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INTRODUCTION

The District of Columbia Public Library (DCPL) plays a unusual role in relation to the Library Services and Technology Act (LSTA) Grants to States program. The primary mission of DCPL is the provision of 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). This evaluation assesses the success that DCPL, acting as a SLAA, has had in addressing the six priorities identified for the Grants to States program.

The period covered by the evaluation of the District of Columbia Public Library's implementation of the LSTA program (2008 – 2012) marks what has been arguably the most volatile period in the history of libraries in the United States. A sharp economic downturn combined with rapid technological advances and exceptionally high customer demands presented all states with a daunting challenge in their efforts to make progress. As this evaluation documents, the District of Columbia Public Library (DCPL), serving as the District's "state library agency," has achieved most of the objectives that were outlined in its 2008 – 2012 LSTA Plan in spite of these difficult circumstances.

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

The crisis has had a direct impact on the DCPL. However, the impact has been somewhat different for DCPL (the SLAA) than it has been for most other state library agencies. Unlike traditional "state library" operations that have multiple staff members, such as consultants and library development staff, DCPL carries out its SLAA responsibilities with minimal staffing. While DCPL as an urban public library has been subject to the same kinds of budgetary pressures faced by other large public libraries in the nation, the impact on the administration of the LSTA program has been less dramatic than it has been in many other places.

What is truly remarkable is that during a period in which DCPL as a local public library has been under a budgetary strain, DCPL the state library agency has maintained a steady course and has carried out the 2008 – 2012 Plan as it was originally conceived. There is no evidence of attempts to cover municipal shortages using Federal dollars and, in fact, the number of DCPL staff positions paid with LSTA funds has actually been reduced by three from the levels that existed at the time the LSTA Plan was written! It is to the great credit of the DCPL administration and staff that so much has been accomplished during this challenging period.

As DCPL and other libraries continued to confront budget battles during the 2008 – 2012 time span, they were concurrently presented with amazing opportunities. New technology products that directly impact the ways in which libraries deliver content to the public were bursting on the scene. Steve Jobs unveiled the first generation iPhone in January 2007 and the original Amazon Kindle was released in November of that year. The Barnes & Noble Nook was

released in 2009; the original iPad went on sale in April 2010 and, in September 2011, the Nook broke the \$100 price barrier.

Simultaneously, increasing unemployment and cuts to social service agencies drove record numbers of people into libraries seeking everything from job retraining to a place to escape the heat or cold. It is within this environment that DCPL worked on realizing the goals it had set forth in its 2008 – 2012 LSTA Plan.

EXECUTIVE SUMMARY

The District of Columbia's 2008 – 2012 LSTA Plan included three goals and presented a total of ten outcomes related to the six LSTA Grants to States Priorities that were in place at the time the 2008 – 2012 LSTA Plan was written. The Goals presented in the Plan were:

Goal #1 –

All District of Columbia residents can read.

(Addresses LSTA Grants to States Priorities 1, 4, 5 and 6)

Goal #2 –

All District of Columbia residents have equal access to quality information resources that are relevant to their lives.

(Addresses LSTA Grants to States Priorities 1, 2, 3, 4 and 5)

Goal #3 –

All District of Columbia residents are served by libraries that improve public access to library resources and services by collaborating with other libraries and with non-profit agencies, other units of government, and businesses in the community.

(Addresses LSTA Grants to States Priorities 1, 3 and 4)

The LSTA Grants to States program had six identified “priorities” when the District of Columbia's 2008 – 2012 LSTA Plan was written. As noted above, components of the District of Columbia's LSTA Plan address all six to some degree. A short version of the LSTA Grants to States priorities follows:

- Priority 1 – Expanding services for learning and access to information and educational resources,
- Priority 2 – Developing services that provide access to information through state, regional, national and international networks,
- Priority 3 – Providing electronic and other linkages among and between all types of libraries,
- Priority 4 – Developing public and private partnerships,
- Priority 5 – Targeting services to individuals of diverse geographic, cultural and socioeconomic backgrounds, to individuals with disabilities and to individuals with limited functional literacy or information skills,
- Priority 6 – Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.

The goals of the 2008 – 2012 LSTA Plan are visionary. Goal 1 (All District of Columbia residents can read) is a good example. While no one involved in the writing of the 2008 – 2012 LSTA Plan believed that illiteracy would be wiped out in the District of Columbia through the implementation of a program that provides less than \$ 1 million per year to the District, the goal makes it clear that DCPL's intent was to contribute to improved literacy. Even the 10 outcomes point to a desired future as opposed to one that will be realized at any time in the near future.

Nevertheless, these visionary goals and outcomes have served DCPL well. The evaluators find that the programs carried out using FFY 2008 – FFY 2010 LSTA funds have moved the District closer to the desired future.

The Tables that appear on the next three pages present the 2008 – 2012 Goals and Outcomes, the LSTA Priorities with which they are aligned, the titles of the specific programs that have been carried out, and the evaluators' assessment of the impact that has been achieved. Readers will discover that DCPL has made some progress in addressing all of the goals and outcomes that appeared in the 2008 – 2012 LSTA Plan. DCPL's implementation of the LSTA Grants to States Program has also addressed all six of the Priorities established for the program at the time that the Plan was written.

The impact of DCPL's LSTA effort has been greatest in regard to LSTA Priorities 1 (Expanding services for learning and access to information and educational resources), 2 (Developing services that provide access to information through state, regional, national and international networks), and 5 (Targeting services to individuals of diverse geographic, cultural and socioeconomic backgrounds, to individuals with disabilities and to individuals with limited functional literacy or information skills). In addition, many of DCPL's LSTA-funded programs have achieved results related to Priority 6 (Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line) even though their greatest impact relates to another Priority. Two major programs have addressed Priority 3 (Providing electronic and other linkages among and between all types of libraries) although the greatest impact of these programs related to other LSTA Priorities. Finally many of DCPL's LSTA-funded programs involve collaboration and partnerships with other organizations, as described by Priority 4 (Developing public and private partnerships).

Programs shown in Table 1 that appear in boldface italics are programs that are listed more than once because they had an impact on more than one outcome. The two programs shown in white typeface on a dark background are programs that generally fit into one of the Goals (Goal 2) but that had only a marginal impact on any of the Plan's stated outcomes.

Table 1
Overview of DCPL's Implementation of the LSTA Program (2008 – 2012)

Goal	LSTA-Funded Programs	Evaluators' Assessment
Goal 1 All District of Columbia residents can read.		Progressing Toward Goal
Outcome 1.1 – All preschool children in the District of Columbia enter school ready to learn. (LSTA Priority 6)	<ul style="list-style-type: none"> • Community Youth Services: STAR (Sing, Talk and Read) for newborns through age 4 	LSTA Contributed to Progress to a Limited Degree
Outcome 1.2 – All adults in the District of Columbia possess the reading skills they need to succeed in school, at work and in their personal lives. (LSTA Priority 5)	<ul style="list-style-type: none"> • Adult Literacy Resource Center • Adult ESL Program • Sharing Worlds Family Literacy Project • Emerging Voices 	LSTA Contributed to Progress to a Significant Degree
Outcome 1.3 – All residents of the District of Columbia possess the skills they need to find, evaluate and use information effectively. (LSTA Priority 5)	<ul style="list-style-type: none"> • Story of Food: Growing Healthy Readers • Green Building Book • Environmental Storytelling • Kids Count • <i>Library Leadership Program</i> • Job Seekers • <i>Training Teen Employees/Teen Projects and Programs</i> 	LSTA Contributed to Progress to a Significant Degree
Outcome 1.4 – All residents of the District of Columbia discover the joy of reading. (LSTA Priority 1)	<ul style="list-style-type: none"> • Community Youth Services: Summer Quest • Community Youth Services: Holla' Back • I Can Write • Book Beat: Teens Talk About Books on TV • Building Literacy Through Comics 	LSTA Contributed to Progress to Some Degree

Table 1 (continued)
Overview of DCPL's Implementation of the LSTA Program (2008 – 2012)

<p>Goal 2 All District of Columbia residents have equal access to quality information resources that are relevant to their lives.</p>	<p align="center">Audiovisual Upgrades Audiovisual Services</p>	<p align="center">Progressing Toward Goal</p>
<p>Outcome 2.1 – All residents of the District of Columbia have access to the Internet. (LSTA Priority 2)</p>	<ul style="list-style-type: none"> • Information Technology 	<p>LSTA Contributed to Progress to a Significant Degree</p>
<p>Outcome 2.2 – All residents of the District of Columbia have access to high-quality content through the DCPL website 24 hours-a-day, seven days-a-week. (LSTA Priority 2)</p>	<ul style="list-style-type: none"> • Collection Development (Online Databases) • Black Studies 	<p>LSTA Contributed to Progress to a Significant Degree</p>
<p>Outcome 2.3 – All current and future residents of the District of Columbia have/will have access to Washington's historic record. (LSTA priority 1)</p>	<ul style="list-style-type: none"> • Black Studies • Washingtoniana/Special Collections • Your Story Has a Home Here • Mobile Emergency Bins 	<p>LSTA Contributed to Progress to a Significant Degree</p>
<p>Outcome 2.4 – All residents of the District of Columbia who require adaptive technology or services have access to quality library and information resources. (LSTA Priority 5)</p>	<ul style="list-style-type: none"> • Adaptive Services 	<p>LSTA Contributed to Progress to a Significant Degree</p>

Table 1 (continued)
Overview of DCPL's Implementation of the LSTA Program (2008 – 2012)

<p>Goal 3 All District of Columbia residents are served by libraries that improve public access to library resources and services by collaborating with other libraries and with non-profit agencies, other units of government, and businesses in the community.</p>		<p align="center">Progressing Toward Goal</p>
<p>Outcome 3.1 - All District residents are served by libraries that work together to maximize access to quality resources and services. (LSTA Priority 4)</p>	<ul style="list-style-type: none"> • <i>Library Leadership Program</i> • <i>Training Teen Employees/Teen Projects and Programs</i> 	<p>LSTA Contributed to Progress to Some Degree</p>
<p>Outcome 3.2 - Residents of the District of Columbia will have expanded access to library and information services and networked information because libraries employ new technologies and delivery mechanisms. (LSTA Priority 3)</p>	<ul style="list-style-type: none"> • <i>Information Technology</i> • <i>Adaptive Services</i> 	<p>LSTA Contributed to Progress to a Significant Degree</p>

EVALUATION REPORT

Background

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

- The U.S. Institute of Museum and Library Services (IMLS). IMLS called for this evaluation as part of the reporting requirements when it awarded Library Services and Technology Act funding to the District of Columbia Public Library (DCPL) as required by Section 9134 of IMLS's authorizing legislation. That legislation directs state library administrative agencies (SLAAs) to "independently evaluate, and report to the [IMLS] Director regarding, the activities assisted under this subchapter, prior to the end of the five-year plan."
- The District of Columbia Public Library acting as the SLAA, which requested the evaluation, in partial fulfillment of the requirements for receiving LSTA funding from IMLS.
- The LSTA Advisory Council.
- District of Columbia Public Library staff involved in designing, implementing, and assessing LSTA-supported projects.
- Recipients of sub-grants involved in designing, implementing, and assessing LSTA-supported projects.
- Recipients of services supported by LSTA funding.

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

Retrospective questions include:

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

Process questions include:

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

Prospective questions include:

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

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

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

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

Direct responses to each of the questions posed by IMLS are gathered into a section the end of the evaluation.

Values and principles: As an evaluator, Himmel & Wilson, Library Consultants embraces the “Guiding Principles for Evaluators” – systematic inquiry, competence, integrity/honesty, respect for people, and responsibilities for general and public welfare – adopted by the American Evaluation Association.

Methodology

Himmel & Wilson employed a variety of methods to assess the progress that the District of Columbia Public Library has made in pursuing its goals for the LSTA Grants to States program. The evaluation began with a reading of the 2008 – 2012 LSTA Plan and a review of the State Program Reports (SPRs) submitted to IMLS by DCPL. Evaluators Dr. Ethel Himmel and Mr. William Wilson made an initial two-day site visit to the District of Columbia Public Library in Washington, D.C. on November 30 – December 1, 2011.

During that visit, the consultants reviewed the 2008 – 2012 LSTA Long Range Plan with the LSTA Coordinator/DCPL Grants Manager Lucy Labson, met with DC Public Library Chief Librarian Ginnie Cooper and Director of Library Services Nancy Davenport, and conducted interviews with several key staff members who manage major programs funded in part by LSTA. Additional staff members with specific responsibilities related to LSTA-funded services also participated in group discussions that took place within DCPL’s Divisions.

The evaluators also met with the Library Services and Technology Act Advisory Council at the Watha T. Daniel/Shaw Library and made site visits to two schools that were recipients of LSTA sub-grants. During both of the site visits to the schools, the evaluators met with the teachers/librarians responsible for carrying out the grant and with students who had been participants in the programs.

Follow-up telephone interviews were conducted with DCPL staff with LSTA-related responsibilities and Ms Labson collected additional requested data from a number of internal DCPL sources.

Included among the staff that the evaluators interviewed either in person or by telephone were:

- Ginnie Cooper, Chief Librarian
- Nancy Davenport, Director of Library Services
- Micki Freeny, Coordinator of Children and Youth Services
- Elissa Miller, Associate Director, Collections
- Venetia Demson, Chief, Adaptive Services
- Marcia Harrington, Chief, Adult Literacy Resource Center
- Kimberley Zablud, Special Collections Manager
- Desire' Grogan, Customer Training Coordinator
- Lucy Labson, LSTA Coordinator/Grants Manager

Himmel and Wilson used a multifaceted research protocol that included the examination of background documents, review of performance statistics, interviews with library administrators, interviews with program managers and interviews with program participants to carry out the evaluation.

The strengths of the evaluation methodology derive from:

- Objective, external evaluators not associated with the District of Columbia in any official capacity.
- Varied approaches and tools, allowing analysis and comparison of program data collected with comments from librarians and from a small sampling of end users.
- Credible output data and anecdotal reports.

Methodological weaknesses are associated with several factors:

- Ex post facto evaluation design, which only allowed for review of program data after the fact, resulting in inconsistent data in some areas and sometimes unrecoverable gaps in information.
- Difficulty in identifying trends, with only two full years of data available at the time of much of the evaluation. (A third year of data became available near the end of the analysis process and has been included to the extent possible.)

Review of existing documents: The consultants conducted an extensive review of background documents, including the District of Columbia Public Library's *LSTA Long Range Plan 2008-2012*, annual State Program Reports to IMLS for 2008 and 2009 (the unaudited 2010 report became available late in the evaluation period and was also reviewed) and a number of other documents and websites. Several publications that were products of LSTA funded programs were also reviewed. (See Appendix C – List of Acronyms and Terms and Appendix D – Bibliography for more information.)

Interviews with key DCPL personnel: Evaluators Ethel Himmel and Bill Wilson visited DCPL on November 30 and December 1, 2011 and interviewed nine DCPL staff members either during that visit and/or via telephone. A list of individuals interviewed was provided above.

Visits to Sub-Grant Sites and Interviews with Program Managers and Program

Participants: Evaluators Ethel Himmel and Bill Wilson visited the Peabody Early Childhood Education Public School and the Capital City Public Charter School and met with program managers and program participants.

Meeting with the Library Services and Technology Act Advisory Council: The evaluators met with the LSTA Advisory Council on the evening of November 30, 2011 to discuss the Council's role in relation to the sub-grant programs.

Development of evaluation report: Evaluation team members Ethel Himmel and Bill Wilson analyzed notes from personal interviews and reviewed State Program Reports. Follow-up e-mail and telephone contacts were made with staff involved with LSTA programs to gain access to additional supportive data and/or clarification.

Wilson synthesized the data and information collected and created a draft report in the format provided by IMLS in the "Guidelines for Five-Year Evaluation Report" document. Both Dr. Himmel and Mr. Wilson revised and added content to the draft report and shared it with the LSTA Coordinator/Grant Manager, Lucy Labson, to make sure that it would fully meet the expectations of DCPL and would comply with IMLS requirements. After incorporating feedback, they provided the resulting document to the DCPL in print and digital formats. Finally, the evaluators submitted the evaluation report in a format suitable for forwarding to IMLS.

FINDINGS BY LSTA PRIORITY

Following is a description of each program implemented using FFY 2008 – FFY 2010 LSTA funds, arranged by LSTA Priority, along with information about what was accomplished. The programs are organized by the amount of LSTA money expended during the three-year period (highest cost first). A few programs with some impact on more than one LSTA priority are listed twice, but the program outputs/outcomes are listed only once.

LSTA Grants to States Priority 1

Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages

Washingtoniana/Special Collections: (LSTA expenditure FFY 2008 – 2010: \$610,798 or 22.78% of the total LSTA allocation for the three-year period) Note that the funding shown above includes FFY 2010 funding for Black Studies. Black Studies was a separate program for FFY 2008 and FFY 2009 but was merged into the Special Collections category for FFY 2010. If funding directed to Black Studies is removed from the total shown above, Washingtoniana funding would account for approximately 22.04% of the total LSTA allocation for the three-year period.

The Washingtoniana program funds two archivists who work with DCPL's extensive and highly focused collection of materials that document the history of the District of Columbia. The collection focuses on the District itself rather than on the historic record of Federal activities. Funding for the resources for the Black Studies collection is included in this category for FFY

2010 because the Black Studies unit and Washingtoniana unit were combined into a Special Collections Division. (Information about the activities of the Black Studies unit is reported under that title.)

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.

The Washingtoniana program has stepped up its tracking of output data over the last year and is now collecting data elements daily and reporting this information quarterly. Included are statistics on the number of materials used divided by type or location (e.g., archives, photos, etc.), the number of questions answered and the number of remote searches of online resources. This data will provide a good baseline for tracking the impact of the program moving forward. The initial reports offer impressive detail although it is too early to determine usage trends at this time. LSTA also supported the purchase of archival materials and the storage of master copies of microfilm at Iron Mountain Storage.

In short, LSTA activity supported under the Washingtoniana program offers both an immediate benefit related to LSTA Priority 1 (expanding access to information) and a long-term benefit by ensuring that this information will be available to future generations.

Black Studies: (LSTA expenditure FFY 2008 – 2010: \$39,993 or 1.49% of the total LSTA allocation for the three-year period) Note that the funding shown above accounts only for FFY 2008 and FFY 2009 funding. This program received FFY 2010 funding but it was included as part of the “Special Collections” program. If FFY 2010 funding is factored in, the Black Studies program accounts for approximately 2.24% of the total LSTA allocation for the three-year period.

As stated earlier, the Black Studies program was combined with the Washingtoniana program for FFY 2010 to reflect the fact that Washingtoniana and Black Studies Center are now both part of a “Special Collections” Division of DCPL. The Black Studies unit of DCPL went through a major evaluation and a thorough examination of its mission in 2009. LSTA funds have been used to supplement the Center's monograph collection and to underscore its research role by purchasing materials including the Gale Microfilm Collection for Black Studies and by licensing databases related to the Black experience in America. Included are Schomburg Studies on the Black Experience and the Black Literature index. LSTA has also enabled the Black Studies Center to acquire Dissertations for Black Studies and the “History Makers” oral history video archive. As part of the Special Collections Division, the Black Studies Center is now tracking usage on a daily basis and reporting this information on a quarterly basis. As with the Washingtoniana program, the data collected on the usage of Black Studies resources will provide a good baseline for future assessment.

In the past, quality output data has been lacking from this program. The rethinking of this unit's mission and the new data tracking regimen promise to provide a far better picture of the impact of this program moving forward. The new resources (both purchased and licensed) that have been made available to the public certainly address LSTA Priority 1 (expanding access to information).

Community Youth Services: Summer Quest: (LSTA expenditure FFY 2008 – 2010: \$12,830 or 0.48% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2008 dollars and amounted to 1.61% of FFY 2008 LSTA expenditures.

The Summer Quest program was funded for one year under the current LSTA Plan, although it had been funded using LSTA under the 2003 – 2007 LSTA Plan. This summer program enrolled 27,266 children. Forty-two percent (42%) of the children enrolled completed the program by reading six or more books. The program also sponsored a series of workshops for children ages 3 – 6 and their parent/caregivers in an effort to teach the adults techniques for reading to their children that would make reading fun for both, and develop the habit of reading as a regular activity. Partnerships were a large part of this effort and collaborators included the Washington Redskins, the Washington National Opera, the Reading is Fundamental (RIF) program, WETA (the local PBS TV station) and IMLS.

Although LSTA funding for this program has ended, similar summer reading activities are ongoing using DCPL and private funds. The Summer Quest Program addressed LSTA Priority 1 (expanding services for learning) directly and also had an impact on Priority 4 (partnerships).

I Can Write: (LSTA expenditure FFY 2008 – 2010: \$12,500 or 0.47% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2010 dollars and amounted to 1.32% of FFY 2010 LSTA expenditures.

The "I Can Write" program represents a sub-grant awarded to a DCPL neighborhood library through the competitive grant process. The program involved two eight-week "semesters" that involved young adults and adults (18 and older) in a program designed to foster creativity and writing skills. The program was directed by Dr. Marita Golden, a well-respected author and teacher. The "output" of the program was the publication of a volume including the writing of the students that was entitled "Word Nation." The outcomes of the program appeared to be lasting in that some of the participants continued to meet as a group after the program ended to work on their writing skills.

This program succeeded in addressing LSTA Priority 1 (expanding services for learning) by providing an exceptional learning experience for District residents.

Mobile Emergency Bins: (LSTA expenditure FFY 2008 – 2010: \$10,534 or 0.39% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2010 dollars and amounted to 1.11% of FFY 2010 LSTA expenditures.

This effort was in part a response to a fire that occurred at the Georgetown Library a few years ago. Through quick action, much of the “Peabody Collection” that chronicles the history of Georgetown was saved. However, it was determined that DCPL should be better prepared to confront similar disasters in the future. Using a grant from the National Endowment for the Humanities, DCPL contracted with a specialist who worked with a staff Disaster Planning Committee and assessed the needs of each library in the system. LSTA funds were used to purchase mobile emergency bins containing “first-response” items.

This program addresses LSTA Priority 1 indirectly in that it safeguards collections and other resources necessary for the pursuit of lifelong learning.

Community Youth Services: Holla’ Back: (LSTA expenditure FFY 2008 – 2010: \$9,860 or 0.37% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2008 dollars and amounted to 1.24% of FFY 2008 LSTA expenditures.

The Holla’ Back program was funded for one year under the current LSTA Plan, although it had been funded using LSTA under the 2003 – 2007 LSTA Plan. This summer program targeted teens (ages 12 – 17) in an effort to motivate them to read, maintain their reading level through the summer and develop a positive attitude about books and reading. A total of 4,126 teens formally enrolled in the program, but during the course of the summer 10,275 participated in some aspect of the program. This represented a 41.5% increase over the previous year (funded with FFY 2007 LSTA dollars). An important outcome of this program is related to a literacy survey conducted by the Youth Engagement Academy. The survey showed that 75% of their students had maintained a serious reading regimen over the summer and that of these students, 89% had completed the DCPL reading program requirement by reading at least six books. Collaboration was also evident in this program; RIF was the primary partner.

The Holla’ Back Program addressed LSTA Priority 1 (expanding services for learning) directly and also had an impact on Priority 4 (partnerships).

Book Beat: Teens Talk About Books on TV: (LSTA expenditure FFY 2008 – 2010: \$8,971 or 0.33% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2009 dollars and amounted to 0.96% of FFY 2009 LSTA expenditures.

The Book Beat sub-grant program represents a creative effort to engage young readers (middle schoolers). The program enriched the collection of the Hardy Middle School Library and provided opportunities for students to develop book talks, which were then videotaped. This program represents a collaboration that involved the Hardy Middle School and the Special Library Association, which shared the cost of enriching the school’s collection with LSTA funding. Pre- and post-tests that were administered showed that the number of students reporting that they agreed with the statement “reading is something I choose to do among other leisure time activities” increased by 7%. There was an increase of 15% in response to the statement “When I want a book, I usually go to the Hardy MS Library.”

The Book Beat program addresses LSTA Priority 1 by expanding access to educational resources and also has an element of partnership that addresses LSTA Priority 4.

Building Literacy Through Comics: (LSTA expenditure FFY 2008 – 2010: \$8,583 or 0.32% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2009 dollars and amounted to 0.91% of FFY 2009 LSTA expenditures.

The “Building Literacy Through Comics” sub-grant represents a unique approach to encouraging 5th and 6th graders to read – in this case, 5th and 6th graders who were documented to have difficulty in focusing on tasks in school. The project was a collaboration between the DCPL West End Library and the School for Arts in Learning (SAIL). Students used reading collaboration with one another, and drawing to create superheroes and their adventures. A commercial organization, Big Planet Comics, was also a partner in the project. Although no measurable results were offered, anecdotal evidence suggests that the program was successful and that it attracted a hard to reach audience, namely boys with special problems, who took hold of the project and helped one another over the months with an enthusiasm they had not shown before.

While the measurable evidence is sparse, it appears that this program had a positive impact and that it addresses LSTA Priority 1 and LSTA Priority 4.

Your Story Has a Home Here: (LSTA expenditure FFY 2008 – 2010: \$4,388 or 0.16% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2009 dollars and amounted to 0.47% of FFY 2009 LSTA expenditures.

“Your Story Has a Home Here” was a fascinating program that resulted from a sub-grant awarded to the Martin Luther King Jr. Memorial Library. The program was an oral history project that, with the assistance of many partners and collaborators, brought the homeless together with teens. The project served to raise the level of awareness and sensitivity to the issue of homelessness among the teens and taught the teens valuable interviewing skills, portrait photography and audio techniques and podcasting skills. A broad coalition of organizations including social service agencies, advocacy groups for the homeless and the DC Department of Public Health were brought together to implement this project. The “output” from this program was two-fold. An exhibit of photographs and oral histories was displayed at the MLK Library and the completed oral histories have been added to the Washingtoniana collection. A total of 75 individuals attended the opening of the photo/oral history exhibit during which the homeless and teen participants talked about their experiences.

This is another program that is somewhat lacking in measurable results but appears to be highly successful based on anecdotal evidence. The program addresses LSTA Priorities 1 and 4.

LSTA Grants to States Priority 2

Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks

Collection Development: (LSTA expenditure FFY 2008 – 2010: \$364,538 or 13.60% of the total LSTA allocation for the three-year period)

Collection Development is a program that previously received LSTA funding for the purchase of print materials (under the 2003 – 2007 LSTA Plan). Collection Development's LSTA funding is now primarily dedicated to licensing electronic databases, although some funds were still being used during the FFY 2008 – FFY 2010 period to acquire Spanish language materials.

LSTA funds supplement local funds to acquire access to a broad array of digital resources. The LSTA investment in licensing databases represents approximately one-third of the total DCPL expenditure on general-purpose databases.

This program is another example of greatly improved tracking of output measures compared with what had been done before. A concerted effort was made in 2009 to begin standardizing how statistics regarding database use would be collected and reported. Depending on the database in question and the relevance of the data element, logins, sessions, searches and page views are now monitored. Statistics are parsed to reflect each individual vendor and resource.

DCPL's database use has been increasing at a rapid pace. The 2011 (FFY 2010 funding) overall use was up 17% (255,000 accesses) over the previous year. The use of several individual resources has more than doubled.

Most of the LSTA dollars have been used to acquire a set of Gale products. Overall usage of these specific resources has increased nearly 200% over the two-year period.

Although LSTA funds are used to pay licensing fees, many local efforts as well as other LSTA-funded efforts are contributing to the program's success. DCPL has been conducting training in using the databases for staff and for school library/media specialists. The addition of 325 public Internet computers since 2009 (some of which were purchased with LSTA funds) has also played a part in increased use. Virtual access to the databases for all holders of library cards made a difference as well.

The Collection Development (Databases) program directly addresses LSTA Priority 2 by providing access to information through electronic networks. It also contributes to success in areas related to Priority 1.

Information Technology: (LSTA expenditure FFY 2008 – 2010: \$140,464 or 5.24% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2009 and FFY 2010 dollars and amounted to 9.00% of FFY 2009 expenditures and 5.91% of FFY 2010 LSTA expenditures.

At the time that the 2008 – 2012 LSTA Plan was written, DCPL lagged 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. While most of these additional computers were not purchased with LSTA funds, many were and the LSTA-subsidized Information Technology program helped DCPL manage this tremendous growth and develop tools that are integral to other LSTA funded programs. For example, the IT Department created the Job Seekers website. Wi-Fi is now available at every library in the system. When hardware has been purchased, it has often been directly related to other LSTA-funded programs. For example, the 34 computers in the lab used by the Job Seekers program were acquired with LSTA funds. Similarly, 10 computers used by visitors to the Adult Literacy Resource Center were purchased with LSTA funds.

Convenient access to the Internet is critical to the success of many LSTA-funded initiatives. Given the degree to which DCPL has invested in efforts related to information literacy, having a large enough quantity of Internet-connected computers that are working is essential. The Information Technology program enables DCPL to offer many other programs that are funded with local funds and with LSTA funds. This program directly addresses LSTA priorities 2 and 3 and indirectly impacts LSTA Priority 5.

Black Studies: (LSTA expenditure FFY 2008 – 2010: \$39,993 or 1.49% of the total LSTA allocation for the three-year period) Note that the funding shown above accounts only for FFY 2008 and FFY 2009 funding. This program received FFY 2010 funding but it was included as part of the “Special Collections” program. If FFY 2010 funding is factored in, the Black Studies program accounts for approximately 2.24% of the total LSTA allocation for the three-year period.

See the description of this program under LSTA Priority 1

Audiovisual Upgrades: (LSTA expenditure FFY 2008 – 2010: \$36,503 or 1.36% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2010 dollars and amounted to 3.85% of FFY 2010 LSTA expenditures.

LSTA funds supported a one-time upgrade of audiovisual equipment used in connection with programming for DCPL. Most of the funds were used to improve/enhance audio quality in the “Great Hall” at the Martin Luther King Jr. Memorial Library. Additional funds supported upgrades in other meeting facilities both at the MLK Library and the neighborhood libraries.

This program supports State Goal 2 (equal access to quality information resources) and indirectly supports a number of programs offered under LSTA Priority 5 that involved presentation and/or discussion in the Great Hall at MLK.

Audiovisual Services: (LSTA expenditure FFY 2008 – 2010: \$30,763 or 1.15% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2008 and FFY 2009 dollars. Expenditures amounted to 3.09% of FFY 2008 LSTA expenditures and 0.66% of FFY 2009 expenditures.

This might be considered a “legacy” program in that it is a holdover from a time when DCPL’s LSTA program could be characterized as one that emphasized buying “stuff.” Under the 2003 – 2007 LSTA Plan, Audiovisual Services routinely received funding to buy equipment. However, even this program shows great improvement in its focus. Purchases made under this grant were specifically intended to increase the capacity of DCPL’s libraries to offer programs. Additionally, a significant staff training component was part of this effort to ensure that every facility would make full use of the equipment that was purchased.

This program, like the Audiovisual Upgrades program supports State Goal 2 (equal access to quality information resources) and indirectly supports a number of programs offered under LSTA Priority 5 that involve programs both at the MLK Library and at the neighborhood libraries.

LSTA Grants to States Priority 3

Providing electronic and other linkages among and between all types of libraries

Adaptive Services: (LSTA expenditure FFY 2008 – 2010: \$335,459 or 12.51% of the total LSTA allocation for the three-year period)

See the description of this program under LSTA Priority 5. This program has some impact on LSTA Priority 3, but it fundamentally addresses LSTA Priority 5.

Information Technology: (LSTA expenditure FFY 2008 – 2010: \$140,464 or 5.24% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2009 and FFY 2010 dollars and amounted to 9.00% of FFY 2009 expenditures and 5.91% of FFY 2010 LSTA expenditures.

See the description of this program under LSTA Priority 2. This program has some impact on LSTA Priority 3, but it fundamentally addresses LSTA Priority 2.

LSTA Grants to States Priority 4

Developing public and private partnerships with other agencies and community-based organizations

Training Teen Employees/Teen Projects and Programs: (LSTA expenditure FFY 2008 – 2010: \$94,500 or 3.52% of the total LSTA allocation for the three-year period)

See the description of this program under Priority 5. Although this program has elements related to Priority 4, its major thrust is related to Priority 5.

Library Leadership Program: (LSTA expenditure FFY 2008 – 2010: \$16,155 or 0.60% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2008 dollars and amounted to 2.03% of FFY 2008 LSTA expenditures.

See the description of this program under LSTA Priority 5. Although this program has elements that are related to Priority 4, it is more aligned with LSTA Priority 5.

LSTA Grants to States Priority 5

Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills

Adult Literacy Resource Center: (LSTA expenditure FFY 2008 – 2010: \$660,181 or 24.63% of the total LSTA allocation for the three-year period)

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 and materials for teachers and volunteers.

The Center acts as a convener of literacy and ESL professionals and volunteers and as an information and referral center for adult learners. The Center also develops resources that are used by literacy providers. One such resource is the classic guide, “A Feel for Books,” which is now in its third edition. This manual was originally published with funding from the Library Services and Construction Act in 1992-1993 and serves as a guide to a model program for engaging adult learners and teachers/tutors on an equal footing that frequently leads to breakthrough experiences for all involved. “A Feel for Books” programs have been conducted at DCPL for 20 years.

Some of the LSTA support for the program does fall into the direct services category. The Center provides resources and tutors to assist individuals pursuing a General Education Diploma (GED). The Center acts as a GED practice test site and offers short-term intensive help in specific subject areas such as math, social studies, etc.

The Center administers in the neighborhood of 1,000 GED practice tests per year. In 2011 (FFY 2010 LSTA funding), the Center sponsored nine sessions of “A Feel for Books,” referred 3,189 people to appropriate literacy programs, fielded over 3,000 questions related to the GED and GED practice tests and provided tutoring space for 2,246 tutors. The Center planned and hosted 12 training sessions for tutors, teachers and program managers. A total of 152 individuals participated in the 20th “A Feel for Books” series. Almost 1,500 learners and their teachers have been touched by this program during its 20 year history.

Annual “satisfaction” surveys are conducted with adult learners, GED practice test takers, MLK Library tutors and literacy providers. For 2011, those rating their satisfaction with the Adult Literacy Resource Center were:

- Adult learners 93%
- GED Practice Test Takers 95%
- MLK LibraryTutors 71%
- Literacy Providers 91%

The Adult Literacy Resource Center Program directly addresses LSTA Priority 5 and also has had some impact related to LSTA Priority 1 by providing reading materials for adult learners.

Adaptive Services: (LSTA expenditure FFY 2008 – 2010: \$335,459 or 12.51% of the total LSTA allocation for the three-year period)

The Adaptive Services Division of the DC Public Library has long been a leader and a pioneer in offering a broad array of library and information services to a wide range of individuals who can benefit from adaptive technologies, resources presented in alternative formats and services delivered directly to the home.

Unlike many National Library Services Library for the Blind and Physically Handicapped affiliate programs, the LBPH program only scratches the surface of what the Adaptive Services Division does. In addition to LBPH, Adaptive Services provides an adaptive technology program, Library Services for the Deaf Community (LSDC) and L-STAR (Library Services for At-Home Readers – a books-by-mail program). Together, these programs manage to address at least three of the LSTA Priorities (Priorities 1, 5 and 6). Given the degree to which technology is used to support service delivery and the number of active partnerships that Adaptive Services maintains, it would be relatively easy to make the case that the Division addresses all six LSTA Priorities.

LSTA support represents a small portion of the overall Adaptive Services Budget, but most of the funds do support either LBPH activities or Services to the Deaf. For example, LSTA funds have been used for maintenance of the LBPH catalog, duplication equipment, and shelving to house the new NLS digital talking book format. LSTA also supports the salary of the staff member who works closely with the deaf community and American Sign Language (ASL) interpretation services.

The Adaptive Services Division, like other LBPH programs in the nation, has been faced in recent years with making the transition from the analog (cassette-based) talking book to the new flash-media-based digital talking book. The Braille Audio Reading Download program (BARD) has also been introduced to the public. Statistics provided by Adaptive Services demonstrate a high level of acceptance of the new formats. For 2011 (FFY 2010 funding), the BARD program and digital books accounted for 67% of the total LBPH circulation. BARD use alone increased by 87%.

The Adaptive Services Division at DCPL is arguably the most technologically advanced LBPH program in the nation. Furthermore, the program fosters innovation and has been actively engaged with vendors, end-users and independent technologists seeking new and better ways to serve its clientele. LSTA investment in this program, whether it directly supports innovation or indirectly enables staff to pursue innovative solutions, is money well spent.

The portion of the Adaptive Services Program directly supported with LSTA funding has the largest impact in regard to LSTA Priority 5. However, as previously mentioned, a case can certainly be made that elements of what the Division does impacts all 6 Priorities.

Training Teen Employees/Teen Projects and Programs: (LSTA expenditure FFY 2008 – 2010: \$94,500 or 3.52% of the total LSTA allocation for the three-year period)

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. During all three years covered by this evaluation, the Library contracted with the POSSE Foundation to train the teens. During each year, LSTA funds were used to pay for POSSE interns who trained and supervised the teen workers. Work assignments included several facets of library work including collection maintenance; however, the "Reading Buddies" assignment in which the teens read one-on-one with children in libraries and in recreation centers seemed to generate a high level of satisfaction among the teen workers and the children benefiting from the Reading Buddies program. The POSSE interns also conducted personal development and professional behavior workshops for the teen workers and the teens themselves were given the opportunity to exercise their creativity through blogging and through audio and video production.

One-hundred teen workers were involved each of the first two years. They were supervised by seven LSTA-compensated POSSE interns. There were 86 teens and 5 interns in 2011 (FFY 2010 funding).

Outcomes of this ongoing program include the direct benefits received by the children who were read to by the Reading Buddies, collection maintenance work performed at the library and, perhaps most importantly, the employment experience gained by the teen workers.

This program is hard to categorize in regard to the LSTA Priorities. The evaluators have placed it under Priority 5 because of the exposure to libraries gained by the teen participants. However, a case could be made for placing the program under either Priority 4 or Priority 6.

Adult ESL Program: (LSTA expenditure FFY 2008 – 2010: \$20,416 or 0.76% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2009 dollars and amounted to 2.18% of FFY 2009 LSTA expenditures.

An Adult English as a Second Language LSTA competitive sub-grant program was conducted at the Juanita E. Thornton/Shephard Park Neighborhood Library. The Library partnered with Catholic Charities, which provided the trained teachers and a program coordinator. Three levels of English classes were offered based on pre-participation skill tests. Three 15-week sessions were conducted for classes of 20 – 25 people each. There were a total of 225 participants in the Adult ESL program.

Outcomes reported by participants included one person who reported passing an entrance exam at Montgomery College after having failed it previously and two students who placed in the essay contest run for adult learners by the Adult Literacy Resource Center at the MLK Library.

This program primarily addresses LSTA Priority 5 but also has a positive impact that relates to Priority 6.

Emerging Voices: (LSTA expenditure FFY 2008 – 2010: \$20,000 or 0.75% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2008 dollars and amounted to 2.52% of FFY 2008 LSTA expenditures.

This program resulted from the award of a competitive sub-grant to the Latin American Montessori Bilingual (LAMB) Public Charter School. LAMB partnered with Professor Richard Roe of the Street Law Clinic, Georgetown University Law Center . The program used a methodology developed by Dr. Roe in the 1990s that involved prisoners reading to their children. The program was later adapted to use with homeless families at the Georgetown University's Child Development Center.

The long-term goal of the project was to teach parents how to engage with their children through a wide range of activities so that they could become partners in their child's education. While the number of participants in the program was not reported, the effort generated 72 one-page stories and 53 "family books."

It would appear that this program addresses LSTA priority 5 and/or 6.

The Story of Food: Growing Healthy Readers: (LSTA expenditure FFY 2008 – 2010: \$19,980 or 0.75% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2010 dollars and amounted to 2.11% of FFY 2010 LSTA expenditures.

The evaluators had the opportunity to visit the Peabody Early Childhood School and to interact with teachers, the librarian and a parent as well as with children participating in the program. The program appears to have had a powerful impact on all involved. Using a universal commodity, food, as a point of reference, the program has helped students develop reading, critical thinking and information seeking behavior skills. Buy-in from the entire faculty and from the parents organization has resulted in community building activities as well.

This program has many positive attributes; however, in regard to the LSTA program, it primarily addresses Priority 5 because it increases very basic (not computer-based) information literacy skills. The program also addresses Priority 1 and Priority 4.

Sharing Worlds Family Literacy Project: (LSTA expenditure FFY 2008 – 2010: \$18,000 or 0.67% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2009 dollars and amounted to 1.92% of FFY 2009 LSTA expenditures.

This program involved a competitive sub-grant awarded to the Education Strengthens Families (ESF) Public Charter School with the goal of improving literacy and the use of English by immigrant families. The project was designed to engage young children and their families in a wide variety of structured activities that would encourage and provide non-threatening opportunities to develop English language skills. Puppetry, storytelling, book-making and crafts were all used to further the projects goals. The project also incorporated all aspects of ESF's family literacy model, which includes Adult English classes, parenting skills, Parent and Child Together, computer classes, lesson planning and library visits. Wolf Trap for the Performing Arts was a partner in this project, as was the Mt. Pleasant Public Library.

The Sharing Worlds Family Literacy Project advanced the literacy skills of many immigrant families in a context that also promoted self-confidence and library use.

This project addresses LSTA Priorities 5 and 6.

Library Leadership Program: (LSTA expenditure FFY 2008 – 2010: \$16,155 or 0.60% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2008 dollars and amounted to 2.03% of FFY 2008 LSTA expenditures.

The program was carried out with a competitive sub-grant awarded to the Thurgood Marshall Academy Public Charter High School. The program recruited and trained 11 student interns (out of an application pool of 19) in library operations. Included in the training were segments on budgeting, collection development, technology, programming and outreach. The interns worked toward the goal of 150 hours of library work, which led to a Library Leadership Certificate. The interns were used in a training role to help other students find resources that met their research and leisure reading needs. The interns also led a program called the Book Social Club which was credited for increasing the school library's circulation by 10% during the program.

The interns evaluated gift materials for possible inclusion in the library's collection, cataloged materials and determined what to do with nearly 800 books that they found unsuitable for the library's collection under its collection development policy.

The Library Leadership program had the effect of training a corps of young people from District of Columbia's Ward 8 – the most underserved Ward in the City - in how to use a library as well as how to manage a small, but complex organization. Other students benefitted from the help

they were given in selecting and locating resources, and the library benefitted through increased usage as well as work performed.

The Library Leaders (interns) were paid for their work and for most, this was their first work experience. Some opened saving accounts and all participants felt they had learned and benefitted from the experience.

This program, like the Training Teen Employees program could arguably be placed under several LSTA Priorities. The evaluators believe that the greatest impact of the program was related to information literacy. Therefore we have placed it under Priority 5

Environmental Storytelling: (LSTA expenditure FFY 2008 – 2010: \$14,572 or 0.54% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2009 dollars and amounted to 1.55% of FFY 2009 LSTA expenditures.

The Environmental Storytelling project linked the school library/media center at the Tyler Elementary School and its resources with an “outdoor classroom” in the Anacostia River Watershed in an effort to increase “environmental literacy.” A well-respected environmental nonprofit organization led the program. The entire school body participated in the program for the full school year, including the teachers. Storytelling, fieldtrips, writing exercises and a host of other activities were used to stimulate curiosity, teach fundamental environmental concepts and tie library resources to real-world discovery.

A total of 247 children ranging from preschool through grade 5 participated in the program. Some library resources were also purchased with the LSTA funds.

This program is most closely related to LSTA Priority 5.

Kids Count: (LSTA expenditure FFY 2008 – 2010: \$11,269 or 0.42% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2008 dollars and amounted to 1.42% of FFY 2008 LSTA expenditures.

The Kids Count program was a financial literacy sub-grant carried out at the Bernard T. Janney Elementary School. The program involved the entire school (Pre-K – 6) and efforts were made to infuse a financial literacy theme into subject areas across the curriculum. The Janney School librarian worked in partnership with the Business Librarian at American University, who helped build the curriculum. Very few outputs were reported for this project; however, anecdotal reports support the conclusion that this program met its objectives of increasing financial literacy at all grade levels. Parents expressed enthusiasm for the project numerous times, and reported that their children who did not attend Janney School were learning the concepts too.

This project addresses LSTA Priority 5.

Green Building Book: (LSTA expenditure FFY 2008 – 2010: \$6,872 or 0.26% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2010 dollars and amounted to 0.72% of FFY 2010 LSTA expenditures.

The evaluators had the opportunity to meet with the faculty and students involved in this project on site at the Capital City Public Charter School (CCPCS). The process of creating a book about “green buildings” was used to build a wide variety of skills, not the least among them, information literacy/fluency. CCPCS 7th and 8th graders were given the opportunity to be involved in a high-level research project with real-world implications. Many of the concepts researched by the students will be incorporated into the renovation of the school building.

Students were challenged to find information, evaluate its credibility, and determine how the information might best be presented in a publication. Along the way, individuals discovered specific talents that they could contribute to a collaborative effort. Several well-respected organizations, including the National Building Museum, led classroom presentations and discussions on specific aspects of “green building” materials and approaches.

The evaluators believe that the process used in this effort could serve as a model for other information literacy efforts with middle and high school students. The primary “output” of this program is a high quality publication that is attractive and engaging. The students worked directly with the Art and English Departments to create the publication. The outcomes of the program are likely to be realized long term in the success of the student participants.

This program addresses LSTA Priority 5 in that it increases information literacy skills.

JobSeekers: (LSTA expenditure FFY 2008 – 2010: \$4,590 or 0.17% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2010 dollars and amounted to 0.48% of FFY 2010 LSTA expenditures.

This small program appears to be having a large impact on individuals seeking employment or a better job. The program is, in part, an information literacy program in addition to one that addresses employment needs. The participants in monthly “job-seekers’ clinics” can learn skills related to online searching, receive assistance in creating resumes, learn to perform tasks such as sending and receiving emails and can actually file online job applications. The program is held in the 35 seat DCPL computer lab at the MLK Library.

The Library sees itself as a “convener” and the Job Seekers Program has created a helpful, non-threatening environment for job seeking activity. Related events that have involved a wide range of participants, including potential employers and other agencies with missions centered on job and employment needs. A major event was a career expo, which was attended by approximately 650 people. The Job Seekers program has become a resource to other agencies that are now referring clients to the monthly job seekers clinics. Between January 2011 and September 2011, FFY 2010 LSTA funding enabled 310 individuals to gain help in seeking a job. A job seekers web site has been created and LSTA funds have been used to provide resources

to neighborhood libraries in an effort to replicate the success of the Job Seekers program on a broader scale.

The Job Seekers program addresses LSTA Priority 5 in that it targets individuals with limited information literacy skills.

LSTA Grants to States Priority 6

Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902 (2)) applicable

Adaptive Services: (LSTA expenditure FFY 2008 – 2010: \$335,459 or 12.51% of the total LSTA allocation for the three-year period)

See the description of this program under LSTA Priority 5. This program has some impact on LSTA Priority 6, but fundamentally addresses LSTA Priority 5.

Community Youth Services: Reach Out and Read (ROAR): (LSTA expenditure FFY 2008 – 2010: \$131,081 or 4.89% of the total LSTA allocation for the three-year period) This program was funded only with FFY 2008 and FFY 2009 dollars and amounted to 8.00% of FFY 2008 LSTA expenditures and 7.19% of FFY 2009 expenditures.

The Reach Out and Read (ROAR) program was funded for two years under the current LSTA Plan (although it had also been funded using LSTA under the 2003 – 2007 LSTA Plan). This program targeted at-risk children in licensed home-based daycare centers. Outreach specialists funded with LSTA dollars visited day cares with resource kits that included books, finger puppets and supplies to support hands-on activities. Each visit also included “leave-behinds” that could be used subsequently by the childcare provider or by parents or other caregivers.

The effort centered around the idea that the outreach workers could multiply the impact of their visits by modeling behaviors that support the development of language and literacy that could be used, in turn, by the other important adults in the children’s lives. The outreach specialists regularly visited 60 licensed centers. Some commendable outcomes were reported by this program. For example, in a survey conducted of parents and caregivers, 91% reported reading regularly to their children and 86% of parents said they visited the library with their child at least twice per month. Although this program was successful, it was also costly and labor-intensive. DCPL is using what it learned through the ROAR program to inform their neighborhood library-based early literacy efforts that are designed to attract daycare providers. The resource kits created for the ROAR program are still in use as well.

This program addresses LSTA Priority 6 and also has a significant impact on LSTA Priorities 1 and 5.

No Priority Category

Most States categorize the amount devoted to LSTA administration under LSTA Priority 1 since it is generally seen as the broadest category. We have included the Administrative program below but have not placed it under any particular LSTA Priority. DCPL uses a very small percentage of its allocation to administer their LSTA program.

LSTA Administration: (LSTA expenditure FFY 2008 – 2010: \$37,125 or 1.38% of the total LSTA allocation for the three-year period)

RESPONSES TO QUESTIONS POSED BY IMLS

The Institute of Museum and Library Services (IMLS) is the Federal agency charged with administering and overseeing the Library Services and Technology Act. As was previously stated, Section 9134 (c) of IMLS' authorizing legislation directs SLAAs to "independently evaluate, and report to the (IMLS) Director regarding, the activities assisted under this subchapter, prior to the end of the 5-year plan." In carrying out this duty, IMLS issued a set of guidelines to assist SLAAs in generating their evaluations. In the guidelines, IMLS posed a series of questions that each state should address in their evaluation. These questions and the responses to them appear below.

IMLS Retrospective Questions

1. Did the activities undertaken through the state's LSTA plan achieve results related to priorities identified in the Library Services and Technology Act?

Yes. The District of Columbia 2008 – 2012 LSTA Plan was designed to address all six of the LSTA Grants to States Priorities. The evaluators submit that the expenditure of LSTA funds has achieved measurable results related to all six of the identified priorities. The impact has been greatest in regard to LSTA Priorities 1, 2 and 5. However, many of DCPL's LSTA-funded programs have achieved results related to Priority 6 even though their greatest impact relates to another Priority. Two major programs have addressed Priority 3 although their greatest impact was in other areas. Many of DCPL's LSTA-funded programs involve collaboration and partnerships with other organizations as set forth in Priority 4.

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

The evaluators believe that three major strategies have been employed by DCPL in their implementation of the LSTA Grants to State program and that these strategies have had a direct impact on the results generated by the programs offered with LSTA support. The strategies employed are:

- Direct Services to Residents
- Capacity Building
- Sub-Grants

Direct Services to Residents

In some ways, the DCPL's "Direct Services" strategy is, in fact, a "statewide services" strategy. Many states employ a "statewide services strategy" in carrying out their LSTA Plans. In practice, "statewide" often refers to services that are provided on behalf of all public libraries in a given state. As a consequence of DCPL's unusual role as both a local public library and a SLAA, "statewide" and "Districtwide" are synonymous. By its direct support through DCPL, LSTA is providing assistance that impacts all public library service in the "state/District."

DCPL is similar to many other "states" in that it provides direct services to individuals who are eligible for the National Library Service Library for the Blind and Physically Handicapped program. DCPL's "Adaptive Services" fulfills this role and provides many additional forms of assistance for information that do not fall under the NLS umbrella. In a similar way, a direct service strategy is applied to providing access to databases. The DC Public Library's online database offerings are provided "statewide," using a combination of District and LSTA funding. DCPL's direct-service strategy reaches a "statewide" audience.

Capacity Building

The capacity building strategy is a relatively new one in DCPL's LSTA effort. While it can be argued that some collection development grants and the purchase of audiovisual equipment constituted capacity building, FFY 2009 and FFY 2010 LSTA funds expended to support information technology take capacity building to a new level. One of the major needs identified in the 2008 – 2012 LSTA Plan was public access to Internet-connected computers. The 2008 – 2012 LSTA 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. While most of these additional computers were not purchased with LSTA funds, the LSTA-funded Information Technology program helped DCPL manage this tremendous growth and, in building the Library's capacity to serve, made it possible to carry out other direct-service programs such as the "Job Seekers" initiative. Wi-Fi was also made available at every library location.

Sub-Grants

DCPL has done a remarkable job of implementing a small, but healthy sub-grant program. The sub-grant program is not just an add-on to the LSTA program. DCPL has developed a process that includes training for potential grant applicants, mentoring as the grant applications are developed and follow-up involvement with sub-grant awardees during the implementation of their program. The sub-grant applications are judged by the LSTA Advisory Council, which includes representatives from all types of libraries as well as the public, using a robust evaluation program developed by the LSTA Coordinator/Grants Manager. Applications recommended for funding by the Advisory Council go to the State Librarian for the final

decisions. DCPL neighborhood libraries compete for these grants on an even footing with school libraries and other applicant organizations. The evaluators had the opportunity to interact with sub-grant participants (students) involved with several projects and were very impressed by the quality and impact of the projects.

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

DCPL's implementation of the LSTA Grants to States program has moved from poor to exemplary. When the evaluators conducted the DCPL's 2003 – 2007 LSTA Evaluation, the organization had just recently escaped IMLS' "High Risk" category, which implied that management of the program had been deficient. To the great credit of DCPL administration and the LSTA Coordinator/Grants Manager, DCPL is conducting its program at a high level and in a manner that ensures accountability.

Individuals involved in managing LSTA-funded programs have a far better understanding of the purposes behind the LSTA program and an enhanced understanding of how their specific program addresses LSTA priorities.

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

DCPL's program had broad and measurable impacts on a wide variety of audiences targeted by the LSTA Grants to States program. In addition to having a positive impact on the general public (e.g., online databases, information technology enhancement), DCPL's implementation of LSTA reached disadvantaged residents of the District (e.g., Job Seekers program, Reach Out and Read), individuals with disabilities (e.g., Adaptive Services), individuals with limited functional literacy skills (e.g., Adult Literacy Resource Center) and individuals from diverse geographic, cultural and socioeconomic backgrounds (e.g., Adult ESL program and several other sub-grant programs).

IMLS Process Questions

1. Were modifications made to DCPL's plan? If so, please specify the modifications and if they were informed by outcome-based data?

No modifications were made to the District of Columbia's 2008 – 2012 LSTA Plan.

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

In the absence of modifications to the Plan, this question does not apply.

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

Himmel & Wilson conducted the evaluation of the District of Columbia's LSTA program in 2007 (the evaluation of performance under the 2003 – 2007 Plan), which gives the evaluators a point

of reference against which to compare the District of Columbia Public Library's approach to the collection and use of performance metrics. When the evaluators conducted the last evaluation in 2007, they were faced with a dearth of credible data. Record keeping was incomplete and much of the evaluation was dependent on anecdotal information.

It is apparent to the evaluators that DCPL has vastly improved its internal collection of performance measures in some areas and that they are in the process of improving the establishment and collection of performance measures related to other programs. It is also apparent that these measures are being used in decision making that affects DCPL both as an urban library and as the designated SLAA for the District. While the majority of the data that has been collected is still at the input and output level rather than at the outcome level, quality longitudinal program evaluation is taking place. The evaluators were occasionally faced with the pleasant challenge of determining which statistics would best demonstrate program success rather than, as in the past, searching for data that didn't exist. A good example of using meaningful performance metrics to guide managerial decisions can be found in the 2010 State Program Report for the Collection Development (online database) program which includes the following statement. "We monitor usage of each of these resources... with an eye to determine whether to continue a given database or consider newly available ones." The evaluators were presented with statistical data that demonstrate that this practice is both well-organized and ongoing.

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

Although DCPL has made great strides in program evaluation, moving toward an outcome-based assessment model has remained problematic. DCPL's 2010 SPR bluntly states "We did a better job of evaluating programs than before, but nothing at the OBE level." This is a bit of an overstatement in that the evaluators found that some outcomes were reported in relation to a few of the sub-grant programs; however, much remains to be done.

A major challenge for DCPL acting as a state library agency is that the SLAA function lacks the staff typically in place in other SLAAs to collect and monitor program data. The DCPL "state" data coordinator, LSTA coordinator and chief grants program officer are all one and the same person. In the case of most of the larger programs, DCPL acting as an SLAA is dependent on DCPL acting as a local public library for data collection. Identifying a small number of good outcome-based metrics for each program and convincing the individuals in charge of those programs to collect the necessary data will be critical to the future success of using outcome-based data to guide policy and managerial decisions.

IMLS Prospective Questions

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

DCPL is not alone in lacking adequate staffing to carry out a robust outcome-based assessment program. Many states find themselves in the position of wanting to collect quality outcome-based data but lacking the staff resources to carry out the task. The answer to this conundrum may lie in multi-state, regional and national cooperative efforts instead of at the individual state level. The work of IMLS to identify similar programs and to create logic maps and results chains (the “Measuring Success” initiative) is a helpful step in this direction. Shared efforts are more likely to produce outcome-based evidence of the significance of LSTA funding on the lives of real people. DCPL is also fortunate to have the IMLS offices within the District boundaries. If appropriate, DCPL could take advantage of the proximity of IMLS staff to solicit advice and assistance in establishing a more robust, outcome-based regimen.

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

The fact that better output data are available now than was available when the 2008 – 2012 Plan was written means that some data elements that appear in this evaluation can be used as baseline measures. An example can be found in the relatively recent set of measures that are now being collected by the Special Collections Division (Washingtoniana and the Black Studies Center). Building benchmarks on the best of the output measures that appear in the evaluation and adding one or two outcome measures in each broad program area should result in an evaluation component of the next five-year plan that is manageable from a staffing standpoint and credible from an assessment perspective.

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

The 2008 – 2012 Plan included a large number of suggested measures. In retrospect, it included too many. Given the limited staff available for program evaluation purposes, DCPL should concentrate on identifying no more than three measures for each type of program in cooperation with DCPL staff with data collection responsibilities. This is an instance where less is more. Identifying fewer improved measures and carrying through on gathering the required information/data elements may result in a body of quality evaluative measures that requires the allocation of fewer staff resources.

IMLS Optional Prospective Questions

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

Design outcome evaluation protocols for every project, perhaps based on the rubrics developed by State Library Agencies with IMLS. A meeting with IMLS staff that involves DCPL staff with broad program evaluation responsibilities is highly desirable. Both the measures and the mechanism(s) to be used to collect the necessary information/data should be specified in the next five-year plan.

Develop a “dashboard” for reporting data on a regular basis (daily/weekly/monthly), so that data are consistent and complete for each year and immediately available to policy makers, program planners, and the DCPL administration. The goal is to make data readily available for decision-making on an ongoing basis, rather than merely to report it for compliance at the end of each year.

Review the format for collecting annual reports at IMLS to allow for quantitative data to be shared – charts, graphs, etc. – to encourage comparative and trend analysis. Efforts along these lines have already started in the Special Collections area.

Share all of these – protocols, instruments, dashboard, and annual reports – nationally, so that individual states can take advantage of practical solutions to data gathering for evaluating outcomes, studying and comparing processes, and improving results.

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

The 2008 – 2012 LSTA Plan has served District of Columbia residents very well over the past three years. With the exception of identifying the specific focus for the sub-grant programs that may be encouraged, it is likely that the major components of the District of Columbia’s 2013 – 2017 LSTA Plan will bear a great deal of similarity to those in the 2008 – 2012 Plan. The greatest differences may be the way in which the programs are evaluated rather than the nature of the programs themselves.

DCPL has done a remarkable job of implementing a small, but healthy sub-grant program. The sub-grant program is not just an add-on to the DCPL implementation of the LSTA program. It has become a small but viable way of encouraging innovative approaches to meeting needs that are consistent with the LSTA Grants to States Priorities. DCPL has developed a process that includes training for potential grant applicants, mentoring as the grant applications are developed and follow-up involvement with sub-grant awardees during the implementation of their programs. Evaluation of sub-grant applications is conducted by the LSTA Advisory Council using a robust evaluation tool developed for this purpose.

The evaluators believe that this should continue because it takes the District's LSTA program beyond the DCPL walls and serves to enhance the "statewide" aspects of the program. Requiring organizations seeking sub-grants to collaborate with neighboring school or public libraries (or in the case of DCPL neighborhood libraries that are seeking sub-grants, requiring them to collaborate with other libraries and community organizations) has generated very positive results.

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

The 2008 – 2012 LSTA Plan achieved a good balance of programs that directly address LSTA Priorities. While some attention should be paid to the fact that the LSTA Grants to States Priorities have been expanded, the changes represent a broadening rather than a narrowing of the scope of the program. One possible suggestion might be the addition of a staff development component to a few existing programs. Providing a larger cross-section of staff with exposure to programs that focus on services to special needs populations, literacy and improving access to special collections would be a positive step.

COSTS ASSOCIATED WITH THIS EVALUATION

• Cost of contract with evaluator	\$ 17,500
• Internal (SLAA) cost estimate	<u>\$ 3,000</u>
Estimated Total	\$ 20,500

APPENDIX A – SUMMARY OF PERSONAL/GROUP INTERVIEWS

During the course of the assessment process, the evaluators interviewed a significant number of people who were able to offer insights into the programs and activities that the District of Columbia Public Library (DCPL) carried out in its implementation of the Library Services and Technology Act (LSTA) Grants to States program.

Some of the interviews were conducted as part of the evaluators initial site-visit to DCPL while others took place at a later date via telephone. In several instances, additional follow-up conversations took place with DCPL staff members charged with specific program responsibilities for LSTA-funded initiatives. While most of these follow-up conversations concentrated on the identification of available program outputs and outcomes, these contacts often added substantively to the information gained through the initial interviews.

Some of the interviews took the form of “group interviews. Several DCPL program managers invited other staff involved with the program of interest to participate in a portion of the interview session.

The interview process began and ended with Lucy Labson, DCPL’s Grants Manager and LSTA Coordinator. Ms Labson met with both evaluators to provide an overview of her perceptions regarding the progress that DCPL had had in implementing its Plan. Each state goal was reviewed and the nature of the evidence supporting the level of progress that had been made was explored. Ms Labson was also interviewed later in the process to lend her insights into the retrospective, process, and prospective questions raised by the Institute of Museum and Library Services (IMLS).

Kimberley Zablud, DCPL Special Collections manager was interviewed in relation to several different programs. The initial interview with Ms Zablud included two additional staff members and centered on the Washingtoniana program. An extended follow-up telephone interview was used to investigate the relatively recent establishment of performance measures for both the two major components of the Special Collections Unit; Washingtoniana and the Black Studies Center. Ms Zablud was also key in offering both output data and anecdotal information about the “Job Seekers program.

Marcia Harrington, the Chief of the Adult Literacy Resource Center was also interviewed twice. Again, the first interview included other staff members. Four staff members offered their perceptions of the program’s success and the evaluators probed them for both measurable outputs and for anecdotes that served to demonstrate the program’s effectiveness.

The follow-up telephone interview with Ms Harrington explored the availability of specific output data as well as program outputs in the form of written content. The most important of these is *A Feel for Books – Book discussions for Adult Developing Readers: A Resource Guide*. The evaluators were able to read the just released revision to this classic work and to gain some knowledge of how this longstanding programs benefits both adult learners and the volunteers and professionals who work with them.

A third individual interviewed was Venetia Demson. Both evaluators also had the opportunity to explore certain facets of the Adaptive Services Division program with another staff member. Both of these contacts led to a fuller understanding of the limited, but important role that LSTA plays in the wide-ranging and innovative Adaptive Services Program.

A key small group interview involved both consultants along with DCPL Chief Librarian Ginnie Cooper and the then Director of Library Services, Nancy Davenport. This interview placed the LSTA-funded portion of what DCPL does into the larger contexts of what DCPL does as an urban public library and in the broader DC library community. Several important facts that emerged were the successful effort that DCPL had made since the last evaluation to reduce the number of staff positions paid with LSTA funds and the growth of the use of performance measures to assess ongoing progress and to inform decision-making.

Others interviewed offered both statistical information and details about specific programs. Elissa Miller, the DCPL Associate Director of Collections spoke of improvements in tracking online database use. Micki Freeny, the DCPL Coordinator of Children's and Youth Services, was able to address DCPL's increased emphasis on children and families and the role that LSTA places on targeting an audience specifically identified in LSTA Priority 6.

Desire' Grogan, DCPL's Customer Training Program was able to offer an assessment of the importance of infusing LSTA funds to increase public access to connected computers. She eloquently described the ways in which pieces of DCPL's information literacy efforts are linked.

Many of the interviewees also provided statistical information, flyers and products used to market specific programs and anecdotes that speak to program improvement.

Following is a list of the key individuals who were interviewed.

- Ginnie Cooper, Chief Librarian
- Nancy Davenport, Director of Library Services
- Micki Freeny, Coordinator of Children and Youth Services
- Elissa Miller, Associate Director, Collections
- Venetia Demson, Chief, Adaptive Services
- Marcia Harrington, Chief, Adult Literacy Resource Center
- Kimberley Zablud, Special Collections Manager
- Desire' Grogan, Customer Training Coordinator
- Lucy Labson, LSTA Coordinator/Grants Manager

The evaluators gained a great deal of insight into DCPL's sub-grant program through a meeting with the LSTA Advisory Council. The Council, which is charged with the duty of reviewing and recommending sub-grants for approval. Five members of the Council were in attendance at a session that explored the degree to which sub-grants awarded in the 2008 – 2012 period address the LSTA Priorities.

APPENDIX B – SUMMARY OF SITE VISITS

The evaluators had the opportunity to conduct two site visits to interact with the individuals involved in two recent sub-grant programs. In both instances, there was time to meet with the individuals who had conceived and implemented the LSTA-funded programs and with those most affected by the initiatives.

At the Peabody Early Childhood Education Public School, the evaluators met with the librarian, a teacher and a parent (President of the Parent Teacher Association) who had written the grant for “The Story of Food: Growing Healthy Readers” program. Both this sub-grant program and the sub-grant program featured in the second site visit described below are portrayed in some detail in the body of the evaluation. However, this summary offers the opportunity to point out some additional observations. The “Story of Food” program is able stand on its own in terms of outputs (activities) and outcomes (changes in the behavior of children). What was somewhat unexpected was the degree to which this small sub-grant had enabled community building. It was evident that this program had a high-level of buy-in from the entire faculty, parents and caregivers, from the children themselves, and partners, including a nearby local farm cooperative.

The students created and tended large garden boxes outside the school building and eventually cooked what they grew. They even created a worm “farm!” There were two well-attended “family cooking nights.” The parents created a cookbook that every student could take home, and the whole school, class by class, participated in a musical variety show in May, with songs about food and food groups created with their music teacher during the year. The large school auditorium was filled with families.

It was clear that the program successfully linked discovery, delight and literacy in a way that will undoubtedly influence the success of young children. The excitement and pride that was evidenced by the children as they described what they had done and what they had learned provided a strong testimonial for the success of the program. The program achieved results related to both emergent literacy and, at a very fundamental level, information literacy.

The second site-visit to the Capital City Public Charter School also afforded an opportunity to meet with those responsible for planning and implementing the “Green Building Book” sub-grant project. However, the real insights into the impact of this program came from the students themselves. The 7th and 8th grade students, involved in what was characterized as an “expedition,” took a learning journey that would produce real outcomes related to structural and design decisions that were being made about their own school.

The process of researching topics in a context that had real world consequences (in addition to being memorialized in an incredibly well done book) had positive impact related to information literacy, reading skills and communication skills. Side benefits included a recognition that different members of a team bring different strengths and skills that result in a whole that is much greater than the sum of the parts.

The evaluators were truly impressed by the degree to which the students had learned to evaluate information and to present it in an engaging and compelling way. The students made a presentation about “green buildings” and distributed their book to the DC City Council!

The evaluators believe that this project went beyond the level of teaching information literacy skills. This project managed to elevate a group of 7th and 8th graders to a level of “information fluency” far above what might be expected of students at this grade level.

APPENDIX C – LIST OF ACRONYMS AND TERMS

ASL	American Sign Language
BARD	Braille and Audio Reading Download – the National Library Service’s Digital Downloading Program https://nlsbard.loc.gov/instructions.html
CCPCS	Capital City Public Charter School. School that received an LSTA sub-grant to conduct the “Green Building Book” project.
DCPL	District of Columbia Public Library. DCPL serves both as the public library for the residents of the District of Columbia and as the State Library Administrative Agency (SLAA) for the LSTA Grants to States program. http://www.dclibrary.org/
ESF	Education Strengthens Families Public Charter School. School that received an LSTA sub-grant to conduct the “Sharing Worlds Family Literacy” project.
ESL	English as a Second Language
FFY	Federal Fiscal Year
GED	General Education Diploma
IMLS	Institute of Museum and Library Services http://www.imls.gov
L-STAR	Library Services for At-Home Readers. A books-by-mail program offered by the Adaptive Services Division of the DC Public Library
LAMB	Latin-American Montessori Bilingual Public Charter School. School that received an LSTA sub-grant to conduct the “Emerging Voices” program.
LBPH	Library for the Blind and Physically Handicapped – General name applied to state-level outlets of the National Library Service programs. The District of Columbia’s LBPH program operates as part of the DCPL’s Adaptive Services Division. http://www.dclibrary.org/services/lbph

LSDC	Library Services for the Deaf Community. A program offered through DC Public Library's Adaptive Services Division that provides library services to the deaf community.
LSTA	<p>Library Services and Technology Act - LSTA is part of the Museum and Library Services Act, which created the Institute of Museum and Library Services (IMLS) and established federal programs to help libraries and museums serve the public. The LSTA sets out three overall purposes:</p> <ul style="list-style-type: none"> • Promote improvements in library services in all types of libraries in order to better serve the people of the United States. • Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry; and • Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public. <p>The LSTA Grants to States program is a federal-state partnership. The Program provides funds using a population-based formula, described in the LSTA, to each state and the territories through State Library Administrative Agencies (SLAAs).</p>
MLK	The Martin Luther King Jr. Memorial Library. The District of Columbia's "central" library http://www.dclibrary.org/about/mlk
RIF	Reading is Fundamental. Reading Is Fundamental (RIF) is the nation's largest nonprofit children's literacy organization. http://www.rif.org/
ROAR	Reach Out and Read – Early/emergent/family literacy program targeting at-risk children in licensed home-based child care centers.
SAIL	School for Arts in Learning – School that received an LSTA sub-grant to conduct the "Building Literacy Through Comics" program.

SLAA	State Library Administrative Agency. Governmental entity designated in each state (and the District of Columbia) to serve as the recipient and overseer of Library Services and Technology Act Grants to States funding on behalf of the citizens and libraries of the state (District)..
SPR	State Program Report. A summary report on LSTA-funded programs and expenditures that is submitted to the Institute of Museum and Library Services (IMLS) by state library administrative agencies (SLAAs) on an annual basis
STAR	Sing, Talk and Read – DCPL’s early literacy program for children (newborns through age 4) and their caregivers.
SYEP	Summer Youth Employment Program. The District of Columbia’s summer youth employment program. http://does.dc.gov/does/cwp/view%2Ca%2C1232%2Cq%2C537757.asp

APPENDIX D – BIBLIOGRAPHY OF DOCUMENTS REVIEWED

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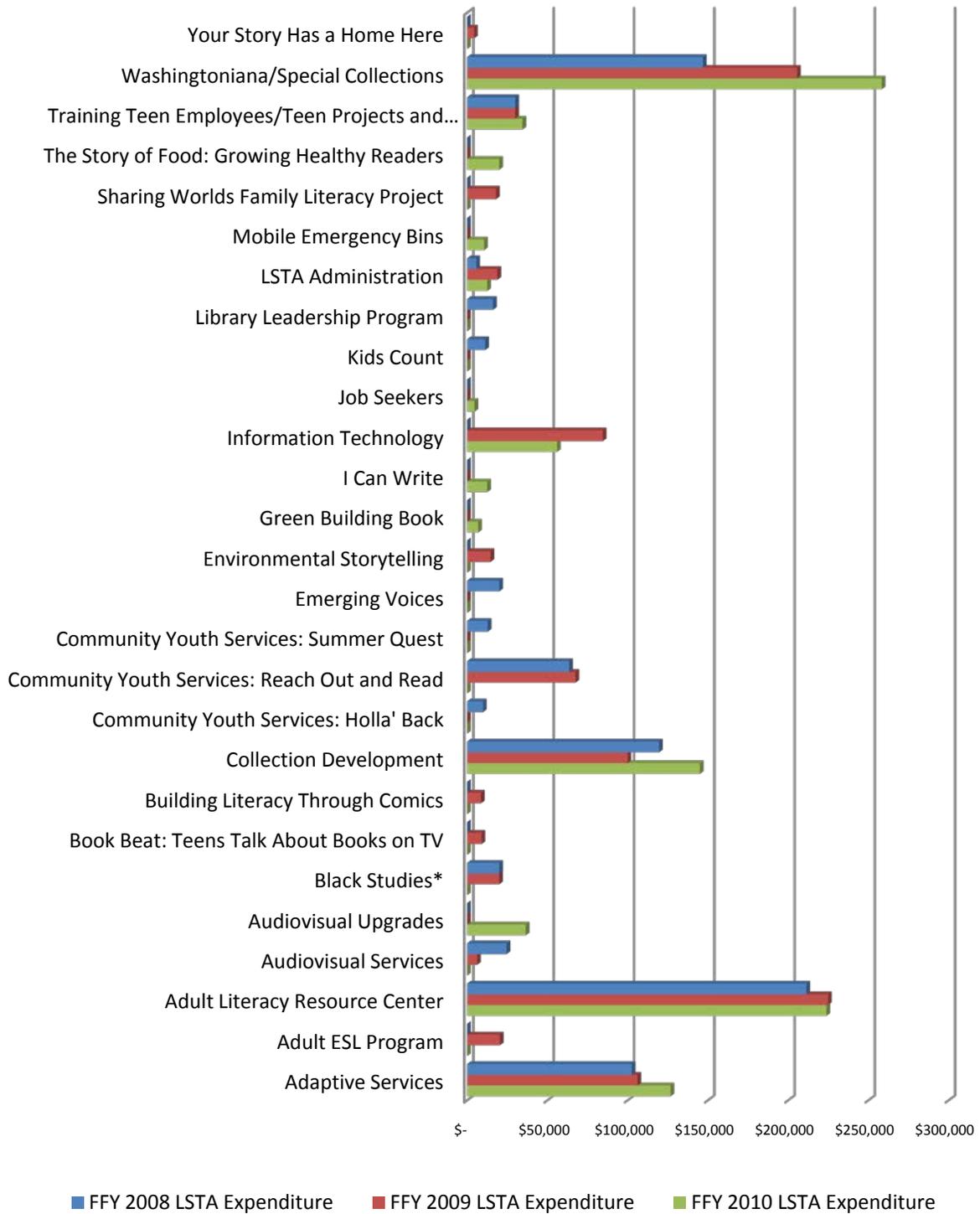
See also Appendix D (List of Acronyms and Terms) for links to websites reviewed during the evaluation process.

APPENDIX E – LSTA EXPENDITURES BY PROGRAM AND BY YEAR

Program	FFY 2008 LSTA Expenditure	FFY 2009 LSTA Expenditure	FFY 2010 LSTA Expenditure	3-Year Total	% of 3- Year Total	% of '08 Total	% of '09 Total	% of '10 Total
Adaptive Services	\$ 102,613	\$ 106,111	\$ 126,735	\$ 335,459	12.51%	12.92%	11.31%	13.37%
Adult ESL Program	\$ -	\$ 20,416	\$ -	\$ 20,416	0.76%	0.00%	2.18%	0.00%
Adult Literacy Resource Center	\$ 211,400	\$ 224,903	\$ 223,878	\$ 660,181	24.63%	26.61%	23.96%	23.62%
Audiovisual Services	\$ 24,572	\$ 6,192	\$ -	\$ 30,764	1.15%	3.09%	0.66%	0.00%
Audiovisual Upgrades	\$ -	\$ -	\$ 36,503	\$ 36,503	1.36%	0.00%	0.00%	3.85%
Black Studies*	\$ 20,000	\$ 19,933	\$ -	\$ 39,933	1.49%	2.52%	2.12%	0.00%
Book Beat: Teens Talk About Books on TV	\$ -	\$ 8,971	\$ -	\$ 8,971	0.33%	0.00%	0.96%	0.00%
Building Literacy Through Comics	\$ -	\$ 8,583	\$ -	\$ 8,583	0.32%	0.00%	0.91%	0.00%
Collection Development	\$ 119,538	\$ 100,000	\$ 145,000	\$ 364,538	13.60%	15.05%	10.65%	15.30%
Community Youth Services: Holla' Back	\$ 9,860	\$ -	\$ -	\$ 9,860	0.37%	1.24%	0.00%	0.00%
Community Youth Services: Reach Out and Read	\$ 63,572	\$ 67,509	\$ -	\$ 131,081	4.89%	8.00%	7.19%	0.00%
Community Youth Services: Summer Quest	\$ 12,830	\$ -	\$ -	\$ 12,830	0.48%	1.61%	0.00%	0.00%
Emerging Voices	\$ 20,000	\$ -	\$ -	\$ 20,000	0.75%	2.52%	0.00%	0.00%
Environmental Storytelling	\$ -	\$ 14,572	\$ -	\$ 14,572	0.54%	0.00%	1.55%	0.00%
Green Building Book	\$ -	\$ -	\$ 6,872	\$ 6,872	0.26%	0.00%	0.00%	0.72%
I Can Write	\$ -	\$ -	\$ 12,500	\$ 12,500	0.47%	0.00%	0.00%	1.32%
Information Technology	\$ -	\$ 84,465	\$ 55,999	\$ 140,464	5.24%	0.00%	9.00%	5.91%
Job Seekers	\$ -	\$ -	\$ 4,590	\$ 4,590	0.17%	0.00%	0.00%	0.48%
Kids Count	\$ 11,269	\$ -	\$ -	\$ 11,269	0.42%	1.42%	0.00%	0.00%
Library Leadership Program	\$ 16,155	\$ -	\$ -	\$ 16,155	0.60%	2.03%	0.00%	0.00%
LSTA Administration	\$ 5,698	\$ 18,909	\$ 12,518	\$ 37,125	1.38%	0.72%	2.01%	1.32%
Mobile Emergency Bins	\$ -	\$ -	\$ 10,534	\$ 10,534	0.39%	0.00%	0.00%	1.11%
Sharing Worlds Family Literacy Project	\$ -	\$ 18,000	\$ -	\$ 18,000	0.67%	0.00%	1.92%	0.00%
The Story of Food: Growing Healthy Readers	\$ -	\$ -	\$ 19,980	\$ 19,980	0.75%	0.00%	0.00%	2.11%
Training Teen Employees/Teen Projects and Programs	\$ 30,000	\$ 30,000	\$ 34,500	\$ 94,500	3.52%	3.78%	3.20%	3.64%
Washingtoniana/Special Collections	\$ 146,925	\$ 205,578	\$ 258,295	\$ 610,798	22.78%	18.49%	21.90%	27.25%
Your Story Has a Home Here	\$ -	\$ 4,388	\$ -	\$ 4,388	0.16%	0.00%	0.47%	0.00%
TOTALS	\$ 794,432	\$ 938,530	\$ 947,904	\$ 2,680,866	100.00%	100.00%	100.00%	100.00%
Amount Devoted to Competitive Sub-Grants	\$ 47,424	\$ 74,930	\$ 39,352	\$ 161,706	6.03%	5.97%	7.98%	4.15%

*2010 Funding for Black Studies is combined in the Washingtoniana/Special Collections category

LSTA Expenditures by Program and Year



*Black Studies program funding is included in Washingtoniana/Special Collections for FFY 2010