

The District of Columbia Public Library

Library Services and Technology Act (LSTA)

Grants to States Implementation Evaluation

FFY 2013 – FFY 2017

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Commissioned by

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Evaluation Summary

Given DC Public Library's 2015 estimated population of 681,170, the state's annual LSTA Grants to States allotment of approximately \$900 thousand translates into less than \$1.34 per person per year. LSTA funds alone are inadequate to meet the library and information needs of all District residents. The DCPL's challenge has been to find ways to make \$1.36 per person transformative in terms of library services; to leverage a small amount of Federal money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of library and information services. DCPL is making great progress towards transformative solutions.

There are five goals in the District of Columbia Public Library's LSTA Five-Year Plan for 2013 – 2017. They are:

GOAL 1: Lifelong Learning: All District residents will have the reading skills, the information resources and the library services they need to succeed in school, at work, and in their daily lives.

GOAL 2: Access to Information: All District residents will be able to locate and access library and information services and resources that are relevant to their lives through the provision of traditional reading materials, non-print media, online tools and electronic networks.

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

GOAL 4: Civic Engagement: All District residents will expand their involvement in community life as a result of participation in Library-based programs and participation in community-based programs held at the Library.

GOAL 5: Library Capacity Building: All District residents will enjoy enhanced library and information services because library staff members have the knowledge, skills and competencies they need to offer high- quality 21st century library services.

The District of Columbia has taken significant steps toward achieving the goals and objectives laid out in the previous Five-Year Plan. Like many states, the District of Columbia pushed to expand its online document availability, upgrade its technology, and reach underserved patrons.

LSTA funding for 2013 was \$903,472. Funding for 2014 was \$918,531, an increase of 1.6 percent from 2013. Funding for 2015 was \$924,029. The proportion of LSTA funding for each goal from 2013 to 2015 is described in the following table. Total LSTA funding for these three years was \$2,746,032.

Table 1. LSTA Expenditures for DC Public Library’s FFY 2013 – FFY 2015

Goal	Funding FFY2013– FFY2015	Percent of Total Funding
Goal 1	\$1,117,092.50	40.7%
Goal 2	\$377,488.27	13.7%
Goal 3	\$40,000.00	1.5%
Goal 4	\$74,434.48	2.7%
Goal 5	\$732,917.14	26.7%

If there is a single criticism that one would offer to the DCPL LSTA program, it is that it tries to do too much; partly motivated from the great needs of the community in the District and partly because it is living through a period of transformation and constant change. The LSTA 2013-2017 goals are very ambitious in that they all target All District residents, a worthy goal to have and one to constantly strive for. Table 2 below offers a summary of both the District of Columbia Public Library’s internal assessments and the evaluators’ conclusions on the five goals in the LSTA plan for DCPL.

Table 2. District of Columbia Public Library and Evaluator’s Assessment of Progress

Goal	DCPL Self- Assessment	Evaluator’s Assessment
GOAL1: Lifelong Learning: All District residents will have the reading skills, the information resources and the library services they need to succeed in school, at work, and in their daily lives.	Partly Achieved	Partly Achieved
GOAL 2: Access to Information: All District residents will be able to locate and access library and information services and resources that are relevant to their lives through the provision of traditional reading materials, non-print media, online tools and electronic networks.	Partly Achieved	Party Achieved
GOAL 3: Employment and Economic Development: All District residents will have the knowledge, skills and tools they need to acquire productive and fulfilling employment.	Partly Achieved	Achieved
GOAL 4: Civic Engagement: All District residents will expand their involvement in community life as a result of participation in Library-based programs and participation in community-based programs held at the Library.	Partly Achieved	Partly Achieved
GOAL 5: Library Capacity Building: All District residents will enjoy enhanced library and information services because library staff members have the knowledge, skills and competencies they need to offer high- quality 21st century library services.	Achieved	Achieved

Goal-Specific Assessment

GOAL 1: Lifelong Learning: All District residents will have the reading skills, the information resources and the library services they need to succeed in school, at work, and in their daily lives. Goal 1 expenditures represent 40.7% of DCPL's total LSTA allotment in the FFY 2013–FFY 2015 period. These expenditures covered a total of nine projects with the Adult Literacy Resource Center (ALRC) accounting for 30.6% of the LSTA funds across the three years of funding we evaluated. Computer Basics Training Program in Spanish and English accounted for 4.4% of LSTA expenses, Teen Music and Video Production Programs for 1.9%, and BARS Music Program for Teens 1.3%. The rest of the activities (Library Sciences Internship Program, Posse Foundation Teen Scholar Interns, Wild Things: Where Math and Science Intersect with the Arts, and Urban Alliance Teen Workforce Development Trainings) for less than 1% each.

GOAL 1 CONCLUSION

The evaluators saw the DCPL efforts on lifelong learning and the network of relationships flourishing. The activities offered have both a depth of experience such as what we see in the ALRC as well as flexibility to experiment with short-term projects as needs arise. The lack of outcome measures for the ALRC is a challenge especially because we cannot track legally the outcomes of the people that use the ALRC. The counter argument is that the library offers a safe environment that is welcoming to many who may be alienated otherwise. The evaluators conclude that DCPL has **PARTLY ACHIEVED** Goal 1.

GOAL 2: Access to Information: All District residents will be able to locate and access library and information services and resources that are relevant to their lives through the provision of traditional reading materials, non-print media, online tools and electronic networks. Goal 2 expenditures represent 28.5% of DCPL's total LSTA allotment in the FFY 2013–FFY 2015 period. The Special Collection Initiatives used 12% of these funds.

GOAL 2 CONCLUSIONS

The evaluators find two compelling reasons to conclude that the DCPL has **PARTLY ACHIEVED** Goal 2. They are:

1. DCPL's ability to build collections and experiences that uniquely highlight the local culture.
2. DCPL's ability to work effectively with contracting agencies to ensure preservation tools and digitization activities are being deployed and utilized effectively.

The evaluators conclude that DCPL has **PARTLY ACHIEVED** Goal 2.

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

Following is the title of the single project and the total amount of LSTA FFY 2013–FFY 2015 funding that was expended on activities undertaken in support of Goal 3.

Legal Barriers Program	\$ 40,000.00
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Goal 3 expenditures represent 1.5% of DCPL's total LSTA allotment in the FFY 2013–FFY 2015 period. All of the funds were spent in FFY 2015. This has been characterized as the most successful of the LSTA funded projects from the agency and it is a partnership with Neighborhood Legal Services Program (NLSP).

GOAL 3 CONCLUSION

The evaluators have found compelling evidence that this is an exemplary program. We conclude that Goal 3 has been ACHIEVED in the context of this five-year evaluation. However, the community need for the outcomes captured in Goal 3 is extended beyond the specific success of the funded project and, therefore, this Goal needs to continually be re-achieved.

GOAL 4: Civic Engagement: All District residents will expand their involvement in community life as a result of participation in Library-based programs and participation in community-based programs held at the Library.

GOAL 4 CONCLUSION

Goal 4 expenditures represent 2.7% of DCPL's total LSTA allotment in the FFY 2013–FFY 2015 period. A variety of community engagement programs have been carried forward under this objective covering high profile issues related to MLK Modernization and Stakeholder Engagement and Government Transparency and Personal Privacy in the Digital Era among others.

These efforts are very important and document important programming put forth by DCPL. As a result, we conclude that Goal 4 is PARTLY ACHIEVED. A more strategic approach to civic engagement would be needed in the future to fully achieve this goal.

GOAL 5: Library Capacity Building: All District residents will enjoy enhanced library and information services because library staff members have the knowledge, skills and competencies they need to offer high- quality 21st century library services. Goal 5 expenditures represent 26.7% of DCPL's total LSTA allotment in the FFY 2013–FFY 2015 period. The two largest amounts were invested on Staff Training and Development represented 11.2% and Strategic Planning Initiatives represent 10% of the LSTA amount.

GOAL 5 CONCLUSION

The staff development and capacity building efforts have been very important and they have resulted in the recognition that DCPL staff needs to be increased. As a result, the city approved 130 new positions for DCPL during State Fiscal Year (SFY) 2014. We conclude that Goal 5 has been ACHIEVED.

A-2. To what extent did the DCPL' Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

All but one of the focal areas are being addressed through various projects and programming. They include: Lifelong Learning, Information Access, Institutional Capacity, Economic and Employment Development, and Civic Engagement. Human Resources is the only one that is not directly addressed.

A-3. Did any of the following groups represent a substantial focus for the DCPL's Five-Year Plan activities? (Yes/No) Yes

Library Workforce is the only targeted group that represents and substantial focus.

B. Process Questions

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

The DCPL has used SPR data to adjust and refine programs and to make decisions regarding priorities among projects.

B-2. Specify any changes the DCPL made to the Five-Year Plan, and why this occurred.

No formal changes or amendments were made to the Plan.

B-3. How and with whom has the DCPL shared data from the old and new SPR and from other evaluation resources? SPR data has been used internally for planning and evaluation purposes and has been shared directly with QualityMetrics LLC. DCPL promotes all LSTA supported programs through DCPL's social media

C. Methodology Questions

C-1. Identify how the DCPL implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators.

To ensure rigorous and objective evaluation of the SLAA implementation of the LSTA Grants to States program, the agency issued an RFQ on October 24, 2016. As a result of the RFQ competitive process, QualityMetrics, Library Consultants, a library consulting firm headquartered in Silver Spring, Maryland, was awarded the contract.

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

QualityMetrics, Library Consultants deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. The State Program Reports (SPRs) were reviewed in detail as well as other sources of data.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how the evaluators engaged them. DCPL staff were engaged through personal interviews during a site visit to the agency, via telephone calls, and through frequent e-mail exchanges. A web-based survey collected data from the DCPL managers.

C-4. Discuss how the DCPL will share the key findings and recommendations with others. The SLAA will share the findings of the evaluation with a variety of partner agencies in the District (governmental, other public, and non-profit) and with the larger public by alerting the libraries in the District of the availability of the evaluation report. The report will be publicly available on the agency website as well as on the IMLS website.

Evaluation Report

INTRODUCTION

The District of Columbia Public Library (DCPL) plays an unusual role in relation to the Library Services and Technology Act (LSTA) Grants to States program. The primary mission of DCPL is to provide public library services to the residents of the District of Columbia (DC). However, for purposes of the LSTA Grants to States program, DCPL is considered to be a state library administrative agency (SLAA). As the SLAA for the District of Columbia, DCPL is responsible for carrying out the provisions of the LSTA Grants to States program in the District. The Library Services and Technology Act is a component of the Museum and Library Services Act of 2010.

This evaluation is based on a review of three years of performance. It reflects activities undertaken by DCPL using Library Services and Technology Act (LSTA) Grants to States funding for Federal Fiscal Year (FFY) 2013, FFY 2014, and FFY 2015. The challenges associated with evaluating this period were significant. The Institute of Museum and Library Services (IMLS) transition from a legacy State Program Report (SPR) system to a new SPR system represents a major change in the way in which State Library Administrative Agencies (SLAAs) report on their projects and activities.

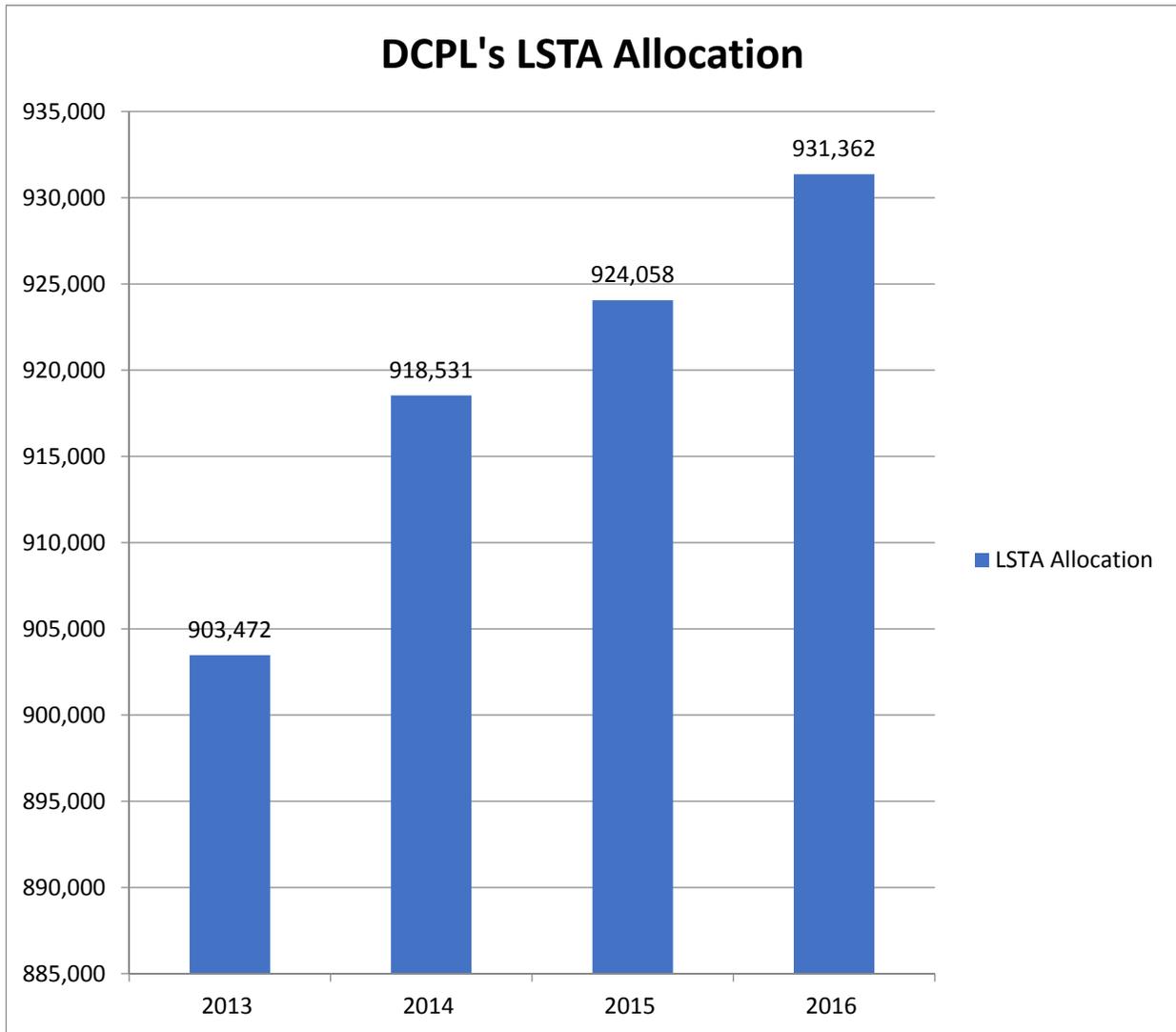
Changes built into the new system to enhance the ability to track outcomes, focal areas, and targeted audiences in the long-term affected the ways in which States reported their projects in the short-term. In fact, the structure in which SPR data was captured during the three-year period differed somewhat each year. These variations in reporting coupled with variations in the codes assigned to different projects and activities makes it challenging to report SPR data in a consistent manner across the three years we have SPR data. While the change in the SPR was long overdue and should enhance reporting in the future, it nevertheless repeatedly left the evaluators with a difficult task in making “apples to apples” comparisons. Fortunately, the mixed methods evaluation approach used by the evaluators that incorporated interviews, site visits and observations as well as a web-based survey, in addition to a review of the SPR and other statistical reports provided by the state library agency, proved invaluable and successfully dealt with most of these challenges.

The DCPL receives the 50th largest Library Services and Technology Act (LSTA) Grants to States allotment, an amount determined based on a population formula.¹ DCPL was responsible for the expenditure of slightly more than \$2.7 million in LSTA funds over the three-year period (Federal Fiscal Year [FFY] 2013, FFY 2014, and FFY 2015) covered by this evaluation. The chart below captures the LSTA allocation for DCPL for FFY 2013 until FFY 2016. Reports and activities from FFY 2016 were not available as of the writing of this report which is typical and similar to the normative cycle in all other agencies as well.

With this small allotment comes a significant challenge, as DCPL is being called to serve all types of DC libraries—public, school, and academic—as well as affiliated cultural institutions, a multiplicity of which is available in the capital. For example, institutions that may be interested

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

in working with DCPL in its role as a state library agency may include a variety of state government agencies and libraries located in museums and other organizations such as the Historical Society of Washington DC, Humanities Council of Washington DC, District of Columbia Archives, The Phillips Collection, National Geographic Library, Hillwood Estate Museum and Gardens, etc.



BACKGROUND

DCPL was established in 1896 by an act of congress “to furnish books and other printed matter and information service convenient to the homes and offices of all residents of the District.” DC Public Library Special Collections, located at the library’s central branch, include the Washingtoniana Collection (established in 1905), which documents the political, cultural, and social life in the district, as well as a Black Studies Center, and the Georgetown Library’s George Peabody Room (documenting the oldest part of DC). It serves a diverse and dynamic community.

The population of the district (estimate as of July 1, 2016) was 681,170, an increase of 13.2 percent since the April 1, 2010 U.S. Census. The District of Columbia’s population is growing rapidly; this will eventually result in a greater LSTA allotment if the District of Columbia’s population continues to grow more rapidly than other populations in the country. Persons under five-years-old increased from 5.4 percent in 2010 to 6.4 percent in 2015. A rise was also noted for persons less than 18 years of age, which increased from 16.8 percent to 17.6 percent in the same timeframe. On the other hand, the proportion of people age 65 years and over increased very little, from 11.4 percent to 11.5 percent. The population of Black or African Americans (alone) decreased from 50.7 percent to 48.3 percent, the population of Asians (alone) increased from 3.5 percent to 4.2 percent, and the population of persons with Hispanic or Latino ethnicity increased from 9.1 percent to 10.6 percent. The population of Whites (alone) increased from 38.5 percent to 44.1 percent. Median household income (in 2015 dollars), for the 2011–2015 period, was \$70,848, and per capita income was \$47,675.²

DCPL recently embarked on a strategic planning process. The new plan has been released at the same time the Martin Luther King (MLK) main library branch is being closed for a three-year renovation. This move has been under planning for a number of years now, preceded by renovations in the branches that would allow the transfer of staff and services from the MLK into other branch locations. The Martin Luther King Jr. Memorial Library, DC’s central library, closed March 4, 2017 for a three-year major modernization transformation. Interim library services will begin Monday, May 8, 2017. Once the building opens again in 2020, visitors will enjoy a new and inspiring environment. The modernized library will have more than 100,000 square feet of additional space for the public. The DC Public Library is committed to offering library services during construction, especially those services that are unique to the MLK Library. The LSTA activities have been vibrant during this transformational period.

If there is a single criticism that one would offer to the DCPL LSTA program, it is that it tries to do too much; partly motivated from the great needs of the community in the District and partly because it is living through a period of transformation and constant change.

² Census QuickFacts uses data from the following sources: National level - Current Population Survey, Annual Social and Economic Supplement (CPS ASEC); State level - American Community Survey (ACS), one-year estimates; County level - The Small Area Income and Poverty Estimates (SAIPE), one-year estimates; Sub-county level: Cities, towns and census designated places; - ACS, five-year estimates: <https://www.census.gov/quickfacts/table/PST045216/11>.

Table 1 offers a summary of both the District of Columbia Public Library's internal assessments and the evaluators' conclusions on the five goals in the LSTA plan for DCPL:

Table 1. District of Columbia Public Library and Evaluator's Assessment of Progress

Goal	DCPL Self-Assessment	Evaluator's Assessment
GOAL1: Lifelong Learning: All District residents will have the reading skills, the information resources and the library services they need to succeed in school, at work, and in their daily lives.	Partly Achieved	Partly Achieved
GOAL 2: Access to Information: All District residents will be able to locate and access library and information services and resources that are relevant to their lives through the provision of traditional reading materials, non-print media, online tools and electronic networks.	Partly Achieved	Party Achieved
GOAL 3: Employment and Economic Development: All District residents will have the knowledge, skills and tools they need to acquire productive and fulfilling employment.	Partly Achieved	Achieved
GOAL 4: Civic Engagement: All District residents will expand their involvement in community life as a result of participation in Library-based programs and participation in community-based programs held at the Library.	Partly Achieved	Partly Achieved
GOAL 5: Library Capacity Building: All District residents will enjoy enhanced library and information services because library staff members have the knowledge, skills and competencies they need to offer high- quality 21st century library services.	Achieved	Achieved

A. Retrospective Questions

Goal Specific Assessment

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

GOAL1: Lifelong Learning: All District residents will have the reading skills, the information resources and the library services they need to succeed in school, at work, and in their daily lives.

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

Projects & Expenditures

Project	Expenditures (\$)	Percent of total LSTA allocation FFY2013-FFY2015
1. Adult Literacy Resource Center	841,146	30.6%
2. Computer Basics Training Program in Spanish and English	120,378	4.4%
3. Teen Music and Video Production Programs	52,931	1.9%
4. BARS Music Program for Teens	36,220	1.3%
5. Teen Programming at DC Public Library	18,768	0.7%
6. Library Sciences Internship Program	17,500	0.6%
7. Posse Foundation Teen Scholar Interns	14,257	0.5%
8. Wild Things: Where Math and Science Intersect with the Arts	12,043	0.4%
9. Urban Alliance Teen Workforce Development Trainings	3,850	0.1%

Goal 1 expenditures represent 40.7% of DCPL’s total LSTA allotment in the FFY 2013–FFY 2015 period. These expenditures covered a total of nine projects with the Adult Literacy Resource Center accounting for 30.6% of the LSTA funds across the three years of funding we evaluated. Computer Basics Training Program in Spanish and English accounted for 4.4% of LSTA expenses, Teen Music and Video Production Programs for 1.9%, and BARS Music Program for Teens 1.3%. The rest of the activities (Library Sciences Internship Program, Posse Foundation Teen Scholar Interns, Wild Things: Where Math and Science Intersect with the Arts, and Urban Alliance Teen Workforce Development Trainings) for less than 1% each.

There are a number of reasons why a vibrant Lifelong Learning program is an important service for the District. As the LSTA Plan 2013–2017 highlighted, “the percentage of the District’s “working age” population (ages 18–64 years) is considerably larger than national norms. ...The city’s moderately high median household income...reflects an average comprised of extremely high income households and a large number of low income households. ...The picture that emerges is one of stark contrast characterized by a large percentage of highly educated residents and a high percentage of young people who are not completing high school. ...Many District of Columbia residents also face challenges related to employment. ...The District of Columbia is racially diverse” as well as ethnically diverse with “[t]he District of Columbia Public School [reporting] that enrolled children were born in 133 different countries and that at least 107 different languages are spoken in the homes of students.”

The plan highlighted the need for programs such as: Adult Literacy Resource Center, English as a Second Language, Early literacy and Family literacy, Homework help initiatives, and Adaptive Services. The DCPL invested in all of these areas with a variety of initiatives with

many of them funded under Goal 1. The evaluators saw strong evidence that the role and reach of the Adult Literacy Resource Center (ALRC) is strengthened as described below.

Adult Literacy Resource Center (ALRC)

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

LSTA funding supported four staff members working at the ALRC, collections purchasing, and funded an evaluation report for ALRC and its future. The staff members provide information and referral services for patrons as well as assessments, tutoring, and assisted learning in the Adult Learning Lab. The average number of consultation/reference transactions per month is 500. Additional activity measures are captured below:

Table 1. Adult Literacy Resource Center, FY2013–2015

Year	Visits to the Adult Learning Lab	Total number of consultation, referral, and reference transactions	Number of Discussion Group Attendees	Number of Books Purchased for Discussion Group
FY2013	474	6,070	178	
FY2014				
FY2015		5,995		317

For collections purchasing, DC Public Library used LSTA funds to purchase 317 books for its adult learner book discussion series, *A Feel for Books*, now in its 24th year. Adult learners spend a lot of time learning to read and developing literacy skills. Also, books are purchased for the book club and some of the participants keep so they can practice reading on their own. These book discussions provide participants the opportunity to "act like readers" and demonstrate their enthusiasm for reading, sharing their experience and insights, and learning new content and ideas.

The evaluation report for ALRC, with recommendations for future directions, is a very valuable document and is included in Appendix H. The closing of the MLK location where ALRC is housed provided an opportunity to closely address the role of the center. and was examined via a special study conducted by Andy Nash from World Education entitled "Recommendations for Future Directions: A Report on Focus Group and Interview Feedback to the ALRC." The report captured input from adult education practitioners, leaders, and library staff about the adult learning services that ALRC has provided and should continue to provide during and after the transition to a renovated MLK Library. The report summarizes input from three focus groups (24 participants) and four interviews.

Findings convey the importance of accessibility of the ALRC due to its central location, the value of the tutoring services, the need to extend services into the branches (especially tutoring spaces and computer labs), the high praise for the professional development offered by ALRC staff to volunteers, teachers, and library staff, the importance of technology access, and the value of the skill assessment services offered at the library saving programs having to test at

intake. Representatives from agencies like Library Volunteers and Advocates, Academy of Hope Adult Public Charter School, Washington English Center, Adult Education Office of the State Superintendent for Education – Post Secondary & Career Education (OSSE) were interviewed. There were expressions of great appreciation:

“Every aspect of our programming relies on the ALRC.”

And many ideas for services were offered:

“For teachers, the library could help complete their practicum for the Master’s degree.”

“For students, the library could provide basic computer literacy classes to build skills that are needed for everything else.”

The value of offering services both in the central location and in the branches was evident from the information collected. For convenience, the central location of the MLK is very important; for reaching immigrant populations and services like English as a Second Language, it is important to push services into the branches where larger numbers of immigrants are located. The report offers a roadmap for future services that will prove invaluable for DCPL in the next five years and beyond. An immediate result of the focus group activity was the recommendation to move the library's ongoing public computer training classes into the ALRC since digital literacy is now integral to all levels of adult education and workforce readiness.

The Adult Learning Lab was a new service model established in March of 2014. Time spent providing skill assessments, determining strengths, and welcoming, listening to, and providing useful guidance helps to encourage students to persist in meeting their educational goals. In the last 18 months, DCPL staff learned the importance of using a "strengths model" to determine which GED subject areas should be the focus of initial tutoring. Building tutoring sessions around the student's strongest skill area(s) can help the student progress more quickly toward passing at least one of the four GED subject area test.

A number of programs are designed to offer some innovative and attractive programming to teens as well as an emphasis on technology literacy. Below we highlight some of them:

Teen Music and Video Production Programs

DC Public Library used LSTA funds to expand its music and video programs for DC youth. Teens participated in songwriting, music, and video production workshops in the StudioLabs at the central Martin Luther King Jr. Memorial Library and at a designated number of neighborhood libraries. Each of the education programs incorporated Science, Technology, Engineering, the Arts, and Mathematics (STEAM) into their curricula.

BARS Music Program for Teens

DC Public Library used LSTA funds to expand BARS music program into the school year for DC youth. BARS, an interdisciplinary literacy drop-in program for teens, allows them to study songs by artists like Kendrick Lamar and Lauryn Hill, discuss writings by Tupac Shakur and Mumia Abu Jamal (among others), and record posse cuts and individual songs that respond to what they have read. This program was offered once a week for two-hour periods at four locations (including the studio lab at Martin Luther King Jr. Memorial Library) between January and June

2016. Moving the BARS programming from summer session to the school year proved to be a good idea. There were four locations for the school year, and each location offered the program on different days of the week around the same time of day allowing teens to go to different locations on multiple days should they so choose. The program was brought to the branches during the summer, and it was very well-received there as well. Programming for teens is extremely difficult to get right and the agency used the results of surveys and interviews with teens to make changes. Lessons learned include the expansion of these offerings beyond music and considering the extension to other arts.

Urban Alliance Teen Workforce Development Trainings

In May and June 2016, Urban Alliance led workforce development trainings for the library's Teens of Distinction (ToD) employees and youth from the Mayor Marion S. Barry Summer Youth Employment Program (MBSYEP). Teens and youth in both programs developed skills that will help them in securing future employment. There were approximately eight students involved with an average attendance of six students per session. Urban Alliance also facilitated a one-time training for 60 MBSSYEP participants. Youth were split into two, one-hour sessions consisting of 30 students each. The topics were First Impressions and Time Management. Students were highly engaged.

Posse Foundation Teen Scholar Interns

The Posse Foundation provided two college-age interns to assist with managing the Mayor Marion S. Barry Summer Youth Employment Program. Posse interns serve as secondary supervisors and team leaders for the summer youth. They planned and led team building workshops, personal development and professional development sessions, and assisted with timekeeping and payroll for MBSYEP employees.

The Posse interns were very helpful in running MBSYEP and instrumental in getting the youth buy-in to the program. They loved doing workshops and trainings for the youth as well as visiting the branches and documenting the youth's experiences. From one year to the next, we noted the need to do an adjustment to the hours per week from approximately 35 to 25, and it made a huge difference. The time the interns spent with library staff was focused and productive. In the words of a librarian:

"I would love to see more paid internship opportunities that could potentially lead to full time employment for teens and adults. If the library could hire more teen interns throughout the years, and also hire a full time teen internship coordinator with LSTA funds, it would really boost programs and services to teens. Also, if we could use the funds to bring on social work interns to work at our branches, we could offer the public a service that would be both beneficial to them as well as to our staff."

GOAL 1 CONCLUSION

The evaluators saw the DCPL efforts on lifelong learning and the network of relationships flourishing. The activities offered have both a depth of experience such as what we see in the ALRC as well as flexibility to experiment with short-term projects as needs arise. The lack of outcome measures for the ALRC is a challenge especially because we cannot track legally the

outcomes of the people that use the ALRC. The counter argument is that the library offers a safe environment that is welcoming to many who may be alienated otherwise.

The evaluators conclude that DCPL has **PARTLY ACHIEVED** Goal 1.

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

Four of the projects undertaken in support of Goal 1 address the Lifelong Learning Capacity focal area (Adult Literacy Center, Bars Music Program for Teens, Library Sciences Internship Program, Teen Music and Video Production Program). Two of them specifically address the improve users' formal education intent and the other two the improve users' general knowledge and skills (see Appendix I).

Two of the projects undertaken address the improvement of the library workforce intent under the Institutional Capacity focal area. These programs brought young people to assist in library work and operations and offered opportunities for young people as well as a fresh perspective to professionals working with them.

A-3. Did any of the following groups represent a substantial focus for the DCPL's Five-Year Plan Goal 1 activities? (Yes/No) NO

The activities undertaken focus mostly on adults, and to a lesser extent on teens, as well as economically disadvantaged people and immigrants. Though the ALRC meets the threshold, adult services is not one of the IMLS targeted audiences. The activity for teens does not quite rise to the 10% level of funding identified as constituting a substantial focus. The economically disadvantaged and immigrants are not tracked in a way that we can identify whether they constitute more than 10% each.

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

GOAL 2: Access to Information: All District residents will be able to locate and access library and information services and resources that are relevant to their lives through the provision of traditional reading materials, non-print media, online tools and electronic networks.

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

Projects & Expenditures

Project	Expenditures (\$)	Percent of total LSTA allocation FFY2013-FFY2015
Special Collections Initiatives	330,801	12.0%
Public Technology	116,459	4.2%
Literacy Initiatives	91,002	3.3%
LSTA Administrative Costs	70,012	2.5%
Library Takeout/Mobile Circulation	52,740	1.9%
Digital Commons Makerspace Equipment	45,806	1.7%
Center for Accessibility: Presentations	21,696	0.8%
DC Punk Archive Portal	20,599	0.8%
Center for Accessibility	13,297	0.5%
Strengthening Digital Literacy in 3rd and 4th-graders at Miner Elementary School	12,577	0.5%
News the Wright Way	6,600	0.2%

Goal 2 expenditures represent 28.5% of DCPL's total LSTA allotment in the FFY 2013–FFY 2015 period. The Special Collection Initiatives used 12% of these funds.

The DCPL established four potential objectives for Goal 2 in the 2013–2017 plan. They are: Special Collections–Digitization, Preservation and Collection Management, Collection Development/Databases and World Language Collections, Special Collections/Databases, and Technology Enhancement. Following is a description of some of the projects that were accomplished in support of Goal 2.

Special Collections Initiatives

DC Public Library used LSTA funds to support its Special Collections department through digital content creation, digital and physical content preservation, and instruction/consultation. LSTA funds covered costs to contract consultants to digitize, preserve, store, and provide recommendations on care of special collection. User expect to find everything on the web and though this may not be the case, the digitization of special collections is helping as noted below:

“Special Collections has been able to upgrade and keep pace with technology using LSTA funds. Customers love the new ways to discover collections online, and will continue to get better access and new methods for discovery.”

Digital Content Creation: The department contracted services with Lyrasis and Creekside Digital to create digital objects from library-owned collections. The Library also contracted with CONTENTdm to host and make available digital collections to the public. A user guide for searching and using digital resources in CONTENTdm is made available on the CONTENTdm DigDC site.

Digital Preservation: DC Public Library Special Collections preserved digital and physical collection assets via migrating, sorting, and rehousing archival objects in safe, stable storage units and systems. The department contracted with Preserverica to provide active preservation and access to digitized archival collections including photographs, printed materials, audiovisual materials, maps, and ephemera.

Digital Content Instruction: DC Public Library Special Collections contracted with Lyris to provide guidance and recommendations on digital collection development initiatives, including reviewing current Digital Development Plan. The department also contracted with a Special Collections and Rare Book Appraiser to assess and appraise the library's physical collections in order to prioritize digitization projects. Lastly, the Library contracted THATCamp educational consultants to engage and instruct DC Public school students on access and use of digital collections in a digital humanities project.

Digital Content Description: DC Public Library Special Collections created metadata and described archival collections including photographs, printed materials, audiovisual materials, maps, and ephemera. The department contracted services with CONTENTdm and ArchivesSPACE to make available collection metadata and administrative records.

THATCamp proved successful and will be replicated in future years. The program was effective in engaging high school students on the use and access of archival materials in a defined digital humanities project. DC Public Library will use the information from THATCamp in strategically planning educational outreach initiatives with the DC Public School systems.

Table 2. Special Collections Initiatives, FY2013–2015

Output Statistics	FY2013	FY2014	FY2015	Total items
Items digitized	13,623	14,580	No change	28,203
Number of items digitized and available to the public	NA	8,230	No change	8,230
Number of items conserved, relocated to protective storage, rehoused, or for which other preservation-appropriate physical action was taken	NA	14,380	No change	14,380
Number of items reformatted, migrated, or for which other digital preservation-appropriate action was taken	NA	336	No change	336
Total number of consultation/reference transactions	NA	45	No change	45
Average number of consultation/reference transactions per month	NA	5	No change	5

Center for Accessibility: Presentations

The DC Public Library used LSTA funds to provide American Sign Language (ASL) interpreters for Library classes, programs, and meetings. Without ASL interpretation available upon request throughout the DCPL library system, the 11% of the DC population (US Census: 2014 American Community Survey) with a hearing disability would be unable to fully access DCPL programs, events, and meetings. Additionally, staff members in the Collections Department and the Center for Accessibility who have hearing disabilities use ASL interpretation during staff meetings and training classes. Braille class participants noted that the class has had a significant impact on their lives, as knowing braille will help them in taking and organizing notes for calendars and address books, as well as in lessons and business.

Center for Accessibility staff have reported that having voice interpreters for ASL story hours and the Clerc-Gallaudet program, in addition to the ASL interpreters, helps to provide access for hearing people who do not know ASL. Hearing people in attendance expressed wanting to learn more about ASL and Deaf culture and history. A staff member from DC Public Library's Collections department uses ASL interpretation during the monthly department staff meetings. She reports that having access to ASL interpretation greatly enhances her job performance. Braille class participants noted that the class has had a significant impact on their lives as it has provided them with a new means of communication which is especially significant given the recent implementation of Unified English Braille. Participants indicated that they preferred DC Public Library's Braille classes to others offered throughout the District as they provide more personalized training, and they have requested that DC Public Library offer an advanced Braille course.

Literacy Initiatives

DC Public Library used LSTA funds to support three initiatives intended to provide access to books and foster a love of reading in District residents:

1. *Building Wonder, Designing Dreams: The Bookmaking of Brian Selznick*, a temporary exhibit in honor of the 2015 Arbuthnot Lecture
2. The Uni Project, a portable pop-up library system
3. Family library at the Video Visitation Center, Anacostia Neighborhood Library

- <http://doc.dc.gov/service/online-scheduling-video-visitation>
- <http://www.theuniproject.org/2015/02/dc-public-library/>
- [Building Wonder -- aerial view.docx](#)
- [Building Wonder DC Panel.jpg](#)
- [Building Wonder panel view.jpg](#)
- [Building Wonder view of flight simulator.jpg](#)

All three activities resulted in reaching and attracting a wider audience to DC Public Library's many resources. They also provided residents with different ways to engage in literacy initiatives.

DC Punk Archive Portal

DC Public Library used LSTA funds to hire Interactive Mechanics to design an online portal to exhibit and enable patrons to access digital collections related to the DC punk phenomenon.

The most important outcome of this project is that recently acquired valuable collections surrounding the Punk Movement in Washington, DC can now be accessed digitally throughout the world via an engaging and dynamic new platform. This transforms the collection from a little-used archive housed in the Martin Luther King Jr. Memorial Library to a live and evolving archive easily accessed by music lovers and historians from Washington, DC to Los Angeles; London to Moscow; Beijing to Tokyo.

DPLA Service Hub

As part of the LSTA Activities, DPLA has initiated a collaboration to establish a DPLA Service Hub in the DC area. In collaboration with the Washington Research Library Consortium (WRLC), they are developing an application. Plans call for completing a data exchange agreement, ingest form information and hub tech and metadata consultation spring of 2017 with testing and ingest completed this year. This is an exciting development that would solidify the DC Public Library's role in its role as a state library agency for the District allowing for many partnerships and new service developments to take place in future years.

GOAL 2 CONCLUSIONS

The evaluators find two compelling reasons to conclude that the DCPL has PARTLY ACHIEVED Goal 2. They are:

3. DCPL's ability to build collections and experiences that uniquely highlight the local culture.
4. DCPL's ability to work effectively with contracting agencies to ensure preservation tools and digitization activities are being deployed and utilized effectively.

The evaluators conclude that DCPL has PARTLY ACHIEVED Goal 2.

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

Goal 2 programs address the Information Access focal area. All the activities focus primarily on the improving user's ability to discover information resources intent, with one of the activities (Center for Accessibility) also addressing the improving user's ability to obtain and/or use information resources.

A-3. Did any of the following groups represent a substantial focus for the DCPL's Five-Year Plan Goal 2 activities? (Yes/No) YES

Special Collections Initiatives rise to the 10% level of funding identified as constituting a substantial focus and one of the consultants was contracted to engage and instruct DC Public School students. A couple of the activities undertaken in Goal 2 focus on identified audiences, however, none approach the 10% threshold.

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

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

Following is the title of the single project and the total amount of LSTA FFY 2013–FFY 2015 funding that was expended on activities undertaken in support of Goal 3.

Projects & Expenditures

Legal Barriers Program	<u>\$ 40,000.00</u>
	\$ 40,000.00

Goal 3 expenditures represent 1.5% of DCPL's total LSTA allotment in the FFY 2013–FFY 2015 period. All of the funds were spent in FFY 2015. This has been characterized as the most successful of the LSTA funded projects from the agency and it is a partnership with Neighborhood Legal Services Program (NLSP). The DCPL established two potential activities in its 2013–2017 plan: Job Seekers and Training Teen Employees. The latter one to some extent is addressed through some activities in Goal 1. Following is a discussion of the degree to which this Goal has been accomplished as a result of activities undertaken in support of Goal 3

Legal Barriers Program

DCPL partnered with the city and the Neighborhood Legal Services Program (NLSP) to bring free legal help to residents who have a variety of legal issues, for example, evictions or arrest/prison records. The program has been so successful that the organization has received a substantial grant to fund current offerings and expand. This means the program has become self-sustaining and will no longer need LSTA support.

Job training alone is often insufficient to enable a low-income individual to obtain a job; obstacles that have an underlying legal dimension often thwart the ability of job seekers to move from training to employment. Many of these problems can be alleviated with the assistance of an attorney. Through information sessions, one-on-one counseling, referral, and client intake, this program provides assistance to directly address the often multiple and interlocking legal problems that hinder low-wage workers, job trainees, and recent entrants into the workforce experience. DCPL contracted with Neighborhood Legal Services Program to offer regularly scheduled workshops led by local pro-bono attorneys and community advocates on legal issues that could be preventing them from finding meaningful employment. Workshops were held at libraries throughout the system, and consultations happened during the Jobseekers Clinic program series. Workshops directly addressed issues such as criminal record sealing and expungement, credit reporting, criminal background checks, suspended driver's licenses, unresolved child support, wage theft, and many other issues. At the end of each training session NLSP lawyers counseled job seekers regarding their personal issues and either referred them to lawyers or opened cases where applicable.

Outcome 1: Customer Consultation and Referrals

- Total attendance at presentations/ workshops: 207
- Total one-on-one consultations in clinics: 174
- Number of people referred to legal aid: 159
- Number of extended representation cases taken on by NLSP: 16

Outcome 2: 16 NLSP clients referred directly from libraries

- Seven record sealing cases (2 closed because investigation revealed that clients were not eligible to seal, 4 remain open and pending, 1 client's records are now sealed)
- Four student loans cases (received assistance/ brief services for discharging federal student loans)
- One power of attorney case (client received assistance creating a power of attorney)
- Two "Ban the Box" cases (client received brief services regarding filing complaints against DC employers who violated the "Ban the Box" law. One client decided not to pursue case, and other client's case is still pending)
- One SSDI disability denial claim (client received brief services and advice)
- One credit report/ background check case (client received services regarding identity theft resulting from past domestic violence)

Outcome 3: Access to legal information and referrals

One of the most valuable services provided by the clinics and presentations is access to legal information. Patrons consistently gave positive feedback at the workshops and presentations regarding this access, as the workshops often became places where people could work together to understand concepts that they previously viewed as inaccessible. At presentations about credit reports, patrons learned about ways to access their reports and dispute inaccuracies. At presentations about discrimination, patrons learned about protected traits in DC, how to file complaints themselves in DC with the Office of Human Rights, and what to expect from the complaint process. At presentations about workplace rights, patrons learned about the organizations to contact should various issues arise. At presentations about background checks, patrons learned about criminal record sealing, the Fair Criminal Records Screening Act ("Ban the Box"), and what to expect from the process of utilizing these legal remedies. The most informative moments during these presentations and workshops occurred while patrons participated and helped each other to understand the material through questions and personal stories. The clinics also played a role in helping patrons to navigate the web of legal services available in DC and the DMV as a whole. Several patrons of the walk-in clinics followed up with the attorney by phone or met the attorney at other libraries to discuss the most appropriate referrals or legal information for them. While these patrons' legal issues were outside the scope of NLSP's practice areas, they received assistance in finding the most appropriate referrals, reconnecting with attorneys with whom they had lost touch, investigating the status of criminal cases, or accessing legal information online.

Outcome 4: Criminal Records Sealing Eligibility screening and "Ban the Box" outreach

Another service provided throughout the clinics was an initial screen for patrons regarding whether they were eligible to seal criminal records based on searching public court records onsite at the clinics. The NLSP attorney conducted approximately 40 of these screenings throughout the course of the year regarding eligibility to seal criminal records. Where patrons were ineligible, the attorney gave them information about DC's "Ban the Box" or Fair Criminal Records Screening Act. The "Ban the Box" law in DC protects job applicants from revealing criminal history information any time prior to a conditional offer of employment, and applies to most DC employers with 11 or more employees. It also requires employers to have a "legitimate business reason" for taking an adverse employment action due to a criminal record and requires them to consider a number of factors such as the relevance of the charges to the job tasks, the

length of time which has passed, and the applicant's job history and rehabilitation following the charge(s). The NLSP attorney spoke with patrons at length about how to use this law as a tool during the job search process. This information included helping them to understand the main protections of the law and helping them to compile documents to emphasize their rehabilitation and qualifications. The attorneys found that most patrons they spoke with about the law (both at our workshops about background checks and during the clinics) had not heard of the "Ban the Box" law. Where patrons had out-of-state records which were likely eligible for sealing or expungement, they were provided with appropriate state referrals.

This program had a direct impact on the lives of hundreds of residents of the District. By learning about these legal issues, and working in collaboration with an attorney, they were able to make strong decisions about how to improve their life and how they can get help to make those changes.

The lawyers interviewed as part of the evaluation of this project emphasized how important it was that these services be offered in the library. People who have challenges like these ones addressed by the Legal Barriers Program are often hesitant to reach out to agencies that are often overburden with work and regulatory requirements; they find the library a safe and comfortable place and seek assistance more readily; they have a sense that they will not be judged but that they will find help in the library. So, this partnership is a very important from the external partners' perspective as well.

GOAL 3 CONCLUSION

The evaluators have found compelling evidence that this is an exemplary program. We conclude that Goal 3 has been ACHIEVED in the context of this five-year evaluation. However, the community need for the outcomes captured in Goal 3 is extended beyond the specific success of the funded project and, therefore, this Goal needs to continually be re-achieved.

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

The Goal 3 Legal Barriers program addresses both the Economic & Employment Development Civic and Engagement focal areas. The activity focuses on the improving users' ability to use resources and applying information for employment support intent, the improving users' ability to use and apply business resources intent, and the improving users' ability to participate in their community intent.

A-3. Did any of the following groups represent a substantial focus for the DCPL's Five-Year Plan Goal 3 activities? (Yes/No) NO

The Legal Barriers program focuses on Individuals Living Below the Poverty Line and Individuals who are unemployed/underemployed. However, neither of the groups identified by IMLS as targeted audiences rise to the 10% level of funding identified as constituting a substantial focus.

Goal 4 - Retrospective Question A-1. To what extent did the DCPL' Five-Year Plan Goal 4 activities make progress towards the goal? Where progress was not achieved as

anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

GOAL 4: Civic Engagement: All District residents will expand their involvement in community life as a result of participation in Library-based programs and participation in community-based programs held at the Library.

An example of a project offered in the LSTA 2013-2017 plan is “One Book/One Community Initiatives and Encouraging Use of Libraries for Community Meetings.”

Projects & Expenditures

Project	Expenditures (\$)	Percent of total LSTA allocation FFY2013–FFY2015
MLK Modernization and Stakeholder Engagement	35,285	1.3%
DC by the Book Tours App	19,000	0.7%
Orwellian America? Government Transparency and Personal Privacy in the Digital Age	12,493	0.5%
Memories from U Street from Duke Ellington to Marvin Gaye: An Oral History Project	7,657	0.3%

Goal 4 expenditures represent 2.7% of DCPL’s total LSTA allotment in the FFY 2013–FFY 2015 period. A variety of community engagement programs have been carried forward under this objective covering high profile issues related to MLK Modernization and Stakeholder Engagement and Government Transparency and Personal Privacy in the Digital Era among others.

MLK Modernization and Stakeholder Engagement

This year, DCPL prepared to shut down its large Central Library, while continuing to dream with the public about their aspirations for the new building. In prior feedback, the public emphasized the importance of the building’s namesake, Dr. Martin Luther King, Jr. The community wanted a more specific answer about plans to honor him. In response, the Library hosted a panel with high profile speakers and thought leaders, including Howard Dodson from New York Library’s Schomburg Center for Researching Black Culture. The panel served as a jumping off point for ongoing exploration of how the central public library in the nation’s capital can honor Dr. King in intentional, focused, and meaningful ways. Later in the year, as part of follow-up work from the panel, DCPL engaged a team of local exhibit specialists to help think about a scalable exhibits program. The specialists reviewed the planned exhibit spaces in the architectural plans, analyzed how a public library could make its mark in an environment as exhibit-rich as Washington, DC, and developed a master planning document to set a path to a viable and sustainable program. DCPL has amassed a rich body of insight from the community about how they would like to see Dr. King’s living legacy be embodied in their new Central Library. There is intense interest in the MLK modernization project with commitment to making sure the renovated building is not just beautiful, but also fulfills people’s emotional needs around their new central library and their desire to properly honor Dr. King.

Orwellian America? Government Transparency and Personal Privacy in the Digital Age

DC Public Library used LSTA funds to produce a ten-day series of highly visible programming—book discussions, panel discussions, film screenings, and workshops—that examined the cost of government involvement in the private lives of individuals. The programming reflected the Library community's commitment to user privacy. Particular focus was on data privacy in a digital environment where password-protected messages can be accessed by the federal government and hackers alike, and where the concept of a separate private sphere has been eroded as so much of life happens online.

In evaluating the program, as with past Library programs, survey responses from participants were low. Of those that did return a survey, participants stated that they felt they learned something new about privacy issues from the programs and events. Most respondents also noted that they believed DC Public Library does a good job in protecting their privacy. A number of respondents requested that the Library offer more workshops on the topic of internet privacy and provide software choices and instruction on privacy software installation. Many respondents have concerns about their own privacy with respect to the government.

GOAL 4 CONCLUSION

These efforts are very important and document important programming put forth by DCPL. As a result, we conclude that Goal 4 is PARTLY ACHIEVED. A more strategic approach to civic engagement would be needed in the future to fully achieve this goal.

A-2. To what extent did the DCPL' Five-Year Plan Goal 4 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Two of the four Goal 4 programs address Civic Engagement focal area. MLK Modernization and Stakeholder Engagement focus on the improving users' ability to participate in their community intent. The Orwellian America? Activity focuses on the improving users' ability to participate in community conversations around topics of concern intent.

A-3. Did any of the following groups represent a substantial focus for the DCPL's Five-Year Plan Goal 4 activities? (Yes/No) NO

None of the Goal 4 activities focus on the groups identified by IMLS as targeted audiences

Goal 5 - Retrospective Question A-1. To what extent did the DCPL' Five-Year Plan Goal 5 activities make progress towards the goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

GOAL 5: Library Capacity Building: All District residents will enjoy enhanced library and information services because library staff members have the knowledge, skills and competencies they need to offer high- quality 21st century library services.

Potential projects identified in the LSTA Plan for 2013-2017 include:

- Library Leadership Development

- Technology Training for Staff and Other Staff Development Efforts
- Planning and Needs Assessment

Projects & Expenditures

Project	Expenditures (\$)	Percent of total LSTA allocation FFY2013–FFY2015
Staff Training and Development	307,420	11.2%
Strategic Planning Initiatives	274,982	10.0%
Mobile STEM Initiative	99,987	3.6%
Center for Accessibility: Training	43,220	1.6%
Studio Lab Equipment	7,308	0.3%

Goal 5 expenditures represent 26.7% of DCPL’s total LSTA allotment in the FFY 2013–FFY 2015 period. The two largest amounts were invested on Staff Training and Development represented 11.2% and Strategic Planning Initiatives represent 10% of the LSTA amount.

Staff Training and Development

Staff Training & Development is used to enhance the staffing needs of the staff. It is also used to improve the library profession through tuition reimbursement and conference attendance. Funds are used to ensure that the annual DCPL Staff Day takes place. This is an important part of making sure that staff feels like they are part of the DCPL family and able to see why their role is so important. Survey results indicated that 65–70% of staff felt each of the four break session categories were good or excellent regarding the efficacy of the breakout session they attended.

DCPL used \$43,383 for MLS tuition reimbursement. For the past several years, DCPL has offered tuition reimbursement for staff in library school. This is to encourage staff to go to library school, to promote internal promotions, and to ensure a diverse workforce. Five staff are currently enrolled in the MLS tuition reimbursement program.

DCPL used LSTA funds to send staff to various conferences and trainings over the course of the year to enhance their professional development. Since this was a year that there was a Public Library Association (PLA) conference, this event attracted a large number of staff. Funds are also used for webinars and other training. Approximately 50 staff benefitted from this effort, most of them attending PLA.

Staff is very appreciative of these growth opportunities as their testimonials indicate:

“Staff day is a big motivator for my staff, as we tend to be a sociable bunch. [Also] ... myself and two of my staff members had DCPL's assistance with our education, which we have then reinvested in DCPL”

Strategic Planning Initiatives

DC Public Library continues to develop a multi-year strategic plan that will streamline services, improve service delivery, and serve the community even better. Consulting services include communications, community outreach and engagement, and survey support for the development of the DC Public Library's five-year strategic plan. The sentiment for having more of these development opportunities is captured in the following quotation:

“Innovative programs and services, pilots, and experimenting with new service models is what excites me most. I also think LSTA is a great resource for planning and having outside consultants or trainers who can introduce fresh thinking. The operating budget funds the basic service package. LSTA helps us try new things and attend training to keep innovating and improving.”

Mobile STEM Initiative

The Mobile STEM Initiative is part of DC Public Library's strategic plan to bring STEM education to areas outside the library's physical footprint while supporting new STEM programming in neighborhood branches, DC Public Schools and Charters, and established outside partnerships. As a first step, DCPL needed to evaluate the initial equipment required to build a strong foundation that would allow DCPL to start rolling out pieces of the strategic plan initiative. DCPL worked on creating 5–7 roaming computer labs to support STEM programming citywide.

Center for Accessibility: Training

DC Public Library used LSTA funds to contract a trainer from the Next Chapter Book Club to help the Library launch the program in Washington, DC and provide training for interested Library staff. The Next Chapter Book Club encourages adults with intellectual disabilities to engage with books and each other in a book club setting. All 15 training participants indicated that they are interested in offering Next Chapter Book Club programs at their library locations.

Studio Lab Equipment

Three spaces were created giving patrons the opportunity to learn new skills, turn ideas into action and collaborate with others: (1) Digital Production Lab, (2) Voiceover Studio, (3) Main Production Studio. The Studio Lab offers programs for all ages in addition to space available by reservation for patrons ages 13 and older. Currently, time slots are limited to band practice, video shoots, and photo shoots after attending an orientation. Since its opening, the Studio Lab has been fully booked. Demand for studio space continues to grow and outweigh slots available. The Library is working to provide additional hours to residents for this free resource.

GOAL 5 CONCLUSION

The staff development and capacity building efforts have been very important and they have resulted in the recognition that DCPL staff needs to be increased. As a result, the city approved 130 new positions for DCPL. We conclude that Goal 5 has been ACHIEVED.

A-2. To what extent did the DCPL' Five-Year Plan Goal 5 activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Four of the projects undertaken in support of Goal 5 address the Institutional Capacity focal area (Center for Accessibility: Training, Mobile STEM Initiative, Staff Training and Development, Strategic Planning Initiatives). Two of them specifically address the improve library operations intent and the other two center on the improving the library workforce intent (Staff Training and Development) and the improving the library's physical and technological infrastructure intent which created citywide roaming computer labs via the Mobile STEM Initiative.

Three of the projects 5 address the Civic Engagement focal area (Center for Accessibility: Training, Strategic Planning Initiatives, Studio Lab Equipment) and focus on the improving users' ability to participate in community conversations around topics of concern intent.

Two of the projects address the Lifelong Learning focal area (Strategic Planning Initiatives, Studio Lab Equipment) and specifically address the improving users' formal education intent by providing patrons the opportunity to learn new skills.

A-3. Did any of the following groups represent a substantial focus for the DCPL's Five-Year Plan Goal 5 activities? (Yes/No) Yes

The Library Workforce met the 10% level of funding identified as constituting a substantial focus. Staff Training and Development enhanced staffing needs, offered tuition reimbursement for library school, and funded conferences and trainings.

The Mobile STEM Initiative targets school-aged youth and Center for Accessibility: Training focus on Individuals with disabilities, but these do not approach the 10% threshold.

B. Process Questions

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

The DCPL has used SPR data to adjust and refine programs and to make decisions regarding priorities among projects.

B-2. Specify any changes the DCPL made to the Five-Year Plan, and why this occurred.

No formal changes or amendments were made to the Plan.

B-3. How and with whom has the DCPL shared data from the old and new SPR and from other evaluation resources? SPR data has been used internally for planning and evaluation purposes and has been shared directly with QualityMetrics LLC. DCPL promotes all LSTA supported programs through DCPL's social media

C. Methodology Questions

C-1. Identify how the DCPL implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators.

To ensure rigorous and objective evaluation of the SLAA implementation of the LSTA Grants to States program, the agency issued an RFQ on October 24, 2016 to conduct a “Library Services and Technology Act Evaluation.” Proposals were due October 31, 2016. As a result of the RFQ competitive process, QualityMetrics, Library Consultants, a library consulting firm headquartered in Silver Spring, Maryland, was awarded the contract to conduct the independent LSTA evaluation. QualityMetrics, Library Consultants does not have a role in carrying out other LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results.

QualityMetrics, Library Consultants has in depth evaluation experience and demonstrated professional competency. Dr. Martha Kyrillidou of QualityMetrics has extensive experience in deploying mixed methods research methods for library evaluation. She has participated in developing many well-known protocols for value and outcomes assessment for libraries. She has deep experience in library evaluation over her 22 years of service at the Association of Research Libraries (ARL), has taught Research Methods, Assessment, and Evaluation courses at the University of Maryland and at Kent State University and has extensive practical experience in mixed methods, evaluation and outcomes assessment. Martha is a current member of the Library Statistics Working Group (LSWG), chair of the NISO Z39.7 standard, and mentor to the next generation of public library staff and evaluators. Co-principal consultant, Bill Wilson of QualityMetrics has implemented evaluation studies for three previous cycles of LSTA evaluations starting in 2002. Mr. Wilson is experienced in both quantitative and qualitative methods and has participated in 28 previous five-year LSTA Grants to States evaluations.

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

QualityMetrics, Library Consultants deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. After conducting an initial telephone conference call with representatives of the SLAA, QualityMetrics completed a site-visit to the state library administrative agency (SLAA) on January 12, 2017. In person interviews were held with the agency Director and with key staff engaged in LSTA and specific projects carried out under the LSTA Five-Year Plan. Additional site visits, phone call interviews, and a web-survey completed the evidence gathering phase and informed our conclusions. The site visits and interviews provided qualitative evidence and context.

The State Program Reports (SPRs) were reviewed in detail and additional reports, documentation, fliers, newspaper articles, and social media feeds were consulted selectively as corroborating evidence. A web-based survey conducted March 21–25, 2017 provided additional qualitative information from the managers of DCPL.

Validity and reliability analysis reflect a positivist worldview and in a qualitative naturalistic approach they are being redefined with some divergent views on whether and how one ensures quality and rigor in qualitative inquiry. The notion that naturalistic inquiry needs to exhibit quality, rigor, and trustworthiness is more widespread nowadays. The evaluators engaged in conversations through phone interviews. The quality and rigor of the phone interviews in the LSTA evaluation of DCPL has been enhanced by asking interviewees to allow the conversation

to be recorded with assurances for confidentiality by the evaluators. This approach has allowed evaluators to refine their inquiry and tailor it as knowledge of DCPL was accumulating from one interaction to the next. Recorded conversations also allow the evaluators to reflect and refine their interpretations in a reliable manner. The validity of the inquiry was strengthened with the informed selection of the subjects by the DCPL leadership team and staff. Knowledge of the utilization of LSTA by the interviewee was provided, enhancing the interaction and depth of the conversation.

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

DCPL staff were engaged through personal interviews during a site visit to the agency, via telephone calls, and through frequent e-mail exchanges.

A web-based survey collected data from the DCPL managers.

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

The SLAA will share the findings of the evaluation with a variety of partner agencies in the District (governmental, other public, and non-profit) and with the larger public by alerting the libraries in the District of the availability of the evaluation report. The report will be publicly available on the agency website as well as on the IMLS website.

Appendix A: List of Acronyms

ALRC

Adult Learning Resource Center

ASL

American Sign Language

BARD

Braille and Audio Reading Download – the National Library Service’s Digital Downloading Program

<https://nlsbard.loc.gov/instructions.html>

BPCS

The Briya Public Charter School, formerly Education Strengthens Families Public Charter School. School that received an LSTA sub-grant to conduct the “Sharing Worlds Family Literacy” project.

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/>

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 Center for Accessibility 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 Center for Accessibility. <http://www.dclibrary.org/services/accessibility>

LSDC

Library Services for the Deaf Community. A program offered through DC Public Library’s Center for Accessibility that provides library services to the deaf community.

LSTA

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

- Promote improvements in library services in all types of libraries in order to better serve the people of the United States.
- Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry; and
- Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public.

The LSTA Grants to States program is a federal-state partnership. The Program provides funds using a population-based formula, described in the LSTA, to each state and the territories through State Library Administrative Agencies (SLAAs).

LVA

Literacy Volunteers and Advocates

MBSYEP

Mayor Marion S. Barry Summer Youth Employment Program

MLK

The Martin Luther King Jr. Memorial Library. The District of Columbia’s “central” library
<http://www.dclibrary.org/about/mlk>

NLS

Neighborhood Legal Services

Office of the State Superintendent of Education

OSSE

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/service/2016-mayor-marion-s-barry-summer-youth-employment-program>

ToD

Teens of Distinction

WEC

Washington English Center

Appendix B: List of people and sites involved in data collection

MLK Onsite

1/12/2017 Agency site visit – in person interviews

2/2/2017 Final Design Meeting

2/2/2017 Observational tour in Special Collections and the Adult Literacy Resources Center

Phone interviews

3/17/2017 & 3/20/2017 Kimberly Knight

3/20/2017 Maya Sheppard & Heather Hodges

3/21/2017 Eric Riley

Survey of DCPL Managers

40 managers and 8 coordinators

Unobtrusive observation visits

- Petworth Library
- Chevy Chase Branch Library

Appendix C: Bibliography of all documents reviewed

Institute of Museum and Library Services
Guidelines for IMLS Grants to States Five-Year Evaluation
OMB Control Number: 3137-0090,

Institute of Museum and Library Services
Purposes and Priorities of LSTA

Institute of Museum and Library Services
LSTA Grants to States State Program Reports

DC Public Library FFY 2012 (for context and longitudinal purposes)
DC Public Library FFY 2013
DC Public Library FFY 2014
DC Public Library FFY 2015

DC Public Library
LSTA Program Five-Year Plan for Years 2013 – 2017

DC Public Library
Library Website

DC Public Library
DC Public Library Evaluation of Library Services and Technology Act 2008–2012

In addition, the evaluators reviewed many internal documents/websites including:

- <http://digdc.dclibrary.org/cdm>
- <http://www.nextchapterbookclub.org/>
- <http://doc.dc.gov/service/online-scheduling-video-visitation>
- <https://soundcloud.com/dc-public-library/orwellian-america-united-states-of-secrets-with-mike-wiser>
- <http://dclibrary.org/labs/studio>
- <https://www.youtube.com/watch?v=6A6ipxFIjyw>
- <http://www.bbc.com/news/magazine-30821333>
- <http://www.dclibrary.org/node/53854>
- <http://dclibrary.org/1984>
- <https://www.youtube.com/playlist?list=PLu-TWTa5uhuqsQr-tbmwDZeiX0UcmtZqp>

US Census
QuickFacts: District of Columbia, accessed online at:
<https://www.census.gov/quickfacts/table/PST045216/11001>

Appendix D: Survey Instrument

DC Public Library LSTA Survey

WELCOME



Every five years, each state library administrative agency in the nation is required to conduct an independent evaluation of its implementation of the Library Services and Technology Act (LSTA) "Grants to States" program. This evaluation must be submitted in order to qualify for ongoing Federal funding.

Following close on the heels of the evaluation is the requirement for the submission of a new state-level five-year plan for the LSTA program. QualityMetrics, Library Consultants is assisting the DC Public Library (DCPL) with both the evaluation and the development of the new five-year plan.

QualityMetrics has been gathering information and data from a number of different sources including the State Program Report (SPR) that DCPL submits annually to the Institute of Museum and Library Services (IMLS), internal statistical and narrative reports, survey data, and personal interviews with DCPL staff as well as with representatives of the library community. We'd like your help in assessing the impact of the LSTA programs on you, the library and the people you serve through the activities LSTA funds have supported.

You are invited to share your thoughts and ideas by answering three short questions. The survey should take you no more than ten minutes to complete. The first question asks you to look back over the last few years and to consider how the LSTA program has benefitted libraries and library users. Second, we'd like to invite you to think about the future and to suggest new ways in which you think LSTA funds should be invested. Finally, we want to give you an opportunity to offer any other observations about DC Public Library's LSTA program (positive or negative). Thank you in advance for helping the DC Public Library serve your community better!

BACKGROUND

DC Public Library receives approximately \$900 thousand in LSTA Grants to States funding each year. The largest portion of this funding (over 30%) has been allocated to support personnel costs in the Adult Literacy Resource Center. Support for Special Collections Initiatives, Staff Training and Development (including the DC Public Library Staff Day and Library Sciences

Internships), and Strategic Planning Initiatives have each accounted for between 10% and 12% per year of funding in recent years. Other smaller projects and short-term initiatives have accounted for the balance of the expenditures and these include projects such as Teen Music and Video Production Programs, BARS Music Program for Teens, Posse Foundation Teen Scholar Interns, Wild Things: Where Math and Science Intersect with the Arts, Literacy Initiatives, Library Takeout/Mobile Circulation, Digital Commons Makerspace Equipment, DC Punk Archive Portal, Center for Accessibility presentations and training, Legal Barriers Program, Orwellian America? Government Transparency and Personal Privacy, Mobile Stem Initiative among others.

LOOKING BACK

1) Think back over the past three years (2014, 2015, and 2016). Which, if any, of the LSTA-supported programs mentioned on the last page have had the greatest impact on your library and on the people your library serves? How is library service in your community better because of the investment of LSTA funds?

LOOKING FORWARD

2) Look ahead to the next five years (2018 - 2022). Are there changes in the way that LSTA dollars are invested that you think would significantly improve library services in the District of Columbia? If so, what are they and why do you think that the change(s) would make a difference. *(Note that LSTA funding cannot be used for building facilities or for lobbying purposes.)*

OTHER COMMENTS

3) Please feel free to offer any additional comments about the DC Public Library's LSTA program. What do you like or dislike about the program? What could be improved? *(Note that your responses are confidential and comments will not be identified with an individual or with a specific library.)*

Thank You!

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

Appendix E: Interview Questions Protocol

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

1. *Describe how you have been involved with LSTA?*
2. *From your perspective, what is the most impactful outcome of your involvement with [project]?*
3. *A major focus of IMLS has been on assessing outcomes. Have you been able to document outcomes for your LSTA projects?*
4. *How would you assess the process of receiving funding – applying, receiving funding, reporting?*
5. *Are reporting expectations reasonable?*
6. *Is it your experience that the State Library has made great efforts to help LSTA programs be successful?*
7. *Looking forward, where would you like to see more LSTA funding? Where less?*
8. *Turning forward, the State Library will begin work on the next five-year LSTA plan soon. What new directions should it take? What would make a difference for your library?*
9. *Final thoughts?*

Appendix F: Summary of Survey Results

There were 14 respondents that provided a complete survey to our request for feedback on LSTA funded activities out of 40 managers. The responses were thoughtful and insightful.

IMPACT

Managers in the DC Public Library believe that the LSTA funded programs that have the greatest impact are the ones that are customer centric. The Adult Literacy Resource Center is highlighted as one of the key services. Branch managers noted how important it is to refer people from their branches to the MLK for this program.

Staff day is a big motivator for people working in the DC Public Library and there is a deep appreciation for the educational and professional opportunities LSTA funds support.

Almost all the LSTA funded programs were mentioned by at least one respondent, from the BARS Music Program for Teens to the Legal Barriers Program. There is appreciation for the interns, noting that sometimes they get hired when opportunity arises. Special collections were mentioned as a program of impact by a number of the respondents.

FUTURE

Looking forward to the next five years, many see the need to continue to invest in strategic initiatives; they would like to see more paid internships, pick up locations around the city, spots where interactive services can be offered embedded in the life of the community.

It was noted that branches with “Friends” groups are in a better position to support programming with community support, whereas branches where there is no “Friends” group would benefit from LSTA subgrants. The notion of investing more in the staff and their innovative ideas in those branches that do not have “Friends” groups was thought as a way to overcome inequities. At the same time, the notion that subgrants take time to implement was mentioned voicing a preference for holding a program instead.

FINAL THOUGHTS

Staff suggested that it would be useful to highlight how LSTA funds are used and their impact so the community is aware of them and are given opportunities to provide input like this evaluation.

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

PROJECT TITLE	FFY 2013 Expend	Percent of FFY 2013 Expend	FFY 2014 Expend	Percent of FFY 2014 Expend	FFY 2015 Expend	Percent of FFY 2015 Expend	FFY 2013 - FFY 2015 Expend TOTAL	Percent of FFY 2013 - FFY 2015 Expend	SPR Goal
Adult Literacy Resource Center	243,828	27.0%	294,031	32.0%	303,287	32.8%	841,146	30.6%	1
Computer Basics Training Program in Spanish and English	120,378	13.3%	-	0.0%	-	0.0%	120,378	4.4%	1
Teen Music and Video Production Programs	-	0.0%	52,931	5.8%	-	0.0%	52,931	1.9%	1
BARS Music Program for Teens	-	0.0%	-	0.0%	36,220	3.9%	36,220	1.3%	1
Teen Programming at DC Public Library	18,768	2.1%	-	0.0%	-	0.0%	18,768	0.7%	1
Library Sciences Internship Program	-	0.0%	17,500	1.9%	-	0.0%	17,500	0.6%	1
Posse Foundation Teen Scholar Interns	-	0.0%	8,456	0.9%	5,801	0.6%	14,257	0.5%	1
Wild Things: Where Math and Science Intersect with the Arts	12,043	1.3%	-	0.0%	-	0.0%	12,043	0.4%	1
Urban Alliance Teen Workforce Development Trainings	-	0.0%	2,275	0.2%	1,575	0.2%	3,850	0.1%	1
Special Collections Initiatives	108,190	12.0%	113,683	12.4%	108,929	11.8%	330,801	12.0%	2
Public Technology	116,459	12.9%	-	0.0%	-	0.0%	116,459	4.2%	2
Literacy Initiatives	-	0.0%	91,002	9.9%	-	0.0%	91,002	3.3%	2
LSTA Administrative Costs	14,280	1.6%	30,646	3.3%	25,086	2.7%	70,012	2.5%	2
Library Takeout/Mobile Circ	52,740	5.8%	-	0.0%	-	0.0%	52,740	1.9%	2
Digital Commons Makerspace Equipment	45,806	5.1%	-	0.0%	-	0.0%	45,806	1.7%	2
Center for Accessibility: Presentations	-	0.0%	21,696	2.4%	-	0.0%	21,696	0.8%	2
DC Punk Archive Portal	-	0.0%	20,599	2.2%	-	0.0%	20,599	0.8%	2
Center for Accessibility	-	0.0%	-	0.0%	13,297	1.4%	13,297	0.5%	2
Strengthening Digital Literacy in 3rd and 4th-graders at Miner Elementary School	-	0.0%	12,577	1.4%	-	0.0%	12,577	0.5%	2
News the Wright Way	-	0.0%	6,600	0.7%	-	0.0%	6,600	0.2%	2
Legal Barriers Program	-	0.0%	-	0.0%	40,000	4.3%	40,000	1.5%	3
MLK Modernization and Stakeholder Engagement	-	0.0%	-	0.0%	35,285	3.8%	35,285	1.3%	4
DC by the Book Tours App	19,000	2.1%	-	0.0%	-	0.0%	19,000	0.7%	4
Orwellian America? Government Transparency and Personal Privacy in the Digital Age	-	0.0%	12,493	1.4%	-	0.0%	12,493	0.5%	4

PROJECT TITLE	FFY 2013 Expend	Percent of FFY 2013 Expend	FFY 2014 Expend	Percent of FFY 2014 Expend	FFY 2015 Expend	Percent of FFY 2015 Expend	FFY 2013 - FFY 2015 Expend TOTAL	Percent of FFY 2013 - FFY 2015 Expend	SPR Goal
Memories from U Street from Duke Ellington to Marvin Gaye: An Oral History Project	7,657	0.8%	-	0.0%	-	0.0%	7,657	0.3%	4
Staff Training and Development	102,856	11.4%	-	0.0%	204,564	22.1%	307,420	11.2%	5
Strategic Planning Initiatives	-	0.0%	224,982	24.5%	50,000	5.4%	274,982	10.0%	5
Mobile STEM Initiative	-	0.0%	-	0.0%	99,987	10.8%	99,987	3.6%	5
Center for Accessibility: Training	41,467	4.6%	1,753	0.2%	-	0.0%	43,220	1.6%	5
Studio Lab Equipment	-	0.0%	7,308	0.8%	-	0.0%	7,308	0.3%	5
	903,472	100.0%	918,531	100.0%	924,030	100.0%	2,746,033	100.0%	
Goal 1	395,017	43.7%	375,193	40.8%	346,883	37.5%	1,117,093	40.7%	
Goal 2	337,475	37.4%	296,802	32.3%	147,311	15.9%	781,588	28.5%	
Goal 3	-	0.0%	-	0.0%	40,000	4.3%	40,000	1.5%	
Goal 4	26,657	3.0%	12,493	1.4%	35,285	3.8%	74,434	2.7%	
Goal 5	144,323	16.0%	234,043	25.5%	354,551	38.4%	732,917	26.7%	
TOTAL	903,472	100.0%	918,531	100.0%	924,030	100.0%	2,746,033	100.0%	

Appendix H: Recommendations for Future Directions for the ALRC

Recommendations for Future Directions A Report on Focus Group and Interview Feedback to the ALRC

Andy Nash, World Education
September 28, 2015

This report summarizes the input contributed by adult education practitioners, leaders, and library staff about the adult learning services that the ALRC has provided and should provide during and after the transition to a renovated MLK Library. The input was gathered from three focus groups and four individual interviews with representatives of diverse segments of the adult education community. All participants were asked a common set of questions and then asked to respond to a list of ideas garnered from innovations happening in libraries and adult education programs around the country.

What follows is a synthesis of the focus group input, summaries of the individual interviews, and then recommendations about the direction of the ALRC as it reconsiders its scope of services moving forward. Please refer to the 2-part protocols in the Appendix when reading the summary notes.

The concluding recommendations are based on the feedback from the participants and also from current research and promising practices related to what adults need to know and be able to do in today's world, how instruction is being most effectively delivered, how community organizations are coordinating services for adults with educational needs, and how to support adult learner persistence.

Focus Group Summary

This summary captures the key themes and ideas suggested by three focus groups (24 participants) of library staff, instructors, tutors, and partner service providers who utilize ALRC services. It was created by sorting the focus group notes by theme, and then summarizing the key points for each. 60-90 minutes proved to be barely enough time to cover the protocol with each group, and therefore the final review of "Ideas to Consider" was done inconsistently. In the largest focus group, participants divided up to record their notes on chart paper. The smallest focus group had a short discussion, and the final group only had time to check off ideas that they particularly did or did not support.

Organizations that Participated in Focus Groups:

Academy of Hope

Educational Opportunity Center

CET

YWCA

Southeast Ministry

MLK Library

Washington English Center
NW1 Branch Library
ALRC
National Cathedral Literacy
RCM of WA

Feedback by theme

Accessibility

The theme that was mentioned the most often during the focus groups was the accessibility of the library to everyone in the community. Participants noted the importance of the central location, day and evening hours, and dedicated space for learners that feels private, safe and secure. They appreciated the trained staff who understand the needs of adult learners, and who take the time to listen, engage and provide useful guidance.

During the transition, they highlighted the need for clear communication and the use of plain language to communicate library changes (maps, directions, plans, etc.).

Thoughts about the future included:

- Library activities that are on-going and available on a drop-in basis while students are waiting for classes
- Staff who know how to help make reservations, provide customized tours based on needs, or help with getting library card
- Utilization of all library hours and separate designate time or place for adult learners to access computers
- Use of an outreach specialist to get the word out about library services through Metro ads, an E-newsletter, social media, and site visits
- Continued collaboration with the Center for Accessibility to ensure access and provide assistive technology.

Tutoring

Participants expressed great appreciation for the space and support the ALRC provides for tutoring. Specifically noted was response to the need for privacy and anonymity, and access to computers for online GED practice

Both during the interim and going forward, they noted that tutoring, and tutor training, are a “must,” and should include those who may have a high school credential but not necessarily the requisite English/reading/math skills for vocational training or other life needs.

Services in the Branches

There was a great deal of support for pushing services out to branches, specifically access to quiet tutoring space and computer labs, expanded collections for developing readers, and the capacity to assess skill levels and then provide referrals.

For the future, they suggested the following areas for expansion:

- branch hours
- collections (multi-lingual, audiobooks, large print books)
- tutoring services
- conversation circles, and

- training to work with adult learners

Professional Development

There was high praise for the professional development offered by ALRC. Participants described it as high quality, accessible, independent, collaborative and responsive to the needs of volunteers, teachers, and library staff. They noted the value of sessions on the Sparks grant, the new GED, and WIOA legislation.

In the future, they would like to see a state-of-the art training center that offers a range of training options (online, blended, short or intensive, facilitated/independent self-study, etc.) for teachers and tutors. These trainings can model the variety of instructional formats that teachers are being called upon to provide. Resources could include recorded webinars, an archive of recorded demonstration lessons, etc.

Technology

Participants highly value access to and use of computers in tutoring space that offers privacy for adult learners, and the computer courses. For the future, they suggest:

- Computer/technology lab that includes “forward-thinking” technology and addresses accessibility needs
- Support for adult learners in the form of: coaches/navigators that offer 1-1 support (using computers, looking for jobs, etc.), self-paced learning for GED prep and other educational sites (Aztec, etc.)
- Support for a computer lab and digital literacy assessments for adult learners, and the development of tech skills by incorporating technology into tutoring through blended activities that may involve skype, virtual classrooms, F2F, smartboards, etc.

Skill Assessment and Referrals

There was unanimous support for the skill assessments offered at the library. Participants consider these “critical” going forward, as they lead to informed referrals and save programs from having to test at intake.

Role of the ALRC

Long-term, participants want the ALRC to continue its current role as provider of professional development and system supports. Although they do not favor the idea of ALRC delivering direct services that would “compete” with programs, they were supportive of almost all of the activities (many of which serve students directly) that they were asked to consider, especially those that involve collaboration or fill gaps.

They would like the ALRC to remain intact during the interim phase, perhaps functioning out another government building near public transportation. It was suggested that the ALRC use past participation data to prioritize the services it will maintain during the transition.

Supports and Resources

It was affirmed that both adult students and volunteers use and value the library resources. Participants noted that a broad range of new reader books are easy to locate in a user-friendly collection. It was suggested that books could be color-coded by level and category as a way to make them easier to locate.

Going forward, participants would like the ALRC to continue all supports: GED support (online and through Adult Learning Lab), Feel for Books book group, Directory of AE programs to facilitate referrals, and community supports such as tax help, school enrollment help, resources for seniors, and multi-lingual resources.

Adult Literacy and Workforce Development Resource Center

Participants described the need for a “1-stop for adult literacy” and a “workforce development resource center.” As part of the state plan for WIOA, the library could be one of the points of entry to a coordinated set of services, and part of a comprehensive referral system for all agencies. Some of the activities and services it could provide include:

- Create supports and proctor tests for industry-recognized certifications (Microsoft, etc.), especially those identified in the state unified plan for WIOA
- Vocational evaluation center to explore work options
- Workshops on soft skills (Interpersonal communication: tone, how to ask for what you want, and cross-cultural communication, diversity, working across difference) and on resume writing, job clinic, email accounts, coaching, applications, and assessments, practice interviews
- Navigators to support job-seekers
- Job fairs
- Employer talks/hiring events

Responses to Presented Ideas

The following notes capture participant responses to a list of ideas they were asked to consider (Part II of the protocol). Some comments overlap with feedback offered in Part 1.

1. Service ideas

- Wide support for the idea of navigators (perhaps adult education alumni) to support navigating college, resources for job-seekers, connect students to transitional resources or to vocational training providers
- Loan tablets and educational devices and equipment that expands accessibility to programs (not individuals). Mixed review for this idea from one group.
- Support for the Career Online High School (and other accredited GED alternatives), given the provision of support and guidance
- Expanded DCPL website: interest in online PD activities for teachers, and links to teaching resources

2. Co-location or partnerships with agencies:

a) Co-location partners and activities:

Activities:

- Legal advice, immigration law (workshops and consultations by Georgetown Law School)
- Help signing up for health insurance
- Job fair, transition fair, services fair
- Better integration of College Info Center and adult education. Include SAT prep.

Potential partners:

- Capitol Area Asset Builders – financial literacy
- RSA & DOES (have case manager there), UDCCC, ABE and intellectual/developmental disabilities providers, HHS, churches/synagogues, Voc rehab, senior centers, literacy and education providers, health clinics, National council on independent living, OSSE
- Expanded role for EOC in partnership with College Info Center
- Bright Beginnings Daycare for parent discussion groups

b) Shared, centralized adult education assessment and intake process

This got a mixed review. Some found it unnecessary, while others noted that it would work well with the needs of adult programs and help students get to the appropriate program. Partners in the state WIOA plan are likely to be required to participate in a common intake process.

c) Screening and referral for learning disabilities for those not in adult learning programs

- LD assessment referrals (OSSE money), co-located test delivery
- Develop referral partnerships with other programs, i.e. WFD

3. Curriculum support

Participants supported the idea of supplementary learning modules that link to library events. They brainstormed the following areas where students need extra support. Additional workshop topics are listed under the “Activities” category below.

Content

- Gardening group – grow veggies, share, sun, science, nutrition
- Modules:
 - Writing: essay/arguments, grammar exercises, genre, categorization
 - Math: geometric measurement, recipes w fractions, percentages for purchases, architecture activities – how to maximize space, building, math games
 - Workforce: construction, health
 - Science: demos/labs, science experiments, Evolution/genetics (use movies, documentaries)
- WIOA state plan-related content
- GED-aligned content (science, civics, US history)

- Could be a great way to engage AE programs by having the teachers build the lessons.
- Makerspace could be enhanced as a pre-apprentice space. Orgs. with trainings could bring applicants to tryout the equipment.

4. Activities:

A range of ideas are listed on the protocol. Participants responded to many of those, and then added additional ideas. They noted the activities should be available for the whole adult education spectrum - literacy through GED level, with connections to standards. These are all learning activities they would like to see the library provide.

- Clubs: Jobs club, Writing club, Reading club, read alouds
- Math-related games
- Conversation circles: ESL, topical discussions
- Field trips in the city and to natural environments (science/nature)
- Programs for adult learners: books to films/documentaries, geneology, music
- Helpline
- Community resource center
- Essay-writing for scholarships, math support – algebra 1 (& PD)

Workshops

Short-term or one-time events that focus on discrete skills: multiplication facts, test-taking, study skills, resume-writing, test-taking, writing strategies, work-related math, digital skills, self-advocacy, persistence strategies (awareness around the commitment needed for the new GED and NEDP), essay-writing for scholarships, math support – algebra 1 (with PD), practice in areas where adults need more practice than they get in a traditional AE classroom.

Interview with: Rita Daniels, Executive Director
Organization: Literacy Volunteers and Advocates
Area: Adult Basic Education

Part I: Interview Summary

The LVA ED, Rita Daniels, was quick to say that, “Every aspect of our programming relies on the ALRC.” ALRV has been key to the success of their tutoring and ABE programming. They use the library’s resources and participate in Feel for Books. They rely on the library for referrals, space for tutor recognition events, and for in-service training. They know and feel very supported by all of the ALRC staff and consider their partnership to be very strong.

As the central library moves toward relocating in interim space, what would be essential for LVA is that the MLK library continue to support the evening 1-1 tutoring program, which is critical to them. LVA has minimal relationships with the branches, and their students like the central location. They also rely on referrals from the library, and need those to continue. Further, they need the PD workshops, which are required training for their staff and instructors, to continue.

In the future, it would be wonderful if services at MLK could be duplicated in the community libraries in some form. Currently, Ms. Daniels doesn’t feel that the branches have the knowledge or capacity to help them. When tutors meet with students in the branches, it’s in open space. Another suggestion is to start a book/movie club, using LVA’s theater space or space in the new library. Additional support for low level students in using technology is always needed.

In the new MLK Library, what **features** do you think are critical:

- collections: books that are geared toward adult learners at lowest level
- equipment: Tablets and hotspots would be great, with some companion support. Many students don’t have computers at home.
- Programs: literacy level classes to learn about computers
- professional development: OSSE is doing a pilot program focused on occupational literacy. The library could help LVA better support work readiness. One-stops do not cater to low levels. We need to keep the focus on low level literacy, universal design.

Part II: Responses to Ideas

1. Services:

- Likes the idea of a general navigator to community services. “For our students, they don’t know what they don’t know.”
- Thinks the loaning of tablets or other educational devices would be excellent, and not just for adult learners.

- Would like PD and resources that help teachers embed career objectives into curriculum and that help students self-assess their strengths, skills, and interests.

2. Co-location or partnerships with agencies:

- Likes idea of co-locating services, and feels that LVA could be one of those resources
- Re: a common assessment and intake process, she noted that it would need to be private, but that it would help to have the process started even if it's not a full intake.
- Screening and referral for learning disabilities for those not in adult learning programs is crucial because it helps you know what learners are coming in with – their strengths and challenges - so you can provide the right services. OSSE requires it for its grantees, so they already do this screening, and send test scores to referral program.

3. Curriculum support

- Regarding library-based curriculum modules, Ms. Daniels said that a museum educator has worked with LVA in this way. She likes the idea and noted that a many staff and students are into garden clubs.

4. Activities

- Likes all of the ideas listed, especially the clubs. At least once a year, they have a student who gets citizenship. Likes all of the clubs, suggested the skill-sharing topic of “how things work” – for example, how to hire contractors.
- Suggests workshops on filling out applications, time management, soft skills, financial literacy

Interview with: Patricia DeFarrari, Chief Program Officer

Organization: Academy of Hope Adult Public Charter School

Area: Pre-GED/GED

Part I: Interview Summary

Academy of Hope's Chief Program Officer, Patricia DeFarrari started by talking about how wonderful the ALRC staff is. "Ever since I started, we've connected with them. Over the past year, we've worked with director of instruction on teaching for the new GED." They also rely on ALRC for:

- Referrals
- Our volunteers have gotten training and support there. The role volunteers play has changed now that we're a charter, so the need has changed.
- Ben started the GED Network, which has combined with the DC Adult and Family Literacy Coalition's Best Practices Group. It meets monthly to discuss issues we face – persistence, learning disabilities, etc.
- Feel for Books was good – used to bring students regularly.
- A few years ago, a Ward 8 learner testified at a budget hearing for the library because of how much those services meant to her.
- Ben came out to our site to show staff and students how to use online resources for test prep.
- It's very good that the library provides students with access to computers, especially NEDP students.

When the central library relocates to interim space, Ms. DeFarrari notes that it would be essential to maintain the Literacy Hotline and the Best Practices meetings for teachers and providers. She is concerned about where services will relocate.

In the reopened library, Ms. DeFarrari would hope to see the following:

- **Space:** meeting space for PD or meetings (such as the English conversation circles), and study space (carrels, tables, and space to meet with tutors, comfortable chairs).
- **Equipment:** computers, test prep software, Acuplacer, links to services and practice tests, exposure to different devices. For learners with disabilities, assistive technology – visual impairment, for example. We'd like students to be able to do GED Academy with assistive technology and staff support. And borrowing computers so NEDP students can work at home.
- **Programs:** It would be helpful to have access to tutors for specific needs. We need computer basics classes for adults, and specifically for online assessments (for example, an Intro to GED Testing class so students don't waste time during the test). Also, workshops on specific skill development.

- **PD:** The library has done fine in this area. Stay abreast of the field and in communication with the field. It would be good to have PD for administrators/managers specifically, and more PD on curriculum development.
- **Staffing:** Students need support to handle online applications, and they end up going to the library for help. Librarians end up being social workers, workforce dvpt. coordinators, everything. We appreciate that people are treated like people, not students. It would be good to have more outreach staff going out to programs. Also, ALRC staff should keep up with WIOA and the DC Adult Career Pathways Taskforce. Advocates lobbied for this taskforce to coordinate and align library, DOES, OSSE, DES, higher education, human services, and TANF services to be more effective. The library has a representative and ALRC should coordinate with that work.

Regarding the provision of more direct services to adults, Ms. DeFarrari noted that some targeted workshops, on topics such as multiplication facts, would be helpful depending on the site/branch. More services are absolutely needed in Southeast branches.

Part II: Responses to Ideas

1. Services:

- **Community, college and career navigators:** People come to the library expecting this kind of help. Librarians provide that.
- **Loans of tablets or other devices:** Great
- **Computer lab (and computer/digital assessments):** Great
- **Tutoring:** Need to pair well, align expectations, skills, schedules, and have tutors with ability
- **Career Online High School:** Would need to know more. Yes, if accredited.

2. Co-location or partnerships with agencies:

- **The partners that stand out:** DOES (one-stops, unemployment services)
- **Shared, centralized adult education assessment and intake:** No, but collaborate on college fairs, volunteer fairs, program fairs
- **Screening and referral for learning disabilities:** Yes

3. Curriculum support

- **Library-based curriculum modules that support basic education:** Yes, linked to the College and Career Readiness Standards

4. Activities

- **Likes:** job club, typing club, writing group, game night
- **Added the following suggestions:** Family homework night, Book to movie club, urban gardening club, and workshops on the following topics: starting your own business (have the Small Business Association come to present), tax preparation, accessing the earned-income tax credit

Interview with: Mercedes Lemp, Executive Director

Organization: Washington English Center

Area: English for Speakers of Other Languages

Part I: Interview Summary

When asked about the Washington English Center's (WEC) past experience working with the ALRC, Ms. Lemp mentioned only that there was a meeting to discuss coordinating English conversation circles about year ago and also a year before that. She explained that WEC is in Kalorama (Northwest), where they use their local Mt. Pleasant branch for its free ESL program or the Georgetown branch for conversation class. The MLK library isn't in an immigrant neighborhood, so their students have little reason to go there. She had hoped that the library would use some of its IMLS grant to coordinate conversation groups at different branches, but that hasn't happened.

Going forward, English conversation groups are what would be helpful. Washington English Center is set with computer labs locally. Ms. Lemp was not aware that ALRC provides professional development; it's "not where she would look for ESL PD" (she has been to PD hosted by OSSE), and she did not think there was a need for the library to offer any direct service.

Part II: Responses to Ideas

1. Services:

- **Community, college and career navigators or an educational opportunity center:** Great
- **Loans of tablets or other devices:** Possibly, probably better through schools
- **Computer lab (and computer/digital assessments):** There are enough non-profits doing that
- **Tutoring:** Students don't have time
- **More services and resources on the DCPL website:** Not necessarily

The location of the MLK is not naturally where our students are and you can't park there. They wouldn't naturally go there, even if the services are great. Need to push services out to the branches.

2. Co-location or partnerships with agencies:

- **Weekly or monthly arrangements:** This would be good at branches
- **Shared, centralized adult education assessment and intake:** Different funders require different data, not worth it
- **Screening and referral for learning disabilities:** Good but not for English language learners – there's nowhere to send them once they're tested

3. Curriculum support

- **Library-based curriculum modules and activities:** Good idea. A class could do that.

4. Activities

All of these are good, if offered at a branch – job club, financial literacy, story-sharing to instill pride, ESL conversation classes (with concurrent playtime and children’s group)

People need public meeting space.

We used to get people library cards - it would be good if library came out to organizations to orient students to library resources and help them get library cards.

Interview with: Michelle Johnson, State Director

Organization: Adult Education Office of the State Superintendent for Education-Post Secondary & Career Education (OSSE)

Area: Adult Education State Office (regranting federal/local funds & program monitoring & reporting)

Part I: Interview Summary

On past partnership with the library, Ms. Johnson explained:

There is a long and positive relationship between OSSE and ALRC. OSSE partnered with the PD center at DClearns and with ALRC to offer PD workshops on a variety of topics. The adult education community welcomed the opportunities to engage in PD that they offered. OSSE also offered PD, but decided in 2013 that they would redirect efforts toward working with UDC and OSSE's Office of Educational Licensure and Accreditation to expand upon the course offerings available through UDC and offer a graduate Adult Education Certificate. Vision was for them to reinstitute a Masters in AE and to flesh out 1-credit modules for each of the 3-credit courses. We wanted something more rigorous and the USDOE is hinting at requiring licensure. We started this plan in 2014 and have one cohort that's about to finish certificates.

The shift in focus meant that I wanted all PD coordinated and offered through the university and provide opportunities to weave in some other offerings (based on research and trends in AE) from LINCS, World Ed, CAL for a more comprehensive program that included self-directed learning. Also, rather than just offering PD based on program needs assessment, we wanted offerings based on monitored results.

We wanted to partner with library on some offerings. The issue is that the university wanted faculty offerings only. We planned to involve practitioners and other partners, such as the library, as part of seasonal PD institutes. Some of the library's PD could potentially be part of the larger UDC program, but that program had to be approved by layers of committees in the university. We're currently mapping out the other pieces where they may play a role.

While the library is being renovated, she notes that it would be important to continue offering access to teaching and learning resources, individual tutoring, the computer lab, and PD on promising practices.

In the future, there will be a required credential for adult educators. Ms. Johnson believes the library could help teachers complete their practicum for the Masters degree. For students, the library could provide basic computer literacy classes to build skills that are needed for everything else. There's a computer lab and a learning resource center at UDC, but the library has more resources. And people feel comfortable there.

Part II: Responses to Ideas

1. Services:

- **Community, college and career navigators or an educational opportunity center:** Navigators are important. Can be peer mentors. Partner with universities in the city – UDC, Trinity, American, GW – and work with their work study programs or service learning programs, or partner with alumni associations to recruit presenters or career navigators.
- **Loans of tablets or other devices:** Loan educational devices with program enrollment or if student is engaged in self-directed learning.
- **Computer lab (and computer/digital literacy assessments):** Computer lab for digital literacy but not just for people without a HS diploma.
- **Tutoring (for those without high school credential):** Tutoring even those with HS credential but low educational functioning level (to obtain or maintain a job).
- **Career Online High School:** Concerned about Career Online HS because it has to be approved by the Board of Ed or legislatively mandated, so additional research would have to be done.
- **More services and resources on the DCPL website:** Provide links to services and information, broadcast infomercials/PSAs in the lobby

2. Co-location or partnerships with agencies:

- **Weekly or monthly arrangements:** Likes co-location idea – health screens (in private space), ongoing resource fair
- **Shared, centralized adult education assessment and intake:** Already working on uniformity of intake processes. Offering PD on administering CASAs test in programs, at DET, TANF, DDS, and at AJCs (1-stops) and to screen for disabilities. We also provide adult education resources onsite at AJCs once a week.
- **Screening and referral for learning disabilities:** Developed web-based system (data vault) for OSSE and partners that's being piloted in OSSE, DOES and DHS. Also adding Payne Learning Needs Inventory, a learning needs screening tool. There's a portal for customers that's not yet open; in the future will include providers. OSSE could include library as a "portal" once they build it out. Through the portal, residents can be scheduled for assessment and the learning needs inventory, and then given a referral.

3. Curriculum support

- **Library-based curriculum modules and activities that support basic education**

Great idea. We don't have enough opportunities to make learning come alive.

4. Activities

Ms. Johnson likes the idea of such multiple, varied activities. She focused on:

Workshops on financial literacy, digital storytelling. Also nice to post information like a museum does on different themes to educate people, multi-media, tactile. Bring in the arts – on the walls – musicians, artists, poets. Open mic. Maybe generate revenue.

Recommendations

These recommendations reflect the feedback from the interviewed stakeholders, and are informed by current developments in the field of adult education. First and foremost is the growing emphasis on skills specifically related to college and career readiness. This is evidenced by the [College and Career Readiness Standards](#), which anchor all of the authorized high school credential tests and are the focus of much of the current professional development in adult education. This academic skill set is expanded up in the new [Employability Skills Framework](#) and other descriptions of “21st Century Skills,” which include not only extensive tech skills, but also interpersonal, metacognitive, and problem-solving skills. Opportunities for undereducated adults and professional development for their instructors will need to address this broad range of skills.

The second development is a renewed appreciation for contextualized learning, which prepares students to apply what they’ve learned to carrying out real tasks and solving real problems. The [Urban Libraries Leadership Brief: Libraries Igniting Learning](#), describes the related concept of “connected learning,” which grounds learning in activities that build on student interests and engage them in collaborative problem-solving. The Laguardia Community College’s [Bridge to College and Careers Program](#) is a model of GED preparation that attends to academic skills *in service of* preparing young adults for professional work. The approach, however, is even more powerful at the lower levels of learning, where everyday life demands provide the purpose and context for learning and the outcomes of using improved skills are real and observable. The Library and ALRC are well-positioned to support this kind of learning by using the library’s varied resources, exhibits, and events as opportunities to enhance the basic skills of participating patrons.

In helping adult learners and practitioners understand the way these skills can then transfer across contexts (a garden club’s plans to support the local food bank can develop work-related math, planning, and coordination skills), the ALRC could be supporting the development of much needed work readiness skills for low-skilled adults in a way that is engaging and builds upon their experiential knowledge and intrinsic motivation.

Finally, work in the area of adult learner persistence has identified several factors that affect the ability and willingness of adults to persist toward their learning goals. Most important among these are sense of competence (that you are capable of learning and are making progress), sense of community (that you are among supportive peers who recognize your capacity), and agency (the autonomy to make choices and decisions). Library and ALRC services can be structured in ways that offer options, create community, and provide a sense of accomplishment for adults developing their basic skills.

1. **Become a state-of-the art training center** that offers a range of training options (online, blended, short or intensive, facilitated/independent self-study, etc.) for teachers and tutors. These trainings can model the variety of instructional formats that teachers are being called upon to provide. Continue the responsive, collaborative approach to service delivery, which

was noted repeatedly by participants. Continue, also, the central role that the ALRC plays in creating a system of services by connecting disparate programs (through referrals, the program directory, etc.) and providing crucial supports (basic skill assessment, PD for instructors and tutors, private tutoring space, the computer lab). The recommendations that follow aim to expand this role as an educational hub and leader in innovative programming.

2. **Use the DC Adult Career Pathways Taskforce** as a way to establish the library’s central role in extending access to undereducated communities. The Workforce Investment and Innovation Act (WIOA) mandates a state plan that demonstrates the coordination and alignment of adult education, career and technical education, and workforce development services to better serve adults with educational needs. This requirement to participate in cross-agency networks in order to achieve a “collective impact” has motivated many communities to figure out how each organization and agency can contribute its unique capacity to a common agenda. As noted in the report from [D.C. Appleseed](#), the District has suffered from a lack of cross-agency collaboration. The new DC Adult Career Pathways Taskforce can be the vehicle for the library to educate its partners about library services and play a central role in creating an effective, integrated system. As noted in the focus group feedback, the library could become the hub for a workforce development support center.
3. **Broaden the focus of ALRC services.** The ALRC emphasizes its services to adults without a high school credential. While the credential is clearly valuable for job-seekers and many others in need of services, this emphasis makes it unclear that the ALRC serves the needs of English learners and the needs of the many who have credentials but lack the skills expected of high school graduates. To align with the library’s broad vision of learning as a lifelong process, and encourage the GED as a means to an end rather than an end in itself, the ALRC can promote an approach to adult education that focuses on the life goals that motivate adult learning. This might include revising its messaging and anchoring professional development in the College and Career Readiness Standards, which underlie all of the high school credential tests and aim to prepare adults for various next steps.
4. **Expand services that prepare low-skilled adults to access and use technology.** The library already provides much needed technology access to the community. It can enhance this by offering separate individual and small-group support for low-skilled learners who need basic computer literacy and more specific help with online job-seeking, [digital literacy assessment](#) and training so that they can use their phones and other devices for learning, and access to social media. One promising example of such services is the [All Access RI](#) services at the Providence Public Library.
5. **Build access to ALRC services by pushing them out to branches.** Hold branch-based focus groups to identify the service priorities of local neighborhoods, especially in an effort to better connect to immigrant communities. Support those new services by training branch librarians in how to work with adult learners, sending outreach staff to build community awareness of resources, and consider mobile units (to support technology access and digital

literacy, serve low-skilled job-seekers, circulate multi-lingual books, etc.). Promote branch-based services through the library website, social media, Metro ads, and PSAs.

6. **Support adult learner persistence** by providing opportunities that build confidence and invite participation in learning communities. Much of the focus group feedback that related to adults with limited literacy noted the need for privacy and anonymity. This speaks not only to the need for quiet, safe space for learning, but also to the shame carried by many individuals with low skills. To address the isolating effects of this stigma, the library can engage these adults in activities that rely on their life experience and strengths, focusing on their capacity rather than their weaknesses (e.g., gardening, live or digital story-telling, community conversations). Such opportunities build community for adults who often experience the library in private, and also provide experiences of success that enhances their ability to see themselves as competent adults. This strengthened self-efficacy is key to adults' sense that they can learn, and therefore their willingness to persist. If the library is investigating a badging system, this can also be a way to recognize skills and highlight progress.
7. **Scaffold library resources, exhibits, and events to build basic skills and knowledge.** Related to recommendation #6, enhance adults' access to library activities and use those high-interest opportunities to support skill development by creating supplementary learning materials that can be shared with adult educators to prepare their students for library visits and/or extend learning after the visit. Those materials should be multi-level and highlight connections to the instructional requirements of instructors in the field, such as the College and Career Readiness Standards, GED or other credential preparation. Most importantly, they should demonstrate key pedagogical principles such as: building on learner experience, collaborative problem-solving, the value of making and learning from mistakes, and the importance of metacognitive awareness for the development of independent learners. Incorporate examples of contextualized learning into ALRC professional development in order to model this approach to the field.
8. **Revisit staff roles.** In order to respond to the needs expressed by those who participated in focus groups and interviews, the library would need staff to fulfill the following functions:
 - Outreach and training for the branches: Includes building visibility of library services in the branches, supporting branch staff, creating ways to bring resources to the branches.
 - Tech training and support: includes providing individual support and small-group learning about technology-based resources (especially related to employment), preparing learners to use and borrow devices, and supporting the use tech tools for varied purposes.
 - Curriculum development: includes creating educational wrap-around activities that help adult learners access and participate in library events and draw adult education classes to the library

Appendix A: Protocol for Focus Groups

Martin Luther King Memorial Library Renovation Adult Literacy Resource Center Services

Focus Group Questions

1. What has been effective, needed, helpful about the ALRC services (collections resources, professional development, programs, space, location) over the past years?
2. As the central library moves toward relocating to interim space in 2016 while MLK is renovated, what essential adult literacy services should the ALRC continue to provide?
3. Envisioning the new MLK Library that will reopen in 2019, what learning or workforce development resources would you like you students to have greater access to?
4. What features do you think are critical to more effectively serve adults with literacy needs and the programs that provide instructional or workforce skills to them?
 - space
 - collections (print and digital)
 - equipment (computers, hotspots, tablets, etc.)
 - programs
 - professional development
5. Should the Library consider providing *more direct service* to adults with literacy needs or adults without high school credentials (e.g. tutoring, math classes, writing classes, online classes, computer assisted instruction, expanded English conversation circles)? If so, how would that complement your services?

Ideas to consider

Participants were asked to consider the following list of ideas and offer their reactions.

1. Services:

- Community navigators for newcomers, college and career navigators or an educational opportunity center (more seamless connection between adult literacy services and college information center)
- Loans of tablets or other educational devices
- Computer lab (and computer/digital literacy assessments for individuals without high school credential)
- Tutoring (for those without high school credential)
- Career Online High School
- More services and resources for learners and instructors on the DCPL website

2. Co-location or partnerships with agencies:

- Weekly or monthly arrangements (with adult literacy organizations, Lift [helps people with resumes, job seeking, health insurance & other personal needs], DC Works Career Centers, health clinic for screening, unemployment office, an organization that provides support for small businesses/ entrepreneurs, etc.)
- Shared, centralized adult education assessment and intake process
- Screening and referral for learning disabilities for those not in adult learning programs

3. Curriculum support

- Library-based curriculum modules and activities that support basic education (rooftop garden connections to science, math, nutrition, healthy living; lessons related to library exhibits or events, makerspace extensions)

4. Activities

- Naturalization ceremonies
- Job club, typing club, book/story clubs, walking club, quilting group, writing group, study group
- Workshops or classes: e.g. employer talks, financial literacy, digital storytelling
- Game night
- Skill-sharing

Appendix B: Protocol for Individual Interviews

Martin Luther King Memorial Library Renovation Adult Literacy Resource Center Services

Part I: Interview Questions

1. As the central library moves toward relocating to interim space in 2016 while MLK is renovated, what essential adult literacy services should the ALRC continue to provide?
2. Have you ever worked closely with the ALRC around a particular service or in a particular project? Say more about that—quality of the service or project, benefits to learners and/or you program?
3. How could the ALRC better serve or collaborate with your organization? Are there services that the ALRC could offer that would complement your services? Should these services be at your location or a library closer to your site?
4. Envisioning the new MLK Library that will reopen in 2019, what features do you think are critical to more effectively serve adults with literacy needs and the programs that provide instructional or workforce skills to them? If not noted, ask about:
 - space
 - collections (print and digital)
 - equipment (computers, hotspots, tablets, etc.)
 - programs
 - professional development
 - staffing level
5. Should the Library consider providing *more direct service* to adults with literacy needs or adults without high school credentials (e.g. tutoring, math classes, writing classes, online classes, computer assisted instruction, expanded English conversation circles)? If so, what would be helpful and why?

Part II: Ideas to Consider

Interviewees were asked to consider the following list of ideas and offer their reactions.

1. Services:

- Community navigators for newcomers, college and career navigators or an educational opportunity center (more seamless connection between adult literacy services and college information center)
- Loans of tablets or other educational devices
- Computer lab (and computer/digital literacy assessments for individuals without high school credential)
- Tutoring (for those without high school credential)
- Career Online High School
- More services and resources for learners and instructors on the DCPL website

2. Co-location or partnerships with agencies:

- Weekly or monthly arrangements (with adult literacy organizations, Lift [helps people with resumes, job seeking, health insurance & other personal needs], DC Works Career Centers, health clinic for screening, unemployment office, an organization that provides support for small businesses/ entrepreneurs, etc.)
- Shared, centralized adult education assessment and intake process
- Screening and referral for learning disabilities for those not in adult learning programs

3. Curriculum support

- Library-based curriculum modules and activities that support basic education (rooftop garden connections to science, math, nutrition, healthy living; lessons related to library exhibits or events, makerspace extensions)

4. Activities

- Naturalization ceremonies
- Job club, typing club, book/story clubs, walking club, quilting group, writing group, study group
- Workshops or classes: e.g. employer talks, financial literacy, digital storytelling
- Game night
- Skill-sharing

Appendix I: Measuring Success Focal Areas for DC Public Library

	61 - Adult Literacy Center	61 - BARRIS Music Program for Teens	61 -- Library Sciences Internship Program	61 - Posse Foundation Teen Scholar Interns	61 - Teen Music and Video Production Program	62 - Urban Alliance Teen Workforce Development	62 - Center for Accessibility	62 - Center for Accessibility Presentations	62 - DC Punk Archive Portal	62 - Lifesay Initiatives	62 - News the Wright Way	62 - Special Collections Initiatives	63 - Strengthening Digital Literacy in 3rd- and	64 - MLK Modernization and Stakeholder Eng	65 - Orwellian America?	65 - Center for Accessibility: Training	65 - Collection Enhancement - Match Only	65 - Staff Training and Development	65 - Strategic Planning Initiatives	65 - Studio Lab Equipment
Key: Y=Yes																				
Lifelong Learning																				
Improve users' formal education	Y	Y																Y	Y	
Improve users' general knowledge and skills		Y		Y																
Information Access																				
Improve users' ability to discover information resources					Y	Y	Y	Y	Y	Y	Y					Y				
Improve users' ability to obtain and/or use information resources					Y															
Institutional Capacity																				
Improve the library workforce			Y	Y															Y	
Improve the library's physical and technological infrastructure																Y				
Improve library operations															Y				Y	
Economic & Employment Development																				
Improve users' ability to use resources and apply information for employment support												Y								
Improve users' ability to use and apply business resources												Y								
Human Resources																				
Improve users' ability to apply information that furthers their personal, family or household finances																				
Improve users' ability to apply information that furthers their personal or family health & wellness																				
Improve users' ability to apply information that furthers their parenting and family skills																				
Civic Engagement																				
Improve users' ability to participate in their community												Y	Y							
Improve users' ability to participate in community conversations around topics of concern													Y	Y	Y				Y	Y

Appendix J: Target Populations Served for DC Public Library

PROGRAM/INITIATIVE	Library Workforce (current and future)	Individuals Living Below the Poverty Line	Individuals who are unemployed/underemployed	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)
GOAL 1. LIFELONG LEARNING	Y	Y	Y						
Adult Literacy Center									
BARS Music Program for Teens									
Library Sciences Internship Program		Y	Y					Y	
Posse Foundation Teen Scholar Interns									
Teen Music and Video Production Programs								Y	
Trainings									
Wild Things: Where Math and Science Intersect with the Arts							Y		
GOAL 2. ACCESS TO									
Center for Accessibility					Y				
Center for Accessibility: Presentations					Y				
News the Wright Way	Y		Y	Y			Y		Y
Public Technology									
Special Collections Initiatives	Y								
Strengthening Digital Literacy in 3rd and 4th-graders at Miner Elementary School		Y		Y					Y
GOAL 3. EMPLOYMENT AND ECONOMIC DEVELOPMENT									
Legal Barriers Program		Y	Y						
GOAL 4. CIVIC ENGAGEMENT									
DC By the Book Tour App									
District of Columbia Public Library Professional Development	Y								
Orwellian America? Government Transparency and Personal Privacy in the Digital Age				Y					
GOAL 5. LIBRARY CAPACITY									
Center for Accessibility: Training	Y								
Collection Enhancement - Match Only									
District of Columbia Public Library Professional Development	Y								
Staff Training and Development	Y								
Strategic Planning Initiatives	Y								