal library and as a state library administrative agency, makes comparing its performance with that of other states difficult, and, sometimes misleading. However, a few comparisons may serve to illustrate some of the challenges that DCPL faces in its efforts to provide quality library services to all residents of the District.

As was noted above, comparative statistics for libraries throughout the United States are gathered by the states through the Public Library Statistical Cooperative (PLSC) program. The most recent fiscal year for which data from every state and D.C. are available is 2009. When the District of Columbia's 2008 – 2012 Plan was written five years ago, the latest available comparative statistics were for FY 2004. A comparison between 2004 performance measures and rankings reported in the previous Plan and 2009 measures and rankings, while less than ideal, do provide some insight into the changes in library services that have occurred in the District.

In FY 2004, the District of Columbia placed last (51<sup>st</sup>) in circulation transactions per capita and 43rd of 51 states in library visits per capita. Although DCPL moved up only a single rank from 51<sup>st</sup> to 50<sup>th</sup> in circulation per capita, usage per person more than doubled from 1.92 to 3.90 circulations per capita.

Public library usage measured by visits to the library has also increased dramatically. In FY 2004, DCPL ranked 43<sup>rd</sup> of 51 states with 3.54 visits per capita. By FY 2009, the Library recorded 4.91 visits per capita. Although this is still a bit below the national mean (5.35 per capita), it moved DCPL to 32<sup>nd</sup> from its previous rank of 43<sup>rd</sup>.

The most dramatic change in DCPL's performance on standard input and output measures may account for some of the additional traffic experienced by the Library. In FY 2004, DCPL ranked 47<sup>th</sup> among the 51 states in the number of public Internet computers per 5,000 population with only 2.19 computers per 5,000 residents. By 2009, this had jumped to 4.95 computers per 5,000 people placing DCPL in 15<sup>th</sup> place among the states and exceeding the national mean of 3.91. Furthermore, this upward trend has continued. In 2011, DCPL had 825 public Internet computers or 6.86 computers per 5,000 residents.

The District of Columbia Public Library faces the same kind of challenges confronting most U.S. urban libraries. Usage has soared while funding for services has been increasingly hard to get. Nevertheless, residents of the District have experienced a revitalization of their libraries both

physically and virtually. On the physical side, the opening of long-awaited replacement facilities in several neighborhoods and efforts to address issues of deferred maintenance provide visible evidence of the Library's desire to connect with their community. On the virtual front, the rollout of smartphone applications and the availability of Wi-Fi and public Internet computers throughout the District send the message that DCPL has become a 21<sup>st</sup> century library.

DCPL's commitment to becoming a 21<sup>st</sup> century library is captured in a 2011 document that sets a framework for "Transforming DC Public Library for the 21<sup>st</sup> Century." While much of this framework relates to library facilities, there is a direct tie to DCPL's focus areas. DCPL is working to align all of its local/state efforts in a way that is quite similar to IMLS' focal area efforts.

Like IMLS, DCPL recognizes that evaluation and measurement is an important component. When the 2008 – 2012 LSTA Plan was written, DCPL was just beginning its journey toward quality measurement and evaluation. The Library/SLAA's performance in tracking even inputs and outputs was lacking. While outcome-based measurement is still in its nascent stages at DCPL, a highly coordinated effort of tracking meaningful output measures has been institutionalized to the point at which the DCPL Board of Library Trustees is presented with a wide range of performance measurements in a data-dashboard format that uses a traffic signal format (green – fully achieved target: yellow – partially achieved target: red – not achieved) to alert the Board (and staff) of areas in which performance is lagging. Targets are also set, and reviewed and adjusted for future years. The table on the next page demonstrates the way in which performance measurement has been "institutionalized" at DCPL.

The evaluation of DCPL's implementation of the 2008 – 2012 LSTA Plan further revealed progress in evaluation and documented an improved service climate. While DCPL's performance on many standard measures has lagged in the past, the Library's coordinated efforts are yielding results.

### Literacy

Current comparative statistics regarding literacy are sorely lacking. The most recent comprehensive study that identified any reliable state-based literacy rates dates back to 2003 when the *National Assessment of Adult Literacy* was conducted. This national assessment looked at English literacy among American adults age 16 and older. Obviously, a study conducted nine years ago is of marginal value in understanding D.C.'s literacy needs in 2012.

A study conducted by the Office of the State Superintendent of Education in 2007 offers a slightly more contemporary look at the status of literacy in the District. *The State of Adult Literacy Report: Investing in Human Capital* offers an assessment of the magnitude of the illiteracy problem in D.C. The report suggests that approximately 36% of adults in the District function at the "below basic" level. This compares with 21%-23% nationally. The University of the District Columbia/State Education Agency report estimates that as many as 170,620 residents of D.C., or 29.40%, are functionally illiterate. It is easy to see why library circulation per capita in the District has been historically low when nearly one-third of the population cannot read or finds it difficult to read even very basic documents. It is also clear why DCPL is focusing on children, youth and teens and on adult literacy and learning.

Measure	FY 2010 Actual	FY 2011 Actual	FY 2012 Target	FY 2013 Projection	FY 2014 Projection	FY 2015 Projection
Annual circulation of books and other library materials	2,712,775	3,059,432	3,365,375	3,701,912	4,072,103	4,479,314
Cardholders as a % of total population	36.32%	50.43%	50.00%	50.00%	50.00%	50.00%
Number of card holders	288,636	329,313	305,000	310,000	310,000	310,000
Number of website user visits	1,997,524	2,210,325	2,276,634	2,344,933	2,415,281	2,487,740
Number of attendees at Library sponsored programs	197,282	228,836	235,701	242,772	250,055	257,556
Number of participants at community sponsored meetings	153,471	180,905	186,332	191,922	197,679	203,610
Circulation of children's materials	662,601	889,477	916,161	943,646	971,955	1,001,114
Number of new library cards for children	8,958	6,274	6,462	6,656	6,855	7,061
Participation and completion rates in summer reading for pre-school and elementary school age children	9,440	14,126	14,549	14,986	15,435	15,898
Attendance at programs for children in their first five years	89,342	115,058	118,509	122,065	125,726	129,498
Number of story hours for children	2,497	2,800	2,884	2,970	3,059	3,151
Number of people using online homework help	3,169	3,452	3,555	3,662	3,772	3,885
Participation in teen summer reading programs	2,057	707	1,000	1,250	1,500	1,750
Number of new library cards for teens	14,242	11,096	11,428	11,771	12,124	12,488
Number of books downloaded	27,794	59,955	61,753	63,606	65,514	67,479
Number of adult learners seeking assistance	2,542	3,189	3,284	3,383	3,484	3,589
Number of GED practice tests administered	1,169	957	1,000	1,000	1,000	1,000
Circulation per capita	4.52	5.08	5.25	5.50	5.75	6.00
Number of sessions on public access computers by children	139,626	225,326	232,085	239,048	246,219	253,606
Number of sessions on public access computers by teens and adults	530,733	715,092	736,544	736,544	758,641	781,400
Number of sessions of remote access to Library's electronic resources	182,021	292,601	301,379	310,420	319,733	329,325

**Table 2  
DCPL Performance Measures**

## Summary of Conditions and Needs

- Nearly thirty percent (29.4%) of adults residing in the District of Columbia are functionally illiterate.
- Nearly half (49%) of the District of Columbia's children under the age of 18 are "at-risk" by virtue of the fact that they come from low-income families.
- Over 10,000 (10,186) District residents are visually impaired and cannot read standard print resources.

- A large percentage of District residents lack the financial resources necessary to purchase a computer, subscribe to the Internet, and/or buy books and other information resources and tools.
- Access to many valuable historic resources is limited because these resources are not available in digital formats and/or are not adequately reflected in existing finding tools.
- Library staff members in the District of Columbia need continuing education opportunities to provide 21<sup>st</sup> century library services to an increasingly diverse population in a time of constant change.

## Goals

As was indicated earlier, this Plan attempts to align the recently developed IMLS *focal* areas with DCPL's existing *focus* areas. Goals have been written with the IMLS focal areas in mind in hopes that this effort will position DCPL to take full advantage of upcoming efforts to develop outcome-based metrics that can be applied by SLAAs across the nation.

The table that appears on the following page is an extension of a table that appeared earlier. It provides insight into how the IMLS focal areas and the DCPL focus areas are connected. It also aligns these concepts with goals and specific programs/initiatives that may be undertaken using LSTA Grants to States funds.

DCPL's 2013 – 2017 LSTA Plan includes five (5) Goals that align directly with five of the six focal areas identified by IMLS and cooperating SLAAs. The goals are as follows.

### ***Goal 1 – Lifelong Learning –***

***All District residents will have the reading skills, the information resources and the library services they need to succeed in school, at work, and in their daily lives.***

### ***Goal 2 – Access to Information –***

***All District residents will be able to locate and access library and information services and resources that are relevant to their lives through the provision of traditional reading materials, non-print media, online tools and electronic networks.***

### ***Goal 3 – Employment and Economic Development –***

***All District residents will have the knowledge, skills and tools they need to acquire productive and fulfilling employment.***

### ***Goal 4 – Civic Engagement –***

***All District residents will expand their involvement in community life as a result of participation in Library-based programs and participation in community-based programs held at the Library.***

### ***Goal 5 – Library Capacity Building –***

***All District residents will enjoy enhanced library and information services because library staff members have the knowledge, skills and competencies they need to offer high-quality 21st century library services.***

Goals	IMLS Focal Area	DCPL Focus Area	Programs/Initiatives
<b>Goal 1 – Lifelong Learning – All District residents will have the reading skills, the information resources and the library services they need to succeed in school, at work, and in their daily lives.</b>	Lifelong Learning	Adult Literacy and Learning	Adult Literacy Resource Center; English as a Second Language conversation circles; Adaptive Services; building and maintaining a superior physical and virtual Collection
	Lifelong Learning	Services to Children, Youth and Teens	Sing, Talk and Read (STAR); sub-grants in the areas of early literacy, family literacy, homework help and learning and applying critical thinking skills
<b>Goal 2 – Access to Information – All District residents will be able to locate and access library and information services and resources that are relevant to their lives through the provision of traditional reading materials, non-print media, online tools and electronic networks.</b>	Information Access	Books and Other Library Materials	Special Collections – digitization, preservation and collection management; Resource Development – online database licensing and world language collections; Special Collections – databases; building and maintaining a superior physical and e-resource Collection
	Information Access	Technology	Technology enhancement efforts; Adaptive Services, virtual Library
<b>Goal 3 – Employment and Economic Development – All District residents will have the knowledge, skills and tools they need to acquire productive and fulfilling employment.</b>	Employment and Economic Development	Adult Literacy and Learning	Job Seekers
	Employment and Economic Development	Services to Children, Youth and Teens	Training teens for library and other skilled work
<b>Goal 4 – Civic Engagement – All District residents will expand their involvement in community life as a result of participation in Library-based programs.</b>	Civic Engagement	The Library as a Community Place	Library-based community engagement efforts such as a “one book/one community” initiative; wide use of library facilities for community meetings
<b>Goal 5 – Library Capacity Building – All District residents will enjoy enhanced library and information services because library staff members have the knowledge, skills and competencies they need to offer high-quality 21st century library services.</b>	Library Capacity Building	Staff Development in all DCPL Focus Areas	Library leadership development for staff; technology training for staff; other staff development efforts; planning and needs assessment efforts
No related goal	Human Services	No direct link, but many of the activities undertaken by DCPL are closely related.	No specific programs or initiatives

**Table 3  
Alignment of Goals, Focal Areas, Focus Areas and Programs/Initiatives**

## **Goals and Activities Detail**

### **NOTE:**

- ***In all “Evaluation” sections, please note that DCPL will also monitor IMLS/SLAA work in developing additional outcome metrics and will implement those that are applicable and will encourage sub-grant applicants to adopt compatible evaluation techniques and measures.***
- ***Further, please note that “low-income families” are defined in all mentions as having incomes below 200% of the federal poverty level.***

### **Goal 1 – Lifelong Learning –**

***All District residents will have the reading skills, the information resources and the library services they need to succeed in school, at work, and in their daily lives.***

### **Potential Programs/Initiatives**

Adult Literacy Resource Center

Description of Program/Initiative:

The Adult Literacy Resource Center serves multiple purposes. While it is designed fundamentally to be a resource center that supports literacy providers and English as a Second Language (ESL) programs, it also serves as a central point for literacy and adult education activities in the District of Columbia. The Center offers a collection of materials suitable for adult learners as well as instructional aids, workshops, and materials for teachers and volunteers.

Need(s) Addressed by Program/Initiative

- Nearly thirty percent (29.4%) of adults residing in the District of Columbia are functionally illiterate.

LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Develop public and private partnerships with other agencies and community-based organizations.
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

Evaluation of the Program/Initiative:

The evaluation of this program will involve the use of output measures such as the number of adult learners, number of GED practice test takers, number of tutors and the number of literacy providers with which the Center has contact. The Adult Literacy Center will continue to conduct satisfaction surveys to ascertain the impact on the various stakeholders involved (adult learners, tutors, etc.).

## English as a Second Language (ESL)

### Description of Program/Initiative:

The Adult Literacy Center also supports ESL efforts in the District. In addition, sub-grants may be awarded in this area.

### Need(s) Addressed by Program/Initiative

- Nearly thirty percent (29.4%) of adults residing in the District of Columbia are functionally illiterate.

### LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Develop public and private partnerships with other agencies and community-based organizations.
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

### Evaluation of the Program/Initiative:

The evaluation of this program will involve the use of output measures such as the number of participants in ESL programs. Efforts will also be made to identify outcomes related to ESL activities such as acceptance into formal education programs, becoming a U.S. citizen, filling out and submitting job applications, etc.

## Adaptive Services

### Description of Program/Initiative:

The Adaptive Services Unit at DCPL offers a wide array of services to individuals with disabilities that make it difficult to use standard print resources. The Library for the Blind and Physically Handicapped (LBPH) is only one component of a much wider program that helps individuals discover assistive technologies and tools that enable access to a wide array of resources.

### Need(s) Addressed by Program/Initiative:

- Over 10,000 (10,186) District residents are visually impaired and cannot read standard print resources.

### LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.

- Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.
- Develop public and private partnerships with other agencies and community-based organizations.
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.
- Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.

#### Evaluation of Program/Initiative:

The evaluation of this program will involve the use of output measures such as the number of individuals served, the quantity of materials accessed (both physical items and downloads) and the usage of adaptive technologies. Training sessions conducted will also be tracked and efforts will be made to ascertain the impact that these sessions have on the lives of individuals.

#### Sing, Talk and Read (STAR)

##### Description of Program/Initiative:

STAR is an early literacy program that targets parents, caregivers, librarians, teachers and others who are interested in helping children from newborn to age 5 get ready to learn to read. STAR uses six early literacy skills to lay a strong foundation for learning and success in school.

##### Need(s) Addressed by Program/Initiative:

- Nearly thirty percent (29.4%) of adults residing in the District of Columbia are functionally illiterate.
- Nearly half (49%) of the District of Columbia's children under the age of 18 are "at-risk" by virtue of the fact that they come from low-income families.

##### LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Develop public and private partnerships with other agencies and community-based organizations.
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

#### Evaluation of Program/Initiative:

DCPL will maintain statistics regarding program participation and will conduct follow-up surveys to determine whether the concepts presented are being implemented.

## Early Literacy and Family Literacy

### Description of Program/Initiative:

Many of the LSTA sub-grants that have been awarded through DCPL in the past have focused on some aspect of early literacy or family literacy. This will continue to be a priority area for competitive grants, which are available to non-DCPL libraries and other organizations (schools, non-profits, etc.) as well as to DCPL on a competitive basis. Training in planning and evaluation is provided to potential applicants and evidence of partnership activity is required.

### Need(s) Addressed by Program/Initiative:

- Nearly thirty percent (29.4%) of adults residing in the District of Columbia are functionally illiterate.
- Nearly half (49%) of the District of Columbia's children under the age of 18 are "at-risk" by virtue of the fact that they come from low-income families.

### LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Develop public and private partnerships with other agencies and community-based organizations.
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

### Evaluation of Program/Initiative:

The evaluation applied to individual programs will depend on the nature of the program, but a strong evaluation component is required by the LSTA Advisory Council in sub-grant applications.

## Homework Help Initiatives

### Description of Program/Initiative:

Some of the LSTA sub-grants that have been awarded through DCPL have involved some aspect of homework help or the development of research and presentation skills. This will continue to be an area in which competitive grants are encouraged. Competitive sub-grants are available to non-DCPL libraries and other organizations (schools, non-profits, etc.) as well as to DCPL on a competitive basis. Training in planning and evaluation is provided to potential applicants and evidence of partnership activity is required.

### Need(s) Addressed by Program/Initiative:

- Nearly half (49%) of the District of Columbia's children under the age of 18 are "at-risk" by virtue of the fact that they come from low-income families.

#### LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Develop public and private partnerships with other agencies and community-based organizations.
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

#### Evaluation of Program/Initiative:

The evaluation applied to individual programs will depend on the nature of the program, but a strong evaluation component is required by the LSTA Advisory Council in sub-grant applications.

#### ***Goal 2 – Access to Information –***

***All District residents will be able to locate and access library and information services and resources that are relevant to their lives through the provision of traditional reading materials, non-print media, online tools and electronic networks.***

#### **Potential Programs/Initiatives**

##### Special Collections – Digitization, Preservation and Collection Management

#### Description of Program/Initiative:

The Washingtoniana program ensures that current and future generations will benefit from access to the District's historic record. In addition to the work of preserving and organizing resources (e.g., the processing of more than 20,000 images from *The Washington Star* newspaper collection), the Special Collections Division has taken major steps to make the information it holds more available to the general public through online access and special exhibits, and by the use of resources from its collection in major documentaries, including presentations on HBO and PBS.

#### Need(s) Addressed by Program/Initiative:

- Access to many valuable historic resources is limited because these resources are not available in digital formats and/or are not adequately reflected in existing finding tools.

#### LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.

- Develop public and private partnerships with other agencies and community-based organizations.

#### Evaluation of Program/Initiative:

As part of DCPL's overall efforts to develop and monitor performance, the Special Collections Division has implemented an extensive set of measures designed to track the usage of a variety of resources. These measures, along with metrics that track the number of items digitized, added to online indexes, etc. will be monitored on an ongoing basis.

#### Collection Development/Databases and World Language Collections

##### Description of Program/Initiative:

LSTA funds are used to pay licenses fees for a number of important online databases. Some LSTA dollars have also been spent in the past to acquire materials in languages other than English. It is anticipated that both of these activities will continue under the 2013 – 2017 Plan.

##### Need(s) Addressed by Program/Initiative:

- A large percentage of District residents lack the financial resources necessary to purchase a computer, subscribe to the Internet, and/or to buy books and other information resources and tools.

##### LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

#### Evaluation of Program/Initiative:

A set of traditional measures of database usage are already in place. Sessions, page-views, etc. will be tracked on an ongoing basis.

#### Special Collections/Databases

##### Description of Program/Initiative:

LSTA funds have been used in the past to pay licensing fees associated with specialized online resources related to the Black experience. It is anticipated that this will continue under the 2013 – 2017 LSTA Plan.

Need(s) Addressed by Program/Initiative:

- A large percentage of District residents lack the financial resources necessary to purchase a computer, subscribe to the Internet, and/or to buy books and other information resources and tools.

LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.

Evaluation of Program/Initiative:

Usage of the resources acquired is tracked using traditional measures such as sessions, page-views, etc.

## Technology Enhancement

Description of Program/Initiative:

LSTA funds awarded to DCPL under the 2008 – 2012 LSTA Plan helped transform the Library's technology landscape from a wasteland to an oasis! When the 2008 – 2012 LSTA Plan was written, DCPL lagged behind the rest of the nation in access to public Internet computers. The Plan indicated that the District of Columbia ranked 47th of the 51 "states" with only 2.19 public-use Internet terminals for every 5,000 permanent residents. In 2008, DCPL had a total of 280 public access computer in its entire system of libraries. In 2011, that number stood at 825 or 6.86 public use Internet computers per 5,000 population. Technology purchases made using LSTA funds have been highly targeted in the past and will continue to be so. Computers and peripherals purchased will be used to support programs consistent with the LSTA priorities. In addition to general use, this includes units for use in the "Job Seekers" program, Adaptive Services and Special Collections. Funding may also be used to develop additional technological tools (such as apps for smartphones) and to create enhancements on the DCPL website.

Need(s) Addressed by Program/Initiative:

- A large percentage of District residents lack the financial resources necessary to purchase a computer, subscribe to the Internet, and/or to buy books and other information resources and tools.

LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.

- Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.

Evaluation of Program/Initiative:

Technology purchases will be evaluated both in terms of public access (number of Internet PCs available) and usage (percentage of time the computers are in use). However, outcomes related to the purchases will also be tracked within the programs that are supported. For example, usage related to job searches will be monitored within the Job Seekers program.

***Goal 3 – Employment and Economic Development –  
All District residents will have the knowledge, skills and tools they need to acquire productive and fulfilling employment.***

**Potential Programs/Initiatives**

Job Seekers

Description of Program/Initiative:

The Job Seekers program provides those looking for employment with opportunities that significantly increase the likelihood of a positive outcome (employment). Participants have access to computer training sessions that enhance their employability in addition to being provided with the tools they need to develop a resume, fill in an employment application and respond to email inquiries.

Need(s) Addressed by Program/Initiative:

- Nearly thirty percent (29.4%) of adults residing in the District of Columbia are functionally illiterate.
- A large percentage of District residents lack the financial resources necessary to purchase a computer, subscribe to the Internet, and/or to buy books and other information resources and tools.

LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.
- Develop public and private partnerships with other agencies and community-based organizations.
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

## Evaluation of Program/Initiative:

The Job Seekers program tracks a number of statistics related to both usage and individual outcomes.

## Training Teen Employees

### Description of Program/Initiative:

This is an ongoing program in which the DC Public Library partners with the DC government's Summer Youth Employment Program (SYEP) to provide meaningful work experiences for teens. In addition to gaining what is frequently their first employment experience, young adults are exposed to the library through a variety of experiences including serving as "Reading Buddies" for younger children. Teens of Distinction is another ongoing program, Interested teens apply competitively for this program, and if admitted, learn specific library job skills and the basic "professional behavior" skills required of job-holders anywhere.

### Need(s) Addressed by Program/Initiative:

- Nearly half (49%) of the District of Columbia's children under the age of 18 are "at-risk" by virtue of the fact that they come from low-income families.
- A large percentage of District residents lack the financial resources necessary to purchase a computer, subscribe to the Internet, and/or to buy books and other information resources and tools.

### LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services.
- Enhance efforts to recruit future professionals to the field of library and information services.
- Develop public and private partnerships with other agencies and community-based organizations.
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

## Evaluation of Program/Initiative:

While much of the evaluation of this program relies on anecdotal accounts, some outputs related to work productivity are tracked. The development of an outcome-based tool for follow up with the teens who have been involved in the program would likely yield important insights.

**Goal 4 – Civic Engagement –**

***All District residents will expand their involvement in community life as a result of participation in Library-based programs and participation in community-based programs held at the Library.***

**Potential Programs/Initiatives**

One Book/One Community Initiatives and Encouraging Use of Libraries for Community Meetings

Description of Program/Initiative:

LSTA dollars have not been used for these types of program in the past; however, given the growing interest around the topic of civic engagement and the fact that DCPL has adopted “The Library as a Community Place” as one of their focus areas, the DCPL administration recommended including a “placeholder” for this kind of activity in the Plan. The exact nature of the programs to be undertaken is not known at this time. It is certain, however, that programs will center on the important role of public libraries as a neutral ground that belongs to all equally.

Need(s) Addressed by Program/Initiative:

- A large percentage of District residents lack the financial resources necessary to purchase a computer, subscribe to the Internet, and/or to buy books and other information resources and tools.

LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Develop public and private partnerships with other agencies and community-based organizations.
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.

Evaluation of Program/Initiative:

Evaluation for this program will be developed as the exact nature of the program unfolds.

**Goal 5 – Library Capacity Building –**

***All District residents will enjoy enhanced library and information services because library staff members have the knowledge, skills and competencies they need to offer high-quality 21st century library services.***

**Potential Programs/Initiatives**

Library Leadership Development

Description of Program/Initiative:

The role of library staff has changed significantly over the last decade. Librarians have moved from being content providers to assuming a much more active role. DCPL intends to invest some of its LSTA allocation in developing the leadership skills of its staff.

Need(s) Addressed by Program/Initiative:

- Library staff members in the District of Columbia need continuing education opportunities to provide 21<sup>st</sup> century library services to an increasingly diverse population in a time of constant change.

LSTA Priorities Addressed by Program/Initiative:

- Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services.
- Enhance efforts to recruit future professionals to the field of library and information services.

Evaluation of Program/Initiative:

Specific measures related to changes that occur to those participating in staff development sessions will be created. Pre- and post-tests will be administered to determine what has been learned and follow-up web surveys will track whether the concepts taught are being implemented.

## Technology Training for Staff and Other Staff Development Efforts

Description of Program/Initiative:

Providing library service in a 21<sup>st</sup> century context demands a well-trained staff. Some LSTA funds will be invested in staff development efforts. While many will involve the development and honing of technology skills, other topics may also be covered.

Need(s) Addressed by Program/Initiative:

- Library staff members in the District of Columbia need continuing education opportunities to provide 21<sup>st</sup> century library services to an increasingly diverse population in a time of constant change.

LSTA Priorities Addressed by Program/Initiative:

- Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services.
- Enhance efforts to recruit future professionals to the field of library and information services.

Evaluation of Program/Initiative:

Specific measures related to changes that occur to those participating in staff development sessions will be created. Pre- and post-tests will be administered to determine what has been learned and follow-up web surveys will track whether the concepts taught are being implemented.

## Planning and Needs Assessment

### Description of Program/Initiative:

The changing landscape of library and information services demands an ongoing process of planning and needs assessment. DCPL intends to expend a small portion of its LSTA allotment on planning and needs assessment activities that are designed to improve the resources and services that are provided to the public.

### Need(s) Addressed by Program/Initiative:

- Nearly thirty percent (29.4%) of adults residing in the District of Columbia are functionally illiterate.
- Nearly half (49%) of the District of Columbia's children under the age of 18 are "at-risk" by virtue of the fact that they come from low-income families.
- Over 10,000 (10,186) District residents are visually impaired and cannot read standard print resources.
- A large percentage of District residents lack the financial resources necessary to purchase a computer, subscribe to the Internet, and/or to buy books and other information resources and tools.
- Access to many valuable historic resources is limited because these resources are not available in digital formats and/or are not adequately reflected in existing finding tools.
- Library staff members in the District of Columbia need continuing education opportunities to provide 21<sup>st</sup> century library services to an increasingly diverse population in a time of constant change.

### LSTA Priorities Addressed by Program/Initiative:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
- Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.
- Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services.
- Enhance efforts to recruit future professionals to the field of library and information services.
- Develop public and private partnerships with other agencies and community-based organizations.
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.
- Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.
- Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

## Evaluation of Program/Initiative:

As is apparent from the length of the list of “needs addressed” and “priorities addressed,” planning and needs assessment efforts may explore a wide array of topics. Evaluation of needs assessment/planning activities will be based on the degree to which the needs identified or the actions recommended are implemented.

## Coordination Efforts

The District of Columbia’s governance structure (limited home rule with the U.S. Congress having ultimate control over “local” matters) and the District of Columbia Public Library’s unusual position as both a state library administrative agency and the public library system for an entire “state” creates a unique situation in regard to coordination with other “state-level” departments.

The educational landscape is particularly complicated in that it includes an Office of the State Superintendent of Education, the District of Columbia Public Schools, the Public Charter School Board and the University of the District of Columbia. DCPL collaborates and coordinates with all of these entities on initiatives and programs ranging from pre-school and adult literacy to adaptive services for children with special needs. Other areas of coordination include the Summer Youth Employment Program and the Job Seekers initiative, both of which involve cooperation with the D.C. Department of Employment Services.

There are also many cooperative efforts that involve non-profit entities ranging from work in the area of literacy, such as Sing, Talk and Read (STAR) with DC LEARNs (D.C. Literacy, Education, Advocacy and Resource Network), to cultural and arts efforts with the DC Arts and Humanities Education Collaborative.

## Evaluation Plan

The District of Columbia Public Library is committed to measuring the impact of the projects and services it supports with funding from all sources. The 2008 – 2012 LSTA Evaluation documents the significant progress that DCPL has made in its evaluation efforts in the years that have elapsed since the last five-year plan was written. Nevertheless, work still needs to be done in supplementing solid output metrics with outcome-based measures.

The Institute of Museum and Library Services has strongly encouraged state library administrative agencies to adopt outcome-based evaluation techniques for projects and services supported with LSTA funds for many years. However, IMLS has recently stepped up its level of support for states by launching the “Measuring Success” initiative in cooperation with state library administrative agencies (SLAAs) throughout the nation.

DCPL Grants Manager and LSTA Coordinator, Lucy Labson has been involved in this initiative through her participation in two of the Measuring Success “working groups.” IMLS has convened a series of meetings and webinars designed to develop results-based metrics that can be used to assess progress. Part of this effort has involved the identification of “focal areas” that serve as umbrella categories for program areas implemented by many of the states. At the time of this writing, the focal areas identified include:

- Lifelong learning
- Human services
- Employment and economic development

- Civic engagement
- Public access to information
- Library capacity building.

In an effort to take advantage of the work that IMLS and the SLAAs have already completed and to position DCPL to implement emerging outcome-based measures, DCPL has made an effort to structure its LSTA goals and each of its proposed LSTA programs to align with the focal areas.

Output-based measures based on existing baseline data are identified for each program. DCPL anticipates that it will implement outcome-based metrics that IMLS and the SLAAs develop over the coming months. The DCPL grants manager will also add a component regarding outcome-based evaluation in the training provided for potential sub-grantees.

## **Stakeholder Involvement**

The District of Columbia Public Library decided to engage the services of an experienced library consultant both for the evaluation of the implementation of its FY 2008 – FY 2012 LSTA Plan and for the development of the FY 2013 – FY 2017 LSTA Plan. Himmel & Wilson, Library Consultants, was selected to carry out this work.

Himmel & Wilson had conducted the FY 2003 – FY 2008 LSTA evaluation and had also facilitated the development of the FY 2008 – FY 2012 LSTA Plan. Consequently, Himmel & Wilson is quite familiar with DCPL's LSTA program.

The consultants and the SLAA were aware that a new five-year LSTA plan would follow on the heels of the evaluation of the implementation of the existing plan. Therefore, the evaluation process was intentionally designed to provide insights that would be useful in informing the development of the new plan. In other words, the planning process used to produce this plan built on the base of information collected during the evaluation phase.

During the evaluation process, the consultants interacted several times with DCPL staff with oversight responsibilities for LSTA-funded services and initiatives. The consultants also interacted with several sub-grantees to enhance their understanding of the way in which sub-grant projects are managed. In addition, the consultants met with the State Librarian Ginnie Cooper and with the Grants Manager/LSTA Coordinator Lucy Labson multiple times. The consultants also met with the State's Library Services and Technology Act Advisory Council on two separate occasions during the combined evaluation and planning process.

## **Communication**

The District of Columbia's 2013 – 2017 LSTA Plan will be available to the public and to interested governmental and non-profit organizations through the posting of the Plan as a PDF file on DCPL's LSTA website (<http://dclsta.org/>). Copies of the Plan will be provided to members of the Library Services and Technology Act Advisory Council.

## **Monitoring**

DCPL will monitor the implementation of the LSTA Plan at several different levels. They are:

- Management of the District's LSTA program for compliance with IMLS/Federal legal requirements

- Financial monitoring of the LSTA program
- Following overall progress toward the Plan's stated goals
- Specific monitoring of projects undertaken using LSTA funds awarded through the sub-grant process
- Assessment of the need for modification of the Plan and formal preparation of amendments to the Plan as needed.

The District of Columbia Public Library's Grants Manager, who also serves as the District's LSTA Coordinator, will assume the primary direct responsibility for managing and monitoring the implementation of DCPL's 2013–2017 LSTA Five-Year Plan. High-level oversight of the 2013–2017 LSTA Five-Year Plan's implementation will be provided by DCPL's Chief Librarian. Both the Grants Manager and the Chief Librarian have taken an active role in the development of the Plan.

The Library's Business Operations Division will oversee the fiscal accountability aspects of LSTA monitoring. DCPL personnel responsible for the implementation of specific LSTA-funded programs will assist with the monitoring of the program by collecting the data and information required for ongoing program evaluation and preparing reports as necessary.

The DCPL LSTA Advisory Council will supplement other monitoring efforts by reviewing and ranking sub-grant applications and assisting with the evaluation of sub-grant projects. The seven-member Advisory Council is composed of representatives of different types of libraries in the District as well as end-users of libraries. The Council will continue to review and evaluate sub-grant applications and will make recommendations to the Chief Librarian, who is also the "state librarian," on which proposals to fund. The Chief Librarian will make the final decision on which sub-grants are awarded.

## **Certifications and Assurances**

The following certifications and assurances will be mailed with original signature to James Lonergan, Senior Program Officer, State Library Programs, at IMLS.

- Program Assurances for 2013 Grant Award (includes Internet Safety Assurance and compliance with the Trafficking in Persons requirement)
- Certifications Regarding: Nondiscrimination; Debarment and Suspension; Drug-Free Workplace; Federal Debt Status; and Lobbying
- Assurances of Non-Construction Programs
- State Legal Officer's Certification of Authorized Certifying Official
- Reporting Sub-awards and Executive Compensation
- Internet Safety Certification for Applicant Public Libraries, Public Elementary and Secondary School Libraries, and Consortia with Public and/or Public School Libraries