

**DISTRICT OF COLUMBIA  
LIBRARY SERVICES AND TECHNOLOGY  
ACT (LSTA)  
FIVE-YEAR PLAN FOR 2018-2022**

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## 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. However, for purposes of the LSTA Grants to States program, DCPL is considered to be a state library administrative agency (SLAA).

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

The overall purposes of the LSTA program are to:

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

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

1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.
3. Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services.

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

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

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

## **MISSION STATEMENT**

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

*The DC Public Library has identified FOUR priority areas in its recently developed strategic plan "Know your Neighborhood" 2017-2021. The four areas are:*

*READING: Support new readers and cultivate a love of reading*

*DIGITAL CITIZENSHIP: Prepare residents for life online*

*STRONG COMMUNITIES: Ensure neighborhood libraries are vital centers of community learning and civic engagement*

*LOCAL HISTORY AND CULTURE: Foster understanding and appreciation of what makes D.C. unique.*

The Library's mission and goals are highly compatible with the purposes and priorities of the LSTA program and are consistent with the emphasis that IMLS and the Library Services and Technology Act place on outcome based assessment.

The DC Public Library strives to make a difference in the lives of the residents of the capital.

There is a great deal of crossover between the DC Public Library's priorities and the LSTA Purposes and Priorities. The 2018-2022 LSTA Plan that follows builds on both structures in a way that advances DC Public Library's mission within the purposes and priorities established for the LSTA Grants to States program. Appendix A presents a table that shows how the DC Public Library's LSTA Goals are aligned with the IMLS Measuring Success Focal Areas as well as with LSTA Purposes and Priorities.

Much of the data consulted in developing this plan relies on the extensive work DC Public Library did in developing its strategic plan. Excerpts from the Executive Summary of the DC Public Library's Strategic Plan for 2017-2021 "Know Your Neighborhood" are presented here to provide additional context describing in detail key priorities areas for the DC Public Library:

**READING:** *Support new readers and cultivate a love of reading.*

*The Library will provide services and programs that build and cultivate literacy and a love of reading.*

*The District is widely considered one of the most literate cities in the country, and this passion for reading is reflected in users' active use of library resources, from traditional books and magazines to e-books and audiobooks. Yet for all its passionate readers, the District is not unlike other cities across the country that are confronting distressing literacy and achievement gaps among adults and children alike. For this reason, a major focus of this priority area will be to connect the residents who can most benefit from literacy assistance with new and expanded library programs and services to help them succeed. The entire city prospers when more residents are literate and reading. To support new readers and cultivate a love of reading, the Library will:*

- *Promote a culture of literacy and the great benefits of reading.*
- *Connect public library services to students and educators.*
- *Expand services for adults who are developing readers.*
- *Ensure reliable and convenient access to a responsive library collection of books and other materials.*

**DIGITAL CITIZENSHIP:** *Prepare residents for life online.*

*Support digital citizenship by providing technology, internet access and training. District residents turn to libraries for both technology and internet access and opportunities to develop their digital skills. The Library's digital services are particularly important to seniors, African-American and Latino residents. Furthermore, while regular and constant access to the internet is becoming increasingly possible for a greater number of people, the complexities associated with that access demand a greater effort from libraries to ensure that residents are prepared for life online. Understanding the importance of online security, digital etiquette and related digital literacies is crucial as residents spend more of their time online. To better serve the District's traditionally vulnerable populations and prepare them for success in career and life, the Library will:*

- *Ensure residents have the skills to navigate an increasingly digital world.*
- *Expand access to technology and the internet in the communities that need it most.*

**STRONG COMMUNITIES:** *Ensure neighborhood libraries are vital centers of community learning and civic engagement.*

*Strengthen communities through services, programs, outreach and increased use of the Library’s physical campus. Library branches have always been central public spaces in the communities they serve. They are an extension of their neighborhoods; a gathering place for long-time residents and newcomers alike to come together and learn from one another. Throughout the community engagement process, residents expressed great interest in the Library expanding its role in the community. They also indicated that more outreach would allow DCPL to better serve the residents who depend on it the most and would most benefit from its services. To build on this opportunity, the Library will:*

- *Reach low-users and non-users with new services.*
- *Increase use of the Library’s physical campus.*

**LOCAL HISTORY AND CULTURE:** *Foster understanding and appreciation of what makes D.C. unique.*

*Connect residents to the District’s past, present and future by providing access to, experiences in, and support for local history and culture. A source of great pride for District residents is the city’s dynamic culture — a combination of rich community history complemented with new neighbors and immigrants from all over the world. According to the needs assessment, residents want library branches to embrace their potential as cultural hubs in the diverse neighborhoods they serve. To celebrate D.C.’s history and its constantly evolving culture, the Library will:*

- *Strengthen local history collections in collaboration with community partners.*
- *Offer residents a variety of local history and culture programs.*
- *Ensure D.C.’s creative community can rely on the Library for the resources it needs to flourish.*

**Achieving the Plan — STEWARDSHIP:** *Ensure the Library is positioned to respond to the changing needs of the community.*

*In order to accomplish the four preceding goals, the Library must focus on its own internal operations so that it can be responsive to emerging trends, changing city demographics and new technologies. By being a good steward of its resources — securing new resources for the Library and better aligning, allocating and strengthening existing resources — the Library will better serve District residents.*

*To successfully implement the strategic plan, the Library will:*

- *Align library resources with community needs.*
- *Plan and design library spaces to better serve the community.*
- *Use data to improve all aspects of library services.*

- *Pursue external funding and resources to deepen the library’s impact.*
- *Increase awareness and understanding of evolving library services.*

*These priority areas are described in detail in the strategic plan. Together, they form a cohesive, actionable plan that positions the Library on a path toward growth and success.*

## **NEEDS ASSESSMENT**

A variety of data sources were used to develop the needs assessment portion of the Plan. Sources of demographic data included the United States (U.S.) Census Bureau and the National Center for Education Statistics. Additional information was also gathered from the District of Columbia Office of the State Superintendent of Education, the National Center for Children in Poverty at Columbia University, the Henry J. Kaiser Family Foundation, and a number of other governmental and non-profit organizations.

Statistical data provided by DCPL as well as comparative statistics gathered through the Public Library Public Library Survey (PLS) were used to gain perspective on public library usage. Interviews with key District of Columbia Public Library staff including Executive Director Richard Reyes-Gavilan and Manya Shorr, the Director of Public Services and LSTA Coordinator, provided an overview of the context within which the Grants to States program is carried out. Additional information was provided to the facilitators by DCPL staff with program management responsibilities for specific LSTA-funded projects. A focus group with stakeholders in other city/state agencies—DC Public Schools, the Office of the State Superintendent of Education, and the University of the District of Columbia---provided information about improving the breadth of LSTA fund usage.

In addition to data specifically collected for the LSTA Evaluation and Planning purposes, the timing of conceptualizing the LSTA plan at the same time as the DC Public Library Strategic Plan was opportune. The DC Public Library Strategic Plan “Know Your Neighborhood” did an extensive outreach and collected much data that were used to inform the LSTA plan presented here. In particular, the following data sources were consulted extensively:

- A statistically valid phone survey of residents from every ward in the District, half of whom use the library with some frequency and the other half who use the library rarely or not at all;
- A shorter survey open to anyone available on the Library’s website or in paper form at library branches, community events and other locations;
- Three community meetings held at library branches in different regions of the District;
- A series of focus groups with diverse constituencies, community partners and service providers representing a wide range of users of library programs and services; and
- A system-wide survey and series of focus groups with library staff.



Findings are not duplicated here but the interested reader may consult the “Know Your Neighborhood” Strategic Plan.

### Demographics

The U.S. Census Bureau reported that the District of Columbia’s population in 2010 was 601,723<sup>1</sup>. This was an increase of more than five percent (5.25%) over the last decennial census. In comparison, the total United States population grew by almost ten percent (9.7%). However, since 2010, the District’s population has surged. The Census Bureau estimated that D.C.’s population had jumped to 681,170 by July, 2016. This represents a growth rate of 13.2% between April 2010 and July 2016; this is almost triple the national growth rate of 4.7% for the same time period.

In spite of this explosive growth, the District’s population is still small relative to the other “states.” As has already been mentioned, the District of Columbia is considered to be a state under the LSTA Grants to States program. Because the Grants to States program funds are allotted using a formula that is primarily driven by population, the District has always received among the smallest of the allotments. Until recently, only Wyoming had received a smaller allotment (if U.S. territories are excluded). However, the District’s explosive growth means that D.C. has now eclipsed Vermont in population. If LSTA funding remains stable, this could result in a slightly larger Grants to States allotment for the District.

The District is radically different than the other states that receive small allotments. Other small population states such as Vermont and Wyoming have widely scattered populations. For example, Wyoming has 6.03 persons per square mile. At first glance, Vermont seems considerably more densely populated with 67.77 persons per square mile. However, the District of Columbia had 11,166.72 persons per square mile as of July 2016. This means that D.C. is nearly ten times more densely populated than New Jersey, which ranks first among the “regular” states in population density with 1,216.27 persons per square mile. The District of Columbia’s unique position as a city-state creates challenges unlike those faced by any of the other states.

The District is also distinctive in regard to the make-up of its population. An examination of age cohorts (U.S. Census 2015 estimate) shows that D.C. has a lower percentage of children overall than the national percentage (17.6% of the population under age 18 compared to 22.9% nationally). However, D.C. “under 5 years of age” population is larger than the national percentage (6.4% for D.C. compared to 6.2% nationally). D.C.’s population has a smaller percentage of seniors (11.5% compared to 14.9% nationally). This means that the percentage of the District’s “working age” population (ages 18 – 64 years) is considerably larger than the national norm.

An examination of other demographic data reveals that the District of Columbia is a city-state of extremes. The Henry J. Kaiser Family Foundation indicated that the District ranked 5<sup>th</sup> among all states in median household income in 2015 at \$70,071. However,

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<sup>1</sup> United States Census Bureau Quick Facts <https://www.census.gov/quickfacts/table/PST045216/00,11>



this median masks a stark reality of extremes. In a city in which some enjoy among the highest household incomes in the nation, thousands of individuals, and in particular children, are living in poverty. The National Center for Children in Poverty at Columbia University reports that in 2014 almost thirty percent (28%) of children under the age of 18 lived in households with incomes below the official federal poverty level of \$24,008. Another twenty percent (20%) were living in households with incomes less than twice the federal poverty level (a level that the National Center indicates is the threshold necessary to fully meet basic needs). In short, the District's high median household income actually reflects an average comprised of extremely high income households and a large number of low income households.

A similar divergence is evident in statistics related to education. The percentage of adults (age 25 and older) in the District who have graduated from high school exceeds the national average (89.3% vs. 86.7% nationally). The percentage of D.C. residents (age 25 and older) holding a Bachelor's Degree or higher is nearly twice the national norm (54.6% vs. 29.8% nationally).

In sharp contrast, the National Center for Education Statistics reported that the District of Columbia's high school graduation rate for 2014-2015 was only 69.2%, which means that DC tied with New Mexico for the lowest percentages of entering freshmen making it through graduation in public schools. The District of Columbia's Office of the State Superintendent of Education statistics show that African-American students in the District fare even worse than the general student population with only 67.7% of entering freshmen graduating. The picture that emerges is one of stark contrast characterized by a large percentage of highly educated residents and a high percentage of young people who are not completing high school.

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

The District of Columbia is racially and ethnically diverse. Almost half of the District's population (48.3%) is Black or African-American compared to 13.3% nationally. However, D.C.'s African-American population has been declining measured both by percentage and raw numbers for several decades. In 1970, the percentage of African-American residents in the nation's capital was over seventy percent (71.1%). The City's Black population has been steadily decreasing since the mid-1970s and the number of residents describing themselves as Black or African-American declined by 39,000 in the period between the 2000 and 2010 census when the African-American percentage stood at 50.7%.

Although the District's White population now accounts for 44.1% up from 38.5% in 2010. This percentage has been increasing steadily since 1980. The 2010 Census reports that the Asian population in D.C. was 4.2% of the total. This is somewhat lower than the national average of 5.6%.

The District is also ethnically diverse. D.C. is home to a growing Hispanic/Latino population (10.6% compared to 17.6% nationally). These percentages are both up from 2010 when they stood at 9.1% for the District and 16.3% nationally. The District is also home to a sizable number of individuals who are foreign-born (14.1% compared to 13.2% nationally).

In 2015, the District of Columbia Office of the State Superintendent of Education reported that 90,323 District residents were foreign born and that 98,434 residents speak a language other than English in their homes. A total of 5.4% of DC residents reported that they speak English “less than very well.” Students in the school district represent more than 130 countries and speak over 100 different languages. While the Spanish language accounts for approximately half of the total speaking languages other than English at home, thousands of D.C. residents speak languages such as Amharic, Arabic, Chinese, French, German, Italian, Kru, Tagalog and Vietnamese.

### Library Services

The fact that DCPL serves as a municipal library and as a state library administrative agency, makes comparing its performance with that of other states difficult, and, sometimes misleading. Comparisons with other urban libraries is generally a fairer way to assess DCPL’s performance; however, because this plan is about the LSTA Grants to STATES program, a few statistics have been selected that may serve to illustrate some of the unique challenges that DCPL faces in its efforts to provide quality library services to all residents of the District.

Since 1988, the annual Public Libraries Survey has provided a national census of public libraries in the United States. The data are collected from approximately 9,000 public library systems comprised of over 17,000 individual main libraries, library branches, and bookmobiles in the 50 states, the District of Columbia, and outlying territories. The most recent fiscal year for which data from every state and D.C. are available is 2014. When the District of Columbia’s 2013 – 2017 Plan was written five years ago, the latest available comparative statistics were for FY 2009. A comparison between 2014 performance measures and rankings reported in the previous Plan and 2009 measures and rankings, while less than ideal, do provide some insight into the changes in library services that have occurred in the District. In FY14, the DC Public Library received an additional \$8 million to expand hours across the system. This included not only adding a significant number of hours and taking all libraries to 7 days/week, but also an addition of approximately 130 FTE. The growth in the indicators were in part the result of increased investments.

In FY 2009, the District of Columbia placed 50<sup>th</sup> out of 51 “states” in circulation transactions per capita and 32<sup>nd</sup> of 51 states in library visits per capita. Between 2009 and 2014, DCPL moved up dramatically in circulation per capita to a rank of 34<sup>th</sup> with 5.97 items checked out per resident.

Public library usage measured by visits to the library has also increased dramatically. In FY 2009, DCPL ranked 32<sup>nd</sup> of 51 states with 4.91 visits per capita. By FY 2014, the Library recorded 6.42 visits per capita, which was good enough to qualify for a ranking

of 2<sup>nd</sup> among the 51 states. Improvements in these key areas were in part driven by the revitalization of DCPL's entire branch infrastructure and major efforts to increase the relevancy of the library's services to the public.

The most dramatic change in DCPL's performance on standard input and output measures that was noted in the previous LSTA plan was an increase in the number of public access computers available to the public. Between 2004 and 2009, DCPL had climbed from 2.19 computers per 5,000 residents (47<sup>th</sup> place) to 4.95 computers per 5,000 people (15<sup>th</sup> place). This trend continued between 2009 and 2014 with the addition of computers to reach 7.59 computers per 5,000 residents and a ranking of 5<sup>th</sup> among the states. It is notable that the increases noted took place during a period of time when the population was growing making gains in per capita measures more difficult to achieve.

The District of Columbia Public Library faces the same kind of challenges confronting most U.S. urban libraries. As has already been noted, residents of the District have experienced a revitalization of their libraries both physically and virtually. On the physical side, the opening of long-awaited replacement facilities provides visible evidence of the Library's desire to connect with their community. On the virtual front, the roll out of new technologies throughout the District sends the message that DCPL has become a 21<sup>st</sup> century library.

### Library Collections

DCPL's "special collections" are particularly notable. The two units that comprise the Special Collections unit at DCPL (Washingtoniana and Black Studies) offer an unusual and often unique array of resources about the history of local Washington (as opposed to Federal Washington), and about the Black experience. Unfortunately, the size and nature of resources held also result in access issues and some of these access issues will be exacerbated during the three year renovation of the MLK library building as the collection is split to be housed among three different locations. Format accessibility issues are also particularly true for the Washingtoniana collection, which includes large number of photos, personal papers and other archival materials. Ongoing efforts are being made to make these collections more accessible through the development of finding tools as well as digitization and preservation efforts.

On the physical side, the opening of long-awaited replacement facilities in several neighborhoods and efforts to address issues of deferred maintenance provide visible evidence of the Library's desire to connect with their community. This emphasis is also very strong in the new strategic plan.

### Literacy

Recent comparative statistics regarding literacy are sorely lacking. The most recent comprehensive study that identified any reliable state-based literacy rates occurred in 2003 when the **National Assessment of Adult Literacy** was conducted. This national assessment looked at English literacy among American adults age 16 and older.

Obviously, a study conducted fourteen years ago is of marginal value in understanding D.C.'s literacy needs in 2017.

Recent statistics are also hard to come by even at the local level. In 2013, the Office of the State Superintendent of Education estimated that one in five adults in the District lacked basic literacy skills and cited this as a major factor in student learning in that many students are coming from homes in which reading is not a routine activity. The social costs of illiteracy are tremendous. The National Bureau of Economic Research estimates that the children of parents with low literacy skills have a 72% chance of being at the lowest reading levels themselves. Furthermore, ProLiteracy indicates that individuals at the lowest literacy and numeracy levels have a higher rate of unemployment and earn lower wages than the national average and that seventy-five percent of state prison inmates did not complete high school or can be classified as low literate.<sup>2</sup>

### Summary of Needs

- DCPL as the District of Columbia's State Library Administrative Agency faces tremendous challenges serving a diverse population characterized by extremes in income and educational attainment
- Illiteracy remains a significant impediment to progress for a significant proportion of the District's population
- Many of the children in the District come from families with low English literacy skills with a need for increased support
- The diversity of the District's population presents unique communications challenges due to the number of languages spoken in homes and the percentage of individuals who do not speak English very well
- Access to many historical resources is limited because content is not available in a digital format.
- A large percentage of District residents lack the financial resources necessary to purchase a computer, subscribe to the Internet, and/or buy books and other information resources and tools.
- Library staff members in the District of Columbia need continuing education opportunities to provide 21<sup>st</sup> century library services to a diverse population in a time of constant change.

The opening sentences of the "Know Your Neighborhood" strategic plan summarize the challenges effectively as follows:

The District of Columbia is a growing city that proudly embraces its unique history, identity and culture. It is home to families whose roots here are centuries old, a thriving community of professionals committed to public service, a vibrant and expanding arts scene, and a large and growing immigrant population. The District is a vast and diverse mosaic of residents of all ages, backgrounds, careers and lifestyles. With the great growth, prosperity and diversity of D.C.,

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<sup>2</sup> <https://proliteracy.org/Resources/Adult-Literacy-Facts>

there still are residents whose economic and educational aspirations remain unfulfilled. Many residents find it difficult to secure and sustain jobs or grow in their careers. Stubborn achievement gaps remain between students in underserved communities and those in more affluent communities.

## **PLAN STRUCTURE**

The Plan that follows is structured to align directly with IMLS' Measuring Success focal areas. The five goals that are included in the plan address the LIFELONG LEARNING, INFORMATION ACCESS, INSTITUTIONAL CAPACITY, EMPLOYMENT AND ECONOMIC DEVELOPMENT, AND CIVIC ENGAGEMENT focal areas. To further achieve alignment with Measuring Success, the "intents" under these focal areas have been adopted as the plan's primary objectives. For example, the INSTITUTIONAL CAPACITY focal area "improve the library workforce" intent is reflected in the plan as "To improve the library workforce."

In prioritizing goals during the May 11 retreat, the stakeholders indicated that the LIFELONG LEARNING (Reading) especially in relation to reading and literacy is the most important area. This primary area was followed by a tie between CIVIC ENGAGEMENT/EMPLOYMENT AND ECONOMIC DEVELOPMENT (Digital Citizenship) and INSTITUTIONAL CAPACITY (Strong Communities). Though INFORMATION ACCESS (Local History and Culture) was the area that was prioritized last, it is consistently the one area where the library users indicate the greatest needs based on the extensive community data collected for the "Know Your Neighborhood" Strategic Plan.

APPENDIX A (DC Public Library LSTA Crosswalk Chart) provides a visual summary of how the Potential Projects included in the Plan align with the Measuring Success focal areas and intents as well as the LSTA Purposes and Priorities.

### **DC Public Library LSTA GOALS:**

**GOAL 1: LIFELONG LEARNING: All District residents will have the reading skills, information resources and library services they need to succeed in their personal and professional lives.**

**GOAL 2: INFORMATION ACCESS: 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 and innovative information resources.**

**GOAL 3: INSTITUTIONAL CAPACITY: All District residents will enjoy enhanced library experiences because library staff have the knowledge, skills and competencies they need to offer high quality services.**

**GOAL 4: EMPLOYMENT AND ECONOMIC DEVELOPMENT: All District residents will have the support they need to acquire productive and fulfilling employment.**

**GOAL 5. CIVIC ENGAGEMENT: All District residents will engage in community life to a greater extent through their participation in library programs and services.**

**PROJECTS:**

**1 GOAL 1: LIFELONG LEARNING: All District residents will have the reading skills, information resources and library services they need to succeed in their personal and professional lives.**

**1.1.To improve users' formal education**

**PROJECT 1.1 EDUCATIONAL SUPPORT**

*Connect public library services to students and educators.*

*PROJECT 1.1 ACTIVITIES*

*Explore partnerships to deepen the Adult Literacy Resource Center offerings*

*Homework help for K-12 students developing competencies and critical skills*

*Improve access to the library for both incarcerated individuals in the DC Jail, as well as offering resources to DC's Returning Citizens.*

**SUMMARY:** The successful Adult Literacy Resource Center will continue to offer services; we will explore ways to offer homework help for K-12 students and improved access to citizens with educational needs.

**EVALUATION:** Increased partnerships and active engagement with organizations that deliver formal education; through the partnerships DC Public Library can track and report on the effectiveness of programs like GED and other activities so the outcomes and impact affecting DC citizens are captured.

**TIMELINE:** Ongoing 2018-2022

**AUDIENCE:** DC citizens and students

**1.2.To improve users' general knowledge and skills**

**PROJECT 1.2 LITERACY**

*Promote a culture of literacy and the great benefits of reading and expand services for adults who are developing readers*

**PROJECT 1.2 ACTIVITIES**

*Summer reading*

*Early literacy*

*Family literacy*

*Adult Literacy Resource Center*

*English as a Second Language Conversation Circles*

*Adaptive Services*

*Building and maintaining superior collections*

**SUMMARY:** We will continue to offer services to all ages to promote literacy through the activities mentioned above.

**EVALUATION:** Activities will be tracked and for select programs like Summer Reading short surveys aligned with the Project Outcome guidelines will be explored and implemented.

**TIMELINE:** Ongoing 2018-2022

**AUDIENCE:** Citizens with education needs.

## **2 GOAL 2: INFORMATION ACCESS: 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 and innovative information resources.**

### **2.1 To improve users' ability to discover information resources;**

#### **PROJECT 2.1 – DISCOVERY TOOLS**

*Ensure reliable and convenient access to a responsive library collection of books and other materials*

#### **PROJECT 2.1 ACTIVITIES**

##### *Catalog/Finding Tool Enhancements*

**SUMMARY:** To ensure that people are finding what they want and need at their library, DCPL will update the catalog to make it easier for users to search and find items they seek.

**EVALUATION:** Activities will be tracked and targeted evaluation activities for tool enhancements will be implemented.

**TIMELINE:** Ongoing 2018-2022

**AUDIENCE:** DC citizens of all ages.



## 2.2 To improve users' ability to obtain and/or use information resources

### PROJECT 2.2 RESOURCE DEVELOPMENT AND ACCESS

*Strengthen local history collections in collaboration with community partners*

#### PROJECT 2.2 ACTIVITIES

*Special collections – digitization, preservation, and collection management*

*Resource development – online database licensing improvement of specialized and niche collections*

*Superior physical and digital collections*

**SUMMARY:** DCPL will expand its special collections into a new center that will include a social justice-focused reference collection that supports primary research. DCPL will work to improve access to local digital content through new online tools and collaboration with the Digital Library of America.

**EVALUATION:** Activities will be tracked with input, output and outcome indicators such as items digitized, used, and impacting development of research projects, tertiary publications, etc.

**TIMELINE:** Ongoing 2018-2022

**AUDIENCE:** DC citizens of all ages.

## 3 GOAL 3: INSTITUTIONAL CAPACITY: All District residents will enjoy enhanced library experiences because library staff have the knowledge, skills and competencies they need to offer high quality services.

### 3.1 To improve the library workforce;

#### PROJECT 3.1 DEVELOPMENT OF LIBRARY WORKFORCE

*Ensure the library is positioned to respond to the changing needs of the community by aligning resources with community needs.*

#### PROJECT 3.1 ACTIVITIES

*Skills training*

*Technology training*

*Partnership Forums*

**SUMMARY:** Match staff skills to neighborhood needs. An important way in which the Library will improve its responsiveness to evolving neighborhood needs will be

through an updated staffing model that is informed by internal and external data and includes the needs of each location's service area, as well as feedback from branch and department managers and other stakeholders. In addition to devising a new staffing model, the Library will create positions based on new public services and ensure that existing staff have opportunities for change and growth within the organization.

**EVALUATION:** Activities will be tracked and evaluated with short term and longer term outcome indicators regarding their usefulness and impact.

**TIMELINE:** Ongoing 2018-2022

**AUDIENCE:** DC citizens of all ages.

### 3.2 To improve library technological infrastructure

#### PROJECT 3.2 LIBRARY TECHNOLOGY ENHANCEMENTS

*Align library resources with community needs especially in relation to digital equipment, computers and applications.*

##### PROJECT 3.2 ACTIVITIES

*Digitization technology upgrades*

*Access enhancement (Software and app development; MiFi)*

*Plan and design library spaces to better serve the community.*

**SUMMARY:** Develop a facilities plan to inform future decisions about the Library's physical campus. To address the needs of the rapidly changing city, the Library will complete a facilities plan. The plan may evaluate branches of various sizes and those that specialize in services for specific populations, information about ongoing maintenance, and the possibility of public-private opportunities. With a thoughtful facilities plan in place, the Library can also develop a technology plan for digitization and access enhanced services.

**EVALUATION:** Activities will be tracked and evaluated with short term and longer term outcome indicators regarding their usefulness and impact.

**TIMELINE:** Ongoing 2018-2022

**AUDIENCE:** DC citizens of all ages.

### 3.3 To improve library operations

#### PROJECT 3.3 LIBRARY OPERATIONAL EFFECTIVENESS

*Plan and design training and professional development opportunities to better serve the community.*

## PROJECT 3.3 ACTIVITIES

*Library leadership development*

*Technology training*

*Staff development*

*Planning and assessment efforts*

**SUMMARY:** Staff will learn how to use customer interaction data to better understand how individual library branches are used and actively engage in the development of a plan and other enhancements potentially serving more school libraries through an operations center and appropriate partnerships. .

**EVALUATION:** Activities will be tracked and evaluated with short term and longer term outcome indicators regarding their usefulness and impact.

**TIMELINE:** Ongoing 2018-2022

**AUDIENCE:** Library staff.

## 4 GOAL 4: EMPLOYMENT AND ECONOMIC DEVELOPMENT: All District residents will have the support they need to acquire productive and fulfilling employment.

### 4.1 To improve users' ability to use resources and apply knowledge for employment support

#### PROJECT 4.1 EMPLOYMENT SUPPORT

*Expand workforce development opportunities and ensure residents have the skills to navigate an increasingly digital work as they seek employment.*

#### Project 4.1 ACTIVITIES

*Job Seeker Assistance*

*Training teens for library and other skilled work*

**SUMMARY:** DCPL will expand its workforce development offerings to include online digital literacy assessments and corresponding training to help residents build their skills and broaden their career options. Users will earn experience and credentials that document their mastery to better qualify for 21<sup>st</sup> century jobs.

**EVALUATION:** Activities will be tracked and evaluated with short term and longer term outcome indicators regarding their usefulness and impact.

**TIMELINE:** Ongoing 2018-2022

**AUDIENCE:** Unemployed citizens and young adults.

## 4.2 To improve users' ability to use and apply business resources

### PROJECT 4.2 BUSINESS DEVELOPMENT SUPPORT

*DCPL will support entrepreneurs in discovering how to start a business.*

#### Project 4.2. ACTIVITIES

*Support for entrepreneurs*

*Business start-up assistance*

**SUMMARY:** Support for entrepreneurs will be provided on how to set up a business and how to print prototypes using 3-D printers.

**EVALUATION:** Activities will be tracked and evaluated with short term and longer term outcome indicators regarding their usefulness and impact.

**TIMELINE:** Ongoing 2018-2022

**AUDIENCE:** Entrepreneurs.

## 5 GOAL 5. CIVIC ENGAGEMENT: All District residents will engage in community life to a greater extent through their participation in library programs and services.

### 5.1 To improve users' ability to participate in their community

#### PROJECT 5.1 COMMUNITY ENGAGEMENTS

*DCPL will increase use of library meeting, conference and study spaces and work with community partners to provide residents with expanded opportunities for engagement.*

#### PROJECT 5.1 ACTIVITIES

*Availability of library facilities for community meetings*

*Support for public programming on topics of community interest*

**SUMMARY:** As a way to serve more residents, the Library will strengthen its position as a neighborhood anchor, embed more community partners in library locations where appropriate and offer new services to library users.

**EVALUATION:** Activities will be tracked and evaluated with short term and longer term outcome indicators regarding their usefulness and impact.

**TIMELINE:** Ongoing 2018-2022

**AUDIENCE:** Citizens and partner organizations.

## 5.2 To improve users' ability to participate in community conversations

### PROJECT 5.2 COMMUNITY CONVERSATIONS

*DCPL will do more to promote programs and services through community conversations so residents see the library serving the diverse communities in different ways.*

#### Project 5.2 ACTIVITIES

*Community engagement efforts such as “one book/one community”*

**SUMMARY:** All libraries cannot offer the exact same services to all residents in each community. The Library will offer targeted conversations and services to different communities and clusters of communities to increase community engagement.

**EVALUATION:** Activities will be tracked and evaluated with short term and longer term outcome indicators regarding their usefulness and impact.

**TIMELINE:** Ongoing 2018-2022

**AUDIENCE:** Citizens and partner organizations.

## CROSSWALK WITH MEASURING SUCCESS FOCAL AREAS AND INTENTS

See APPENDIX A (DC Public Library Crosswalk) for a crosswalk with the IMLS Measuring Success focal areas and intents.

## COORDINATION EFFORTS

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

The educational landscape is particularly complicated in that it includes an Office of the State Superintendent of Education, the District of Columbia Public Schools, the Public Charter School Board, and the University of the District of Columbia. DCPL collaborates and coordinates with all of these entities on initiatives and programs ranging from pre-school and adult literacy to adaptive services for children with special needs. Most recently, the DC Public Library, OSSE, DCPS, and the Public Charter School Board collaborated on the “All Access” program to ensure that all school children in the District have a public library card. Other areas of coordination include:

- the Summer Youth Employment Program with the D.C. Department of Employment Services

- enrolling newborns into the Books from Birth program with the D.C. Department of Health
- library services for the incarcerated with the D.C. Department of Corrections
- enhanced services for customers experiencing homelessness with the D.C. Department of Behavioral Health

## EVALUATION PLAN

In some cases DCPL has projects and activities that are ongoing with many of the metrics necessary to measure success already in place and in other cases metrics will have to be developed as new areas and projects are explored. In every case, additional efforts will be made to identify ways to align project and activity assessment with the Institute of Museum and Library Services Measuring Success focal areas and intents.

As you will see in Appendix A, the Plan reflects the beginning of these efforts in that Measuring Success intents are being applied as objectives throughout the plan. A review of all of the current metrics that are employed will be conducted and these measures will be adopted, modified, or abandoned based on the review. New measures that reflect the Measuring Success focal areas and intents will be developed as needed.

Also, the evaluation metrics for the LSTA plan will be reviewed as they may contribute to the three key strategic metrics in the “Know Your Neighborhood” strategic plan. Since participation with the library may be the best indicator of the library’s value to the community, the DC Public Library has set the following targets for 2022:

- 75% of District residents have active DC Public Library accounts
- 5 million library items are borrowed annually
- 5 million visits to library locations and outreach events are made annually.

## STAKEHOLDER INVOLVEMENT

Primary stakeholder involvement in the ***Library Services and Technology Act Five-Year Plan for 2018 – 2022*** was achieved by conducting the LSTA 2013 – 2017 five-year evaluation using methodologies that included both retrospective and prospective components. Focus groups, personal interviews and a web-based survey examined the DC Public Library’s past performance in implementing the LSTA Grants to States program as well as exploring future needs.

A web-based survey of all the public services managers that was conducted March 21-25, 2017 as part of the LSTA five-year evaluation offered prospective insights in addition to exploring topics related to past performance. Key state library agency staff engaged in LSTA activities including the State Librarian and Director of Public Services were interviewed in person. Site visits to select locations also provided additional insights of current needs to the facilitators. Stakeholder involvement was achieved with a planning retreat held on May 11 including stakeholders from community organizations in school and academic libraries located in the District of Columbia. These stakeholder involvement efforts were supplemented with extensive data from the community analysis done for the DC Public Library Strategic Plan.

## COMMUNICATION AND PUBLIC AVAILABILITY / MONITORING

The DC Public Library will share the 2018 – 2022 LSTA Plan with the staff of the State Library and will review specific portions of the Plan in detail with individuals with responsibilities related to carrying out the projects and activities described in the document.

The Plan will also be presented to the DC Public Library staff and with other appropriate agencies within state government. The new Plan will be presented to Advisory Committees as needed by alerting the branches and other agencies in the District of Columbia of the availability of the document. The report will be publicly available on the agency website as well as on the IMLS website. An annual review will be conducted to refresh and align activities with emerging needs.

DC Public Library's implementation of its ***Library Services and Technology Act Five-Year LSTA Plan for 2018 – 2022*** will be monitored on a continuous basis to ensure compliance with all applicable performance and reporting requirements including, but not limited to requirements for completion of annual State Program Reports and a five-year evaluation.

Procedures are outlined in 2 CFR 200.327-332

- 2 CFR 200.327 – Financial Reporting
- 2 CFR 200.328 – Monitoring and Reporting Program Performance
- 2 CFR 200.329 – Reporting on Real Property
- 2 CFR 200.330 – Subrecipient and Contractor Determination
- 2 CFR 200.331 – Requirements for Pass-Through Entities
- 2 CFR 200.332 – Fixed Amount Subawards

## ASSURANCES (See Appendices)

The following assurances are attached in the Appendices section:

- Program Assurances for 2018 Grant Award (Includes Compliance with Internet Safety; Trafficking in Persons; Nondiscrimination; Debarment and Suspension; Drug-Free Workplace; Federal Debt Status; and Lobbying Requirements)
- Assurances of Non-Construction Programs
- State Legal Officer's Certification of Authorized Certifying Official
- Internet Safety Certification for Applicant Public Libraries, Public Elementary and Secondary School Libraries, and Consortia with Public and or School Public School Libraries



**APPENDIX A: DC PUBLIC LIBRARY CROSSWALK**

<b>Measuring Success Focal Area</b>	<b>GOAL 1: LIFELONG LEARNING: All District residents will have the reading skills, information resources and library services they need to succeed in their personal and professional lives.</b>
<b>Measuring Success Intents/Objectives</b>	<b>1.1 To improve users' formal education</b>
<b>POTENTIAL PROJECTS</b>	<b>EDUCATIONAL SUPPORT</b>
<b>Measuring Success Intents/Objectives</b>	<b>1.2 To improve users' general knowledge and skills</b>
<b>POTENTIAL PROJECTS</b>	<b>LITERACY</b>
<b>LSTA Purposes</b>	5. Promote literacy, education, and lifelong learning and to enhance and expand the services and resources provided by libraries, including those services and resources relating to workforce development, 21st century skills, and digital literacy skills;
<b>LSTA Priorities</b>	1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital

literacy skills; 6. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills; 7. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;

<b>Measuring Success Focal Area</b>	<b>GOAL 2: INFORMATION ACCESS: 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 and innovative information resources.</b>
<b>Measuring Success Intents/Objectives</b>	<b>2.1 To improve users' ability to discover information resources</b>
<b>POTENTIAL PROJECTS</b>	<b>DISCOVERY TOOLS</b>
<b>Measuring Success Intents/Objectives</b>	<b>2.2 To improve users' ability to obtain and/or use information resources</b>
<b>POTENTIAL PROJECTS</b>	<b>RESOURCE DEVELOPMENT AND ACCESS</b>
<b>LSTA Purposes</b>	3. Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry; 4. Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library

**LSTA Priorities**

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

<b>Measuring Success Focal Area</b>	<b>GOAL 3: INSTITUTIONAL CAPACITY: All District residents will enjoy enhanced library experiences because library staff have the knowledge, skills and competencies they need to offer high quality services.</b>
<b>Measuring Success Intents/Objectives</b>	<b>3.1 To improve the library and archives workforce</b>
<b>POTENTIAL PROJECTS</b>	<b>DEVELOPMENT OF LIBRARY WORKFORCE</b>
<b>Measuring Success Intents/Objectives</b>	<b>3.2 To improve library technological infrastructure</b>
<b>POTENTIAL PROJECTS</b>	<b>LIBRARY TECHNOLOGY ENHANCEMENT</b>
<b>Measuring Success Intents/Objectives</b>	<b>3.3 To improve library operations</b>
<b>POTENTIAL PROJECTS</b>	<b>LIBRARY OPERATIONAL EFFECTIVENESS</b>
<b>LSTA Purposes</b>	2. Promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States; 6. Enhance the skills of the current library workforce and to recruit future professionals to the field of library and information services;

**LSTA Priorities**

3. Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;

<b>Measuring Success Focal Area</b>	<b>GOAL 4: EMPLOYMENT AND ECONOMIC DEVELOPMENT: All District residents will have the support they need to acquire productive and fulfilling employment</b>
<b>Measuring Success Intents/Objectives</b>	<b>4.1 To improve users' ability to use resources and apply information for employment support</b>
<b>POTENTIAL PROJECTS</b>	<b>EMPLOYMENT SUPPORT</b>
<b>Measuring Success Intents/Objectives</b>	<b>4.2 To improve users' ability to use and apply business resources</b>
<b>POTENTIAL PROJECTS</b>	<b>BUSINESS DEVELOPMENT SUPPORT</b>
<b>Measuring Success Intents/Objectives</b>	
<b>POTENTIAL PROJECTS</b>	
<b>LSTA Purposes</b>	<b>6. enhance the skills of the current library workforce and to recruit future professionals to the field of library and information services;</b>



## LSTA Priorities

1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills; 4) develop public and private partnerships with other agencies and community-based organizations; 5) target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; 6) target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with 42 U.S.C. § 9902(2)) applicable to a family of the size involved

<b>Measuring Success Focal Area</b>	<b>GOAL 5. CIVIC ENGAGEMENT: All District residents will engage in community life to a greater extent through their participation in library programs and services.</b>
<b>Measuring Success Intents/Objectives</b>	<b>5.1 To improve users' ability to participate in their community</b>
<b>POTENTIAL PROJECTS</b>	<b>COMMUNITY ENGAGEMENTS</b>
<b>Measuring Success Intents/Objectives</b>	<b>5.2 To improve users' ability to participate in community conversations</b>
<b>POTENTIAL PROJECTS</b>	<b>COMMUNITY CONVERSATIONS</b>
<b>LSTA Purposes</b>	<b>7. Ensure the preservation of knowledge and library collections in all formats and to enable libraries to serve their communities during disasters; 8. enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation;</b>

## LSTA Priorities

1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills; 6. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills; 2) establish or enhance electronic and other linkages and improve coordination among and between libraries and entities, as described in 20 U.S.C. § 9134(b) (6), for the purpose of improving the quality of and access to library and information services; 7. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;