District of Columbia Public Library

Library Services and Technology Act (LSTA)
Grants to States Program Implementation Evaluation
FFY 2018 - FFY 2022

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Commissioned by: The District of Columbia Public Library
Richard Reyes-Gavilan, Executive Director

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EVALUATION SUMMARY

Summary Introduction

While the primary mission of the District of Columbia Public Library (DCPL) is to provide public library services to the residents of the District of Columbia, for purposes of the Library Services and Technology Act (LSTA) Grants to States program DCPL plays the unusual role of a single public library system serving as the State Library Administrative Agency (SLAA).[1] Given the District of Columbia's population of 689,545,[2] the District's annual Grants to States[3] program allotment from the Institute of Museum and Library Services (IMLS) of approximately $1,015,313[4] million per year translates into $1.47[5] per person on an annual basis (an 8% increase over the previous LSTA funding cycle)[6]. LSTA funds alone are inadequate to meet the library and information needs of the District of Columbia's residents. DCPL's challenge is to find ways to make $1.47 per person transformative in terms of library services; to leverage a relatively small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of high-quality library and information services.

The 2019 Public Libraries Survey (PLS) reported that District of Columbia had a total of 1 public library jurisdiction employing 125 full-time equivalent (FTE) staff categorized as librarians (125 FTE are reported as having an American Library Association [ALA] accredited Master's degree); similarly, the Academic Libraries Survey (ALS) reported that 15 institutions of higher education employ 238.50 FTE librarians. According to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (ElSi), District of Columbia's 64 public school districts employ 109.50 full-time librarians. Total FTE library staff is about 508 in the 26 public library outlets (branches or locations) DCPL has and all of them of course are in a city environment.

The development of DCPL's LSTA Five-Year Plan for 2018-2022 relied on user feedback and data collected during the development of the DCPL 2017-2021 Strategic Plan, "Know Your Neighborhood." There are five goal statements in DCPL's LSTA Five-Year Plan. These are the same five goals found in the prior Five-Year Plan. They are:

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[1] Other public libraries that serve as SLAAs for the purposes of the Grants to States program include those in Hawaii, American Samoa, Guam, the Northern Mariana Islands, the US Virgin Islands, the Federated States of Micronesia, the Republic of Palau, and the Marshall Islands.

[2] United States Census Bureau, Decennial Census (April 1, 2020)

[3] The report will refer to the Library Services and Technology Act Grants to States program simply as LSTA throughout this report

[4] Four year LSTA Grants to States allotment average ((FFY [Federal Fiscal Year] 2018 State Allotment + FFY 2019 State Allotment + FFY 2020 State Allotment + FFY 2021 State Allotment) / 4)

[5] Four year LSTA Grants to States allotment average / United States Census Bureau Decennial Census (April 1, 2020)

[6] Third highest per capita four year average, after Wyoming and Vermont.

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.

Agency's Internal Assessment and Evaluator's Assessment

As part of the assessment process, the evaluators asked the DCPL's Executive Director, the DCPL's LSTA Coordinator, and other key staff identified by the Executive Director to offer their joint appraisal of progress their agency had made toward achieving each of the five goals included in the DCPL's 2018-2022 Five-Year Plan. The evaluators prefaced their request for this internal assessment by noting the fact that the state was only three years into the implementation of the Five-Year Plan. Consequently, it was acknowledged that it was unlikely that any of the goals would be completely or finally achieved prior to the end of the five year plan. Table 1 offers a summary of both the DCPL's internal assessment and the evaluators' conclusions.

Table 1 - District of Columbia Public Library's and Evaluator's Assessment of Achievement		
GOAL	**DCPL's Internal Assessment**	**Evaluators' Assessment**
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.	Partly Achieved	Partly Achieved
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	Partly Achieved	Achieved
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.	Partly Achieved	Achieved
GOAL 4: **EMPLOYMENT AND ECONOMIC DEVELOPMENT:** All District	Partly Achieved	Partly Achieved

Table 1 - District of Columbia Public Library's and Evaluator's Assessment of Achievement		
GOAL	**DCPL's Internal Assessment**	**Evaluators' Assessment**
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.	Partly Achieved	Partly Achieved

Summary of District of Columbia LSTA Expenditures for FFY2018-FFY2020

Goal	Goal Title	Expenditures	Percentage
Goal 1	Lifelong Leaning	$ 905,755.15	31.41%
Goal 2	Information Access	$ 711,514.24	24.68%
Goal 3	Institutional Capacity	$ 650,780.83	22.57%
Goal 4	Employment and Economic Development	$ 216,635.69	7.51%
Goal 5	Civic Engagement	$ 337,946.56	11.72%
	LSTA PROGRAM ADMINISTRATION	$ 60,868.53	2.11%
		$ 2,883,501.00	**100.00%**

GOAL 1: LIFELONG LEARNING: Goal 1 expenditures represent 34.31% of DCPL's total LSTA allotment for the FFY 2018 – FFY 2020 period. These expenditures cover three projects spanning all three years of the evaluation period, as well as two additional projects that have expenditures for some of the years in this cycle. The *Adult Learning Department* (encompassing the long-running Adult Literacy Resource Center (ALRC)) accounts for 17.89% of funding over the three-year period. *Library Content as Curriculum* also continues from the previous LSTA cycle and accounts for 5.07% of funding. *Transforming Teen Services* took place all three years and accounted for 7.20% of the funds. *Out of School Time Activities* accounted for 2.25%, occurring in FFY18 and FFY20, and *Virtual Learning and Reference Services* was funded in FFY20, accounting for 1.89% of the LSTA allocation expenditures. The evaluators conclude that DCPL has **PARTLY ACHIEVED Goal 1**. DCPL sets an admirable challenge for itself by working to provide all residents with reading skills needed to succeed. This portion of the goal can almost certainly never be fully achieved, though DCPL can succeed in providing information resources and library services all residents need to succeed.

GOAL 2: INFORMATION ACCESS: Goal 2 expenditures represent 26.95% of DCPL's total LSTA allotment for the FFY 2018 – FFY 2020 period. Four projects fell under this goal. *Services for People with Disabilities* accounted for 5.10% of funds, continuing from the last LSTA cycle (previously known as *Services for Deaf and Hard-of-Hearing Customers)*. The *Special Collections Initiatives* continued from the last funding cycle and accounted for 14.5% of funds during the three-year evaluation period, occurring in all three years. The *Digital Literacy Initiatives* are new to this funding cycle and accounted for 2.81% of funding. Also new was the *Peer Outreach Program* (7.35% of funds). Two of the four programs under Goal 2 were identified by DCPL as their two most successful LSTA-funded projects in this cycle. The evaluators conclude that DCPL has **ACHIEVED Goal 2.** Though the number of projects is small (4) and none them speak to the "All" part of the "All District residents" of the goal, all four projects are covering diverse sets of resources which are indicative of inclusivity (special collections serving specialized researchers, digital literacy initiatives serving provision of innovative services, social services serving people experiencing homelessness, and library materials for people with physical disabilities). These four projects are delivering outstanding results. So, even though this goal, like the others, may never be fully achieved, the evaluators believe that there is enough evidence to declare that within the confines of the three years of evidence we have in our hands and the relatively modest investments in these projects, the goal has been achieved.

GOAL 3: – INSTITUTIONAL CAPACITY: Goal 3 expenditures represent 24.65% of DCPL's total LSTA allotment for the FFY 2018 – FFY 2020 period. Six projects fell under this goal. The only project to continue from the last funding cycle was *Staff Training and Development,* which accounted for 7.68% of funding. *Building Capacity Through Talent Management* was a new project occurring in all three years of this cycle that accounted for 10.02% of total funds. Four LSTA projects each occurring in only one year of this funding cycle to date include *a Facilities Master Plan* (4.79% of LSTA funds) in FFY18, a *Collections Department Assessment* (0.38% of LSTA funds) undertaken in FFY19, and *Customer Research* (1.32% of LSTA funds) and partial funding of the *LSTA 5 Year Evaluation* (0.45% of funds)*,* both occurring in FFY20. The evaluators conclude that the DCPL **ACHIEVED Goal 3**. The Facilities Master Plan is arguably what will guide and influence the evolution of the public library services over the next ten to twenty years and, as such, it is unquestionably impactful.

GOAL 4: EMPLOYMENT AND ECONOMIC DEVELOPMENT: Goal 4 expenditures represent 8.21% of DCPL's total LSTA allotment for the FFY 2018 – FFY 2020 period and includes three projects. *Labs and Makerspaces* accounted for 4.10% of expenditures, *Virtual Business Resources* accounts for 3.37%, and *the Mobile STEAM Initiative* continuing from the prior cycle accounts for 0.73%. While some work is planned under Goal 4 for the final two years of the cycle, the majority of work DCPL has

conducted in this area has not been funded by LSTA. The evaluators conclude that DCPL has **PARTLY ACHIEVED Goal 4.** *Labs and Makerspaces, Virtual Business Resources, and the Mobile STEAM Initiative* are contributing to the ability of DC residents to gain new skills and improve their employability and economic status.

GOAL 5: CIVIC ENGAGEMENT: Goal 5 expenditures represent 11.72% of DCPL's total LSTA allotment for the FFY 2018 – FFY 2020 period. *Central Library Consulting Services* accounted for 5.19% of expenditures, followed by *Signature Programming* at 4.03% and *The People's University* at 3.58%. The evaluators conclude that DCPL has **PARTLY ACHIEVED Goal 5.** *Central Library Consulting Services*, *Signature Programming* and *The People's University* help District residents engage in community life to a greater extent through their participation in these programs and services.

A-2. The LSTA focal areas are: Lifelong Learning, Information Access, Institutional Capacity, Economic and Employment Development, Civic Engagement, and Human Services. All six LSTA focal areas are being addressed through various projects and programming.

A-3. Funding for the *Adult Literacy Resource Center* accounted for 17.89% of total funding, with a focus on *individuals with limited functional literacy or information skills.* Funding for the *Library workforce* was 17.70% of LSTA expenditures, when two programs focused on staff are combined: *Building Capacity Through Talent Management* and *Staff Training and Development.*

QualityMetrics, LLC deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. Various one on one interviews and small focus groups supplemented the rich data already gathered by DCPL on the needs of the residents of the capital.

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

Evaluation Introduction

While the primary mission of the District of Columbia Public Library (DCPL) is to provide public library services to the residents of the District of Columbia, for purposes of the Library Services and Technology Act (LSTA) Grants to States program DCPL plays the unusual role of a single public library system serving as the State Library Administrative Agency (SLAA).[7] Given the District of Columbia's population of 689,545,[8] the District's annual Grants to States[9] program allotment from the Institute of Museum and Library Services (IMLS) of approximately $1,015,313[10] million per year translates into $1.47[11] per person on an annual basis (an 8% increase over the previous LSTA funding cycle)[12]. LSTA funds alone are inadequate to meet the library and information needs of the District of Columbia's residents. DCPL's challenge is to find ways to make $1.47 per person transformative in terms of library services; to leverage a relatively small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of high-quality library and information services.

Public Library Outlets by Locale

Rural 0% | Town 0% | Suburb 0% | City 100%
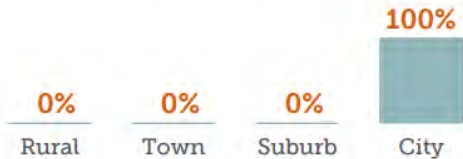
The 2019 Public Libraries Survey (PLS) reported that the District of Columbia had a total of 1 public library jurisdiction; total FTE library staff is about 508 in 26 public library outlets (branches) and, of course, all of them are characterized as being in a city environment. DCPL is employing 125 full-time equivalent (FTE) staff categorized as librarians (125 FTE are reported as having an American Library Association [ALA] accredited Master's degree); similarly, the Academic Libraries Survey (ALS) reported that 15 institutions of higher education employ 238.50 FTE librarians. According to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (ElSi), District of Columbia's 64 public school districts employ 109.50 full-time librarians. The

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[10] Four year LSTA Grants to States allotment average ((FFY [Federal Fiscal Year] 2018 State Allotment + FFY 2019 State Allotment + FFY 2020 State Allotment + FFY 2021 State Allotment) / 4)

[11] Four year LSTA Grants to States allotment average / United States Census Bureau Decennial Census (April 1, 2020)

[12] Third highest per capita four year average, after Wyoming and Vermont.

DC area is also home to many federal agencies and other special libraries; DCPL often has extensive collaborations with other agencies in the District (for example, collaborating with the Library of Congress (LC) at times and many others).

The DCPL LSTA program goals are the exact match of five focal areas and their corresponding intents and perfectly aligned to the Measuring Success focal areas and intents framework. The DC Public Library also has a more comprehensive strategic plan that covers the totality of its operations; LSTA represents a small part of the overall funding for DCPL and reflects its role as a "state" library agency.

Operating Expenditures per Person

$61.28

$5.86

$15.76

Staffing   Collections   Other

Expenditure Type

There are five goal statements in the "District of Columbia Library Services and Technology Act Five-Year Plan for 2018-2022." Each of the goals is stated below and LSTA-funded activities carried out in support of the goal are described. Finally, the evaluators' assessment of whether each goal has been achieved, partly achieved, or not achieved is presented. See Appendix H for a complete listing of all the projects and budget under each Goal.

Summary of DC Public Library LSTA Expenditures for FFY2018-FFY2020

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Goal 1	Lifelong Learning	$ 905,755.15	31.41%
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Goal 1 Retrospective Assessment - Lifelong Learning

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 1 Description and Discussion

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 1.

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	% of total
Adult Literacy Resource Center	$ 472,416.92	17.89%
Transforming Teen Services	$ 189,984.85	7.20%
Library Content as Curriculum	$ 133,947.42	5.07%
Out of School Time Activities	$ 59,534.96	2.25%
Virtual Learning and Reference Services	$ 49,871.00	1.89%
GOAL SUBTOTAL	**$ 905,755.15**	**34.31%**

Goal 1 expenditures represent 34.31% of DCPL's total LSTA allotment for the FFY 2018 – FFY 2020 period. These expenditures cover three projects spanning all three years of the evaluation period, as well as two additional projects that have expenditures for some of the years in this cycle. The *Adult Learning Department* (encompassing the long-running Adult Literacy Resource Center (ALRC)) accounts for 17.89% of funding over the three-year period. *Library Content as Curriculum* also continues from the previous LSTA cycle and accounts for 5.07% of funding. *Transforming Teen Services* took place all three years and accounted for 7.20% of the funds. *Out of School Time Activities* accounted for 2.25%, occurring in FFY18 and FFY20, and *Virtual Learning and Reference Services* was funded in FFY20, accounting for 1.89% of the LSTA allocation expenditures.

The *Adult Learning Department* is designed fundamentally to be a resource center that supports literacy providers and English as a Second Language (ESL) programs, and 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. This department provides GED assistance and tutoring, ESL conversation circles, and workforce assistance. LSTA funds support the salaries of three staff members who provide information and referral services and assist in the Adult Learning Lab. This program serves both DC residents at large as well as staff of the DCPL in their personal and professional goals and learning. The learning expectations for DCPL staff are tied into their performance goals. In an interview with the leader of this project, the need to invest in adult learning classrooms in the branches in future years was highlighted.

Content as Curriculum continues a project that began in 2017 to make DCPL Special Collections primary source materials and corresponding lesson plans for each of grades 3, 5, and 12 available online through LearnZillion, a platform used by DC Public Schools. This project was expanded in the current funding cycle, with additional

modules developed on the 1968 Poor People's Campaign and DC Statehood, with the help of Doctrina educational consultants. In the current cycle, DCPL turned their focus to promotion and awareness of content to educators and library staff. As the pandemic closed schools in FFY20, this project became an important Distance Learning resource for educators to use in the virtual classrooms. The evaluators were not able to examine utilization data from within the school platform but were able to review an outline of different elements of the curriculum as well as videos produced. The continued digitization of primary source materials needed to expand this program led to being operationalized outside of LSTA funding in FFY19 with the opening of the Martin Luther King Jr. Memorial Library, which has staff capacity for digitization of the relevant materials.

Transforming Teen Services continues efforts to build institutional capacity to transform traditional teen services by offering a suite of young adult programs, employment opportunities, and equipment that foster important life skills. It includes the highly successful Posse Interns program from the prior funding cycle, and piloted the innovative Credible Messengers initiative: a partnership with the DC Department of Youth Rehabilitation Services that connects vulnerable young adults to community, social services, and support including housing, food, education, violence interrupters and mediation. While these programs experienced some challenges as they transitioned to the virtual environment during COVID-19, they adapted and did not falter.

In interviews the evaluators had with Posse interns, it was impressive how the interns managed their activities and created community using #slack channels; they were able to provide services completely virtually, something everyone deeply appreciated during the pandemic. The evaluators heard evidence of how the interns "helped make the experience of engaging with the library more cohesive, keeping everyone engaged in the program and boosting morale." One of the added benefits is that new ideas of what can be done virtually came to fruition, such as video production that is now available for others to enjoy in the form of a tutorial on what Kanopy is or what the Career Accelerator is among other things. In bringing together past and present Posse interns in small focus groups, it was also evident how the experience prior to COVID-19 was different compared with the COVID-19 Posse intern experience. The evaluators encouraged DCPL to continue bringing Posse intern alumni and current Posse interns together in future years as the networking possibilities can realize additional benefits.
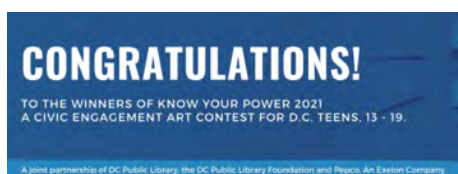
Transforming Teen Services includes an annual contest that highlights really notable work produced by teens and recognized. An excerpt from the 2021 winner is below.

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WRITTEN BY SHIRLEY LIU

My local hardware store offers 112 swatches in
white, chantilly and ivory and eggshell.
I choose panna cotta because I have a sweet tooth
and because it is two shades lighter than my palms.

I don't remember when the sun became
something to avoid, just that I would scrub
the dirt in my complexion with steel
wool until my skin turned raw and
bloody. There are 293 swatches in
red, heirloom tomato and cayenne and ruby port.

I am seven when I tell my mom to stop
speaking Chinese to me. I was in love with a boy and
his eggshell skin. There are 267 swatches in
yellow, straw hat and cornmeal and hollandaise.
I keep scrubbing.

I am sixteen when I start learning Chinese
again. The syllables set my tongue on fire.
What color does that look like? Yellow in
Mandarin is pronounced huang. I scour the
store for a swatch with the same name.
A salesperson suggests eggshell.

Shirley is 19 Years Old. She attends Lafayette College and is a customer of the Francis A. Gregory Library.

" This is a piece about loss (of understanding, of language, of love). Ever since the Atlanta spa shooting, I have felt my relationship with my Asian features grow more tenuous. Reading through this poem helps me work through that uneasiness and fear. I believe in the importance of celebratory pieces right now because I don't think the Asian American experience should be marked by tragedy and inner turmoil -- but at the same time, I hope that writing about my own experiences will resonate with others and let them know that they are not alone in their pain or confusion."

Out of School Time Activities in FFY18 paid for 13 bilingual Spanish/English early literacy computer stations and an online platform for the incentives-based summer reading program that allows the library to track participation. In FFY 20, COVID-19 required DCPL to take a new approach to out-of-school summer learning activities. Staff focused on providing take-away, outdoor, and hybrid activities and programming. The central library piloted take-home Maker and STEM kits for various age groups, adapted in person programming to a remote setting and supported self-led exploration. The library developed mobile carts to serve as additional service points in order to enable social distancing at the busy central library.

Both *Library Content as Curriculum* and *Out of School Time Activities* have gone through many transformative phases in the last three years due to a variety of changes in the people involved in these programs as well as COVID-19. It has been difficult to track consistent outputs as a result and more work needs to take place to see these evolve into a more cohesive offering that can be described in terms of its impact in the future. Both of these activities are evolving under the Arc of Service concept:

"The Arc of Service is a roadmap for the library's commitment to youth across their development from birth to young adulthood. It expresses how the library's programming, resources and services support youth and their families as they change and grow. The purpose of the AoS is to provide a supportive framework for librarians and community stakeholders to see and understand how the library builds the trust from customers that grows from dependable, meaningful and effective learning experiences that ensure kids, their families and their teachers see the library as an essential and critical element of their intellectual, social and emotional development. For each of the developmental stages, there is a structure within that creates a blueprint to provide services to that particular age group. Blueprint considers influences & characteristics, current programs and services."

Appendix H provides the introductory flier of this concept that is being operationalized with training modules for librarians and community stakeholders. The impact of the

video trainings and the resources developed under *Content as Curriculum* and *Out of School Time Activities* is still unknown and premature to know.

Think about a time when your understanding was hampered by a lack of background knowledge. Ask yourself, "How did the missing knowledge block me?" If you were able to unstick yourself, how did you do it?
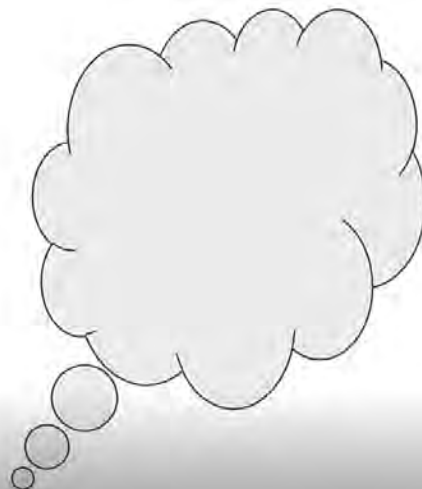
Excerpt from video training on the Arc of Service

Lastly, the *Virtual Learning and Reference Services* program in FFY20 funded a number of online platforms to support Virtual Reference (including AskDCPL and Book a Librarian) and Virtual Learning (including LinkedIn Learning; Brainfuse and HelpNow virtual tutoring). AskDCPL's 25 operators answered a total of 17,125 chat questions between 10/1/20 and 9/30/21 alone. The service was operational Monday-Friday 10 a.m. - 3 p.m.

Goal 1 Conclusion - Retrospective Question A-1

A-1. To what extent did DCPL's Five-Year Plan activities make progress towards Goal 1? The evaluators conclude that DCPL has **PARTLY ACHIEVED Goal 1**. DCPL sets an admirable challenge for itself by working to provide all residents with reading skills needed to succeed. This portion of the goal can almost certainly never be fully achieved, though DCPL can succeed in providing information resources and library services all residents need to succeed.

Goal 2 Retrospective Assessment - Information Access

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 2 Description and Discussion

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 2.

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	% of total
Special Collections Initiatives	$ 382,803.93	14.50%
Peer Outreach Program	$ 194,112.00	7.35%
Services for People with Disabilities (in FY16-18 it was called "Services for Deaf and Hard-of-Hearing Customers")	$ 134,598.31	5.10%
Digital Literacy Initiatives	$ 74,300.00	2.81%
GOAL SUBTOTAL	$ 711,514.24	26.95%

Goal 2 expenditures represent 26.95% of DCPL's total LSTA allotment for the FFY 2018 – FFY 2020 period. Four projects fall under this goal. *Services for People with Disabilities* accounted for 5.10% of funds, continuing from the last LSTA cycle (previously known as *Services for Deaf and Hard-of-Hearing Customers*). The *Special Collections Initiatives* continued from the last funding cycle and accounted for 14.5% of funds during the three-year evaluation period, occurring in all three years. The *Digital Literacy Initiatives* are new to this funding cycle and accounted for 2.81% of funding. Also new was the *Peer Outreach Program* (7.35% of funds). Two of the four programs under Goal 2 were identified by DCPL as their two most successful LSTA-funded projects in this cycle.

The *Special Collections Initiatives* is a long-standing LSTA-funded project. Funds support digitization and description, physical and digital preservation, and special initiatives. During this cycle, the People's Archive (formerly the Special Collections department), continued to expand its online repository, DigDC. In 2020, the library was able to launch an in-house digitization program after years of outsourcing digitization, by purchasing a large format planetary scanner. The quality of the digitization has been very useful for a number of the users served. In 2019, People's Archive migrated from CONTENTdm to Islandora managed by the Washington Research Library Consortium (WRLC) for their digital repository platform. The rationale for the migration was usefully provided by the staff in People's Archive:

1. A relationship between DCPL and WRLC already exists; we are currently utilizing their collection storage facilities, and working with them on the District Digital DPLA initiative.

2. CONTENTdm utilizes a flat metadata system; Islandora allows for relationships between fields, and multiple levels for single fields.

3. Neither CONTENTdm nor Preservica employ a versioning system; Islandora maintains older versions of both object and metadata datastreams, allowing the administrator to roll back erroneous changes.

4. We are currently very limited in the ways we can present our digital content due to CONTENTdm's restrictive themes; Islandora not only allows us to endlessly customize visual themes, but also allows a single digital object to be shared between multiple collections, and virtual exhibits.

5. DCPL is currently duplicating work by ingesting content twice – once to CONTENTdm for public access, and again to Preservica for preservation; Islandora employs a single ingest point for preservation masters, provides regular checksum updates via email, and generates access versions upon ingest.

6. WRLC also hosts instances of ArchivesSpace for WRLC members; entering an agreement with them for ASpace and Islandora can allow us to pay a single service provider instead of three (Lyrasis, Preservica, and OCLC).

7. WRLC is eager to explore ASpace/Islandora integration, as is DCPL.

During a series of interviews with researchers using the People's Archive it was evident that the range of projects and needs they support is truly outstanding. Examples of projects nurtured include WETA productions, faculty and student research projects with a focus on DC history, highly popular facebook communities like the Old Time D.C. group, to tracing histories of buildings for architectural and other urban development purposes to mention a few. In the words of one of the users: "The work is integral to my work and what my colleagues do, especially in DC that has so much history. We need these archives."

DCPL also worked with Humanities DC this cycle to support the DC Oral History Collaborative, offering oral history training to residents. Innovative new digital projects, such as the *#archivethismomentdc* initiative -- which captured the stories of daily life in the District during the initial COVID-19 quarantine period -- expanded the department's capacity to respond and interact with community members in real time during a major current event.

The *Digital Literacy Initiatives* are new to this funding cycle, beginning in 2018. To better serve the District's traditionally vulnerable populations and prepare them for success in career and life, the Library worked to redesign service models to meet digital literacy needs, and to provide classes and certifications to customers in 12 areas of digital literacy. Consultants also developed a set of recommendations for how to improve adult computer spaces and tools for building staff capacity to help customers with computers (see Appendix K Path to Digital Citizenship). In year one, the library developed a model

for supporting digital fluency and set up a Digital Literacy Assessment service (NorthStar), which proctored 564 sessions and awarded 354 certificates.

Grant funds supported the *Peer Outreach Program* beginning in 2019, paying for three part-time Peer Outreach Specialists who work to engage library customers experiencing homelessness or at risk of homelessness, mental illness and/or substance use disorders to connect them with identifying documentation, shelter/housing, treatment programs, and other social services. The Peers have a lived experience of homelessness, and are best positioned to help library customers connect with vital human services. The program has been highly successful thanks in no small part to the personal connections forged between the Peers and customers. In the program's first year, the Peers provided 680 consultations. The library views this program as one of its two most successful LSTA-funded programs this cycle, and plans to expand the program in the coming years, particularly as the pandemic is expected to increase the number of people in the District at risk of homelessness. Providing social services through the public library is a great innovation and it also entails the great responsibility of ensuring staff is fully supported both professionally as well as emotionally for the emotional labor of caring for others entails both rewards and losses.

Services for People with Disabilities is a continuation of the project formerly known as *Services for Deaf and Hard-of-Hearing Customers*, and is the second program that DCPL sees as the most successful in this funding cycle. The District has one of the largest deaf communities in the United States, and these services continue to be an essential resource for residents. The library continued to invest significantly in the existing Center for Accessibility, providing services to residents who have disabilities or difficulty in accessing traditional library resources. The library provided extensive ASL and ASL-English-Spanish interpretation services, doubling its interpretative sessions from FFY18 to FFY19 and allowing patrons to fully participate in DCPL-sponsored programs and events. The library purchased specialized equipment to print Braille text, magnify images, and stream materials for blind and low vision patrons on site. This cycle DCPL used LSTA funds to add "looping" technology to two library meeting rooms in different branch locations. Looping technology allows library users with T-Coil-enabled hearing aids (representing approximately 85% of all hearing aids) to easily tap into an amplified audio feed within the room, enabling them to enjoy library programs and events seamlessly. The following table provides Library of Congress (LC) data for the DCPL for the Service for the Blind and Print Disabled; as in other state agencies with similar portfolios we see a decrease in the use of cartridges and an increase in audio downloads.

DISTRICT OF COLUMBIA	Oct. 1, 2017 - Sept. 30, 2018 FY 2018	Oct. 1, 2018 - Sept. 30, 2019 FY 2019	Oct. 1, 2019 - Sept. 30, 2020 FY 2020	Oct. 1, 2020 - Sept. 30, 2021 FY 2021	TOTAL FY 2018 - FY 2021	Percentage Difference FY 2018 - FY 2021
Braille Readers (Individuals)	37	33	33	32	135	-13.51%
Cartridge Readers (Individuals)	166	190	287	260	903	56.63%
BARD Braille Book Readers (Individuals)	17	16	16	21	70	23.53%
BARD Audio Book Readers (Individuals)	111	103	111	123	448	10.81%
Braille Circulation (excluding magazines)	164	196	87	137	584	-16.46%
Cartridge Circulation (excluding magazines)	7,102	7,862	4,299	4,768	24,031	-32.86%
BARD Braille Downloads (Books Only)	302	161	222	163	848	-46.03%
BARD Audio Downloads (Books Only)	8,737	8,904	10,435	10,961	39,037	25.45%
TOTAL Readers*	331	342	447	436		
TOTAL Circulation	16,305	17,123	15,043	16,029		
Estimated State Population	684,498	692,683	689,545	670,050		
Readers as a Percentage of State Population	0.05%	0.05%	0.06%	0.07%		
Circulation per Reader	49.26	50.07	33.65	36.76		

Goal 2 Conclusion - Retrospective Question A-1

A-1. To what extent did DCPL's Five-Year Plan activities make progress towards Goal 2?
The evaluators conclude that DCPL has **ACHIEVED Goal 2.** Though the number of projects is small (4) and none of them speak to the "All" part of the "All District residents" of the goal, all four projects are covering diverse sets of resources which are indicative of inclusivity (special collections serving specialized researchers, digital literacy initiatives serving provision of innovative services, social services serving people experiencing homelessness, and library materials for people with physical disabilities). These four projects are delivering outstanding results. So, even though this goal like the others may never be fully achieved, the evaluators believe that there is enough evidence to declare that within the confines of the three years of evidence we have in our hands and the relatively modest investments in these projects, the goal has been achieved.

Goal 3 Retrospective Assessment - Institutional Capacity

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 3 Description and Discussion

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 3.

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	% of total
Building Capacity Through Talent Management	$ 264,674.34	10.02%
Staff Training and Development	$ 202,729.22	7.68%
Facilities Master Plan	$ 126,557.27	4.79%
Customer Research	$ 34,870.00	1.32%
LSTA 5 Year Evaluation	$ 12,000.00	0.45%
Collections Department Assessment	$ 9,950.00	0.38%
GOAL SUBTOTAL	**$ 650,780.83**	**24.65%**

Goal 3 expenditures represent 24.65% of DCPL's total LSTA allotment for the FFY 2018 – FFY 2020 period. Six projects fell under this goal. The only project to continue from the last funding cycle was *Staff Training and Development,* which accounted for 7.68% of funding. *Building Capacity Through Talent Management* was a new project occurring in all three years of this cycle that accounted for 10.02% of total funds. Four LSTA projects each occurring in only one year of this funding cycle to date include *a Facilities Master Plan* (4.79% of LSTA funds) in FFY18, a *Collections Department Assessment* (0.38% of LSTA funds) undertaken in FFY19, and *Customer Research* (1.32% of LSTA funds) and partial funding of the *LSTA 5 Year Evaluation* (0.45% of funds)*,* both occurring in FFY20.

Building Capacity Through Talent Management is planned as a three-year project. Year one focused on assessment and gap analysis. The Library hired an outside consulting firm to review library workforce needs and the library's capacity to effectively manage those needs. Staff completed a survey (311 responses received) and participated in focus groups and interviews, and a cross-departmental talent team was convened to champion the project. Year two's work focused on reviewing recommendations, setting immediate priorities, and publishing a three-year implementation plan. While the COVID-19 pandemic delayed the library's ability to implement some priority areas, DCPL was able to adapt to circumstances and identify opportunities for progress in the virtual arena, for example, a staff newsletter. Staff comments are insightful as the following figure illustrates (a copy of the April 2020 Talent Management Strategy Plan with recommendations is included in Appendix K):

I am now the librarian to the children of children I have taught to love libraries.

I have a strong staff and they work really hard. It's my job to get them what they need to do their best.

Things are better than they used to be. I definitely think we are improving.

I have a hard job, but it's better than anything I've ever done. I just wish K Street understood and trusted me to make the choices I have to make everyday.

From the survey: 80% of survey respondents have gladly given extra effort in the past six months to help DCPL.

Staff Training and Development has been a successful LSTA-funded project for many years, used to enhance the professional development needs of the staff and ensure that DCPL delivers excellent customer service. DCPL used LSTA funds for staff to attend various conferences and training opportunities, as well as to provide webinars and other targeted training. One exemplary new training was a workshop on Action Learning methodology: a framework to harness organizational creativity to solve urgent problems. The curriculum trained public service directors to become certified coaches for other staff over a four-day period. DCPL's explorations into design thinking and service design models proved to be a valuable foundation for future work at the library. The library subsequently hired its first Director of Customer Experience, and staff were able to implement design thinking techniques to prepare for the opening of the modernized Martin Luther King Jr. Memorial Library, *Know Your Neighborhood* signature programming at each branch, and enhancements to one-on-one support in the adult computer areas.

Other high-impact staff training in this cycle included the third year of funding for Seeding Disruption fellowships for senior library leaders, which bring together a network of educators to examine, disrupt, and dismantle systemic racism in all its forms; funding for a cohort of staff to pursue Project Management Professional certifications; implementation of a mandatory new workshop for all staff titled, "Seeing Identity and Demonstrating Equity," that helps staff understand how life experiences impact daily work and library operations; and training provided through a partnership with Defend

Yourself, a non-profit providing community-based, trauma-informed safety trainings to frontline staff. The DCPL training covered de-escalation, active bystander skills, and empowerment self-defense.

LSTA funds partially supported the development of a 10-year *Facilities Master Plan* in FFY18 to guide planning for library services across the city. The plan analyzed how
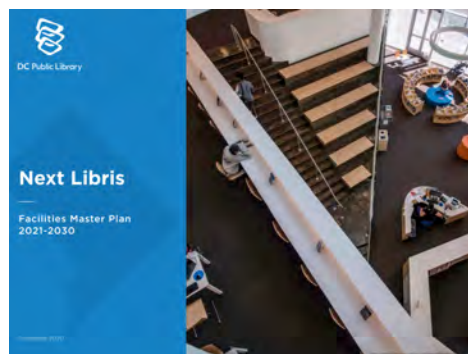
customers currently use libraries and what services might be needed or expanded; explored the impact of city growth on how the library might deliver library services; and engaged the community and staff in conversations to ensure future planning aligns with community needs. The Library conducted three day-long workshops with more than 100 staff, led eight community focus groups and received over 1,200 responses to a community survey. One particularly relevant finding was that the library's smaller, co-located facilities are not equitably serving the surrounding region in the same manner as larger, full-service libraries. One of the reasons we did not launch a separate additional survey as part of the LSTA evaluation was the richness of the user data DCPL had in its hands partly due to the rich data collected as part of the Facilities Master Plan; instead, we invested time mining existing data and spending more time on one on one interviews.

In FFY19, the *Collections Department Assessment* project hired Birchbark Strategic Consulting to provide a general operational assessment of the Collections Team, considering the efficiencies, skills, and competencies required to perform the departmental functions, and identifying gaps in workflows, training, and tools. The project resulted in a report with recommendations. While some changes were implemented and processed, the COVID-19 pandemic prevented progress in some areas. Examples of areas that have significantly improved following the recommendation include invoice processing and more timely payments to vendors, interdepartmental communications and morale, and workflows for purchasing additional copies of items with long wait lists in both digital and physical formats.

In FFY20, a *Customer Research* project paid for consultants to work with the library to design and implement a three-phase qualitative research project to better understand user needs and how customer behaviors and needs changed over the course of the pandemic. Consultants conducted qualitative research with users and produced two written reports that will help teams and departments rethink service delivery, remove barriers to service for native-Spanish speaking customers, and inform the library's first

set of customer experience principles. The first two phases -- focusing on general library customers and on Spanish-speaking customers -- are LSTA-funded; the third is not. Phases 1 and 2 explored the role DCPL plays in customers lives, the value DCPL and the value it brings to customers and communities. The research identified opportunities to improve services to families and children, opportunities around bringing more services online, and barriers to use for Spanish-speaking customers.

The last project funded under Goal 3 was this *LSTA 5 Year Evaluation,* which is required by the IMLS; the current report is the immediate outcome of this project which offers a summative evaluation perspective on the DCPL LSTA plan 2018-2022. The DCPL LSTA plan is highly aspirational with goals that are aiming to address the needs of All District residents. As such these goals will never be fully met yet there is abundant evidence that meaningful and impactful projects are supported by DCPL that are focused on addressing these goals head-on. With the Facilities Master Plan done, the DCPL is demonstrating a renewed commitment to both internal and external customers (see Appendix I).

Goal 3 Conclusion - Retrospective Question A-1

A-1. To what extent did DCPL's Five-Year Plan activities make progress towards Goal 3? The evaluators conclude that the DCPL **ACHIEVED Goal 3**. The most impactful and in some ways the most visible activity for DCPL was the Facilities Master Plan. In answering the question "if the DCPL Board members ranked the LSTA funded projects from most impactful to least impactful, which one would rise to the top?" The answer provided by the DCPL director was the Facilities Master Plan. The Plan was initiated as the Martin Luther King Jr. Memorial Library facility (the central library in downtown DC) was closed for a three year renovation. The Facilities Master Plan was created during a period of 'temporary' relocations and provided an opportunity to experiment with new ways of collecting evidence. The Facilities Master Plan is arguably what will guide and influence the evolution of the public library services over the next ten to twenty year and, as such, it is unquestionably impactful. Even though a small portion of LSTA funds supported the user research done for the Facilities Master Plan, the richness of the evidence gathered and the engagement activities have set a very high bar for planning effectively the future of public library services in DC. Many of the other projects described under this goal reinforced the data driven focus of Goal 3 and despite the aspirational nature of the DCPL LSTA goals and that one may argue that the goals will never be fully achieved, it is the evaluators judgment that the evidence driven path charted with the projects under Goal 3 deserve the final judgment that this Goal 3 for this evaluation period has been achieved.

Goal 4 Retrospective Assessment - Economic Development

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

Goal 4 Description and Discussion

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 4.

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	% of total
Labs and Makerspaces	$ 108,167.69	4.10%
Virtual Business Resources	$ 89,089.00	3.37%
Mobile STEAM Initiative	$ 19,379.00	0.73%
GOAL SUBTOTAL	$ 216,635.69	8.21%

Goal 4 expenditures represent 8.21% of DCPL's total LSTA allotment for the FFY 2018 – FFY 2020 period and includes three projects. *Labs and Makerspaces* accounted for 4.10% of expenditures, *Virtual Business Resources* accounts for 3.37%, and *the Mobile STEAM Initiative* continuing from the prior cycle accounts for 0.73%. While some work is planned under Goal 4 for the final two years of the cycle, the majority of work DCPL has conducted in this area has not been funded by LSTA.

The *Labs and Makerspaces* project was part of the library's strategic plan to expand STEAM education and programming at the modernized central library, which includes an expanded Fabrication Lab; a makerspace and metal/woodworking shops; expanded Studio Labs, imagining, podcasting, and recording studios with Adobe licenses; 3D printers; and a new Dance Studio and Tool Library. The project aimed to improve users' ability to use resources, maker and studio technologies, and apply information for employment and business support. Numerous parts and power tools were purchased, along with high-capacity computers. As a mid-way pivot, a scheduling service was purchased to support the Labs and Makerspace virtual instruction during the pandemic. Because the renovated central library reopened with limited services in August 2020 during the COVID-19 pandemic, services and programming had to be reimagined for limited services. The Labs and makerspace successfully shifted to digital content creation and virtual instruction, including a weekly library podcast, instructional videos for home projects, Take Home Kits, virtual workshops, and maker talks that highlight local artists and makers. The library plans to continue to financially support these spaces with staff, equipment, and training after the reporting period ends.

The FFY20 *Virtual Business Resources* project supported local entrepreneurs during the pandemic by offering access to online resources on topics such as entrepreneurship mindset training, business plan ideation and creation, and access to popular and academic business journals. To support the development of job-seeking skills, the library purchased access to an online job coaching platform that provides live interview coaching, resume creation software, and an online writing lab. The library partnered with the District of Columbia Department of Small and Local Business Development and District of Columbia American Job Center to promote the new resources; usage statistics subsequently showed that partnering with these community partners helped drive significant use and increase awareness of the resources.

The *Mobile STEAM Initiative* continues a project funded by LSTA since 2016 (when it was known as the *Mobile STEM Initiative*), and is part of DCPL's strategic plan to bring STEAM education to areas outside the library's physical footprint, as well as support new STEAM programming in neighborhood branches and outside partnerships. A pop-up Lab was created that could operate outside of a neighborhood or central library while the central library was closed. In 2019 an interim makerspace known as the Fab Test Lab was created during the closure of the central library. Two 3-D printers and ten computers were purchased. The Lab offers classes in emerging and other technologies, such as use of laser cutters, 3-D printers, and relevant software. Since its opening in April 2019, the space has already provided orientations to more than 650 people; 134 machinery classes to more than 400 people; 134 machine reservations; and more than 35 general interest STEM classes to more than 120 patrons. DCPL expects the cost of this initiative to increase in coming years, as additional staff and materials will be required as these core services fully reopen in the modernized central library.

Goal 4 Conclusion - Retrospective Question A-1

A-1. To what extent did DCPL's Five-Year Plan activities make progress towards Goal 4? The evaluators conclude that DCPL has **PARTLY ACHIEVED Goal 4.** *Labs and Makerspaces, Virtual Business Resources, and the Mobile STEAM Initiative* are contributing to the ability of DC residents to gain new skills and improve their employability and economic status.

Goal 5 Retrospective Assessment - Civic Engagement

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

Goal 5 Description and Discussion

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 5.

PROJECT TITLE/ Activities	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	% of total
Central Library Consulting Services	$ 137,000.00	5.19%
Signature Programming	$ 106,346.56	4.03%
People's University	$ 94,600.00	3.58%
GOAL SUBTOTAL	$ 337,946.56	11.72%

Goal 5 expenditures represent 11.72% of DCPL's total LSTA allotment for the FFY 2018 – FFY 2020 period. *Central Library Consulting Services* accounted for 5.19% of expenditures, followed by *Signature Programming* at 4.03% and *The People's University* at 3.58%.

The *People's University* project in combination with the *Central Library Consulting Service* expenditures sought to expand residents' knowledge and understanding of their city by working with consultants to create library strategies for art, local history, and oral histories, as well as using the library's historic materials to create permanent exhibits at the newly modernized Martin Luther King Jr. Memorial Library and satellite exhibits at neighborhood libraries. Ten exhibits were developed around D.C. history and culture, including how local activists were influenced by the work of Dr. Martin Luther King Jr., local music, Home Rule and statehood, and Mayor Marion Barry. These exhibits used historic materials from DCPL's archival collections, and materials from other partner institutions including the Anacostia Community Museum, Howard University, and Library of Congress. Funds supported consultants to develop a content plan, including an assessment of collected items and development of exhibition messaging and stories based on assessed items, as well as a local artist who created interactive and engaging artwork for the children's area, utilizing the concept of "mirrors and windows" to ensure that the art reflects their experiences and their city. The projects have helped District residents' increase their understanding of local history and the District's role in shaping national politics and activism. The partnerships the library was able to develop through the process of creating the exhibits will be critical to future efforts to share the history and culture of the District with residents.

Signature Programming supports a slate of signature library programs designed to boost community engagement with the library and civic events. During this cycle, the Library pivoted to providing more programming and services virtually due to the global pandemic. Library users provided feedback over the course of the year demonstrating appreciation for the ongoing virtual programming during the difficult times of isolation caused by the pandemic. Funds were used to purchase supplies and services to support virtual programming, including hardware for mini-studios, a digital platform to enable staff to stream live video programming, and expanded e-book collections to support the annual *DC Reads* program. *DC Reads* author talks were also funded by this

program. Additionally, a collection of titles related to equity and anti-racism was developed to provide context and education during the summer 2020 social justice protests. The Library experienced unprecedented interest in e-books due to the pandemic, including materials in this new collection. There were over 7,000 e-circulations of the book "White Fragility" alone in summer 2020.

Goal 5 Conclusion - Retrospective Question A-1

A-1. To what extent did DCPL's Five-Year Plan activities make progress towards Goal 5? The evaluators conclude that DCPL has **PARTLY ACHIEVED Goal 5.** *Central Library Consulting Services*, *Signature Programming* and *The People's University* help District residents engage in community life to a greater extent through their participation in these programs and services.

Retrospective Assessment Questions A-2 and A-3

A-2. To what extent did DCPL's Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents? (see Appendix E): The Measuring Success focal areas are: Lifelong Learning, Information Access, Institutional Capacity, Economic and Employment Development, Civic Engagement, and Human Services. All six LSTA focal areas are being addressed through various projects and programming. Five of the six goals map directly to goals in the District's LSTA Five-Year Plan.

Five projects undertaken in support of Goal 1 address the Measuring Success focal area of Lifelong Learning (Adult Literacy Resource Center, Transforming Teen Services, Library Content as Curriculum, Out of School Time Activities, and Virtual Learning and Reference Services). Four projects undertaken in support of Goal 2 address the Measuring Success focal area of Information Access (Special Collections Initiatives, Digital Literacy Initiatives, Peer Outreach Program, and Services for People with Disabilities). Five projects undertaken in support of Goal 3 address the focal area of Institutional Capacity (Building Capacity Through Talent Management, Staff Training and Development, Customer Research, Facilities Master Plan, and Collections Department Assessment). The first two align with the intent of improving the library workforce and the latter three on improving library operations. Three projects undertaken in support of Goal 4 address the focal area of Economic and Employment Development (Virtual Business Resources, Labs and Makerspaces, and Mobile STEAM Initiative). Additionally, the project Transforming Teen Services (part of Goal 1), which offered teens employment opportunities, services that foster important life skills, and practice in job seeking. Three projects undertaken in support of Goal 5 address the Measuring Success focal area of Civic Engagement (People's University, Central Library Consulting Services, and Signature Programming). Human Services is the only

LSTA focal area that does not directly map to a Goal. However, the innovative and highly impactful Peer Outreach Program achieved results aligned with this national LSTA priority.

A-3. Did any of the following groups represent a substantial focus for DCPL's Five-Year Plan activities? (Yes/No) (see Appendix F): Several of the groups below represented a substantial focus (defined as expenditures of 10% or more) of expenditures associated with DCPL's activities from FFY18-FFY20. Funding for the *Adult Literacy Resource Center* accounted for 17.89% of total funding, with a focus on *individuals with limited functional literacy or information skills.* Funding for the *Library workforce* was 17.70% of LSTA expenditures, when two programs focused on staff are combined: *Building Capacity Through Talent Management* and *Staff Training and Development.*

GROUP	YES/NO
Library workforce (current and future)	YES
Individuals living below the poverty line	NO
Individuals that are unemployed/underemployed	NO
Ethnic or minority populations	NO
Immigrants/refugees	NO
Individuals with disabilities	NO
Individuals with limited functional literacy or information skills	YES
Families	NO
Children (aged 0-5)	NO
School-aged youth (aged 6-17)	NO

Process Questions B-1, B-2, and B-3

B-1. How has DCPL used any data from the State Program Report (SPR) and elsewhere (e.g., Public Libraries Survey) to guide activities included in the Five-Year Plan? DCPL refers to the SPR every year to assess previous projects while making determinations about funding the next year's proposed projects, both to determine adequate funding allocations and to ensure the Five-Year Plan goals are being supported by the budget.

B-2. Specify any modifications DCPL made to the Five-Year Plan. What was the reason for this change? DCPL has not made any modifications to the Five-Year Plan.

B-3. How and with whom has DCPL shared data from the SPR and from other evaluation resources? How has DCPL used the last Five-Year Evaluation to inform data collected for the new Five-Year Evaluation? How has DCPL used this information throughout this five-year cycle? DCPL has shared data internally with project leaders and with DCPL leadership in discussing proposed budgets and new projects to fund.

Methodology Questions C-1, C-2, C-3, and C-4

C-1. Identify how DCPL implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of an Independent Evaluator. To ensure rigorous and objective evaluation of the SLAA implementation of the LSTA Grants to States program, the agency issued a competitive RFQ to conduct a "Library Services and Technology Act Evaluation." 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 also conducted the LSTA Evaluation 2013-2017 and helped draft the LSTA Plan 2018-2022 in the previous LSTA cycle and is familiar with the DC Public Library. QualityMetrics LLC has in-depth evaluation experience and demonstrated professional competency in conducting LSTA Grants to States evaluations. QualityMetrics Director and Chief Executive Officer Dr. Martha Kyrillidou, carried out more than 20 such evaluations for the 2013-2017 cycle. In addition, QualityMetrics associate consultant, Bill Wilson, has been part of more than 50 LSTA evaluations in each five-year cycle since 2002 both as a partner in Himmel & Wilson, Library Consultants and as a research consultant with QualityMetrics.

Principal consultant Dr. Martha Kyrillidou has deep experience in library evaluation over her 22 years of service at the Association of Research Libraries (ARL). Dr. Kyrillidou has taught Research Methods and 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 mentoring the next generation of library staff and evaluators.

Mr. Wilson has extensive experience with federal funding programs for libraries dating back to the 1970s and interactions with state library administrative agencies since he served as Wisconsin's State Librarian in the 1990s. Mr. Wilson has also completed extensive graduate/doctoral-level coursework in statistics and research methods.

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, LLC deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. Reviewing demographic data, quantitative Public Libraries Survey (PLS) data, and State Program Report (SPR) data formed the basis of our knowledge from the stage of responding to the RFP for an independent evaluator and throughout the evaluation process. Providing a cloud-based storage space for DCPL to deposit additional data and files and reflect on the program was the basis of our initial interaction. After conducting an initial Zoom conference call with representatives of the DCPL at the beginning of the evaluation process and a second phone call to discuss the agencies self-reflection on whether goals have been achieved, partly achieved, or not achieved, the evaluators stayed in regular touch (monthly sessions) with the agency as the evaluation team was gathering data. In addition to updating DCPL leadership on progress, the sessions were used to resolve emerging questions and to solicit additional relevant information. Data gathering included (a) interviews with agency staff members, (b) interviews with project managers for various SPR reported projects and activities, (c) small in-person and virtual focus group discussions with project teams, (d) small focus group or interview discussions with project and activity beneficiaries, (e) reviewing secondary reports and assessment data to gain knowledge of LSTA funded activities and their impact.

Researchers and evaluators across the globe are adjusting to the new realities that accompany the pandemic. The technical note below is merely an example.

> COVID-19 presented special circumstances and a number of considerations had to be taken into account. The crisis brought the imperative of changing how evaluation work is done and how we engage policymakers, programme managers and beneficiaries as restrictions on travel and 'social distancing' are expected to last.[13]

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[13] OECD/DAC and IEO/UNDP (2020) Guidance Note: Good practices during COVID-19; UNICEF Evaluation Office (2020) Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 Crisis; WFP Office of Evaluation (2020) Technical Note for {Planning and Conducting Evaluations During COVID-19; UNFPA Evaluation Office (2020) Adapting evaluations to the COVID-19 pandemic; UNDP Independent Evaluation Office (2020) Event planning and implementation during COVID-19; ILO Evaluation Office (2020) Implications of COVID-19 on evaluations in the ILO; FAO Office of Evaluations (2020) Risk analysis and guidance for the management and conduct of evaluations during international and national level COVID-190 crisis and restrictions.

Virtual (Zoom) one-on-one interviews were held with the agency DCPL Director and with key staff engaged in LSTA and in specific projects carried out under the LSTA Five-Year Plan. The Five-Year Evaluation is a summative assessment and as such the availability of the SPR data was extremely useful, even more so than in previous evaluation cycles.

The evaluators noted in several states, including DC, that COVID-19 circumstances have underscored, and in some ways strengthened, the state library agency role. During a time of crisis, communication was very important; frequent and regular meetings with various groups internally and externally elevated the importance of the LSTA activities even when they were disrupted by the pandemic. Creative solutions were identified in most instances as most programs had to turn to virtual delivery for most of the pandemic period. In some ways, the record of virtual programming is more evident and its impact more readily documented due to the pandemic. However, in our assessment, the evaluators are aware of the risk of minimizing the adverse effects on marginalized communities which often are more difficult to reach during times of crisis such as was presented by the pandemic.

The toll on the mental health of our communities has also been evident as the COVID-19 restrictions are establishing new norms for interacting in person. Student learning and well-being have been concerns, as the education life cycle was disrupted. Opportunities to help students catch up with unfinished learning were plentiful and many state library agencies, including DCPL, have adjusted or augmented their offerings to help home-schooled children and teens.

Much user-based research is available through a number of efforts the DC Public Library implemented in the last five years; DC Public Library has developed an extensive Facilities Master Plan and many of the units have engaged in community analysis and needs during the three year renovation period of the main library building, the Martin Luther King Jr. Memorial Library in downtown DC. We examined these sources and did not conduct a separate LSTA web-based survey. The MLK library has opened now that the renovation is over and the evaluator conducted three site visits there; the traffic has not yet returned to pre-pandemic levels but more and more staff and library customers come back into it. Will the physical use get back to pre-pandemic levels? It is a difficult question to answer as there are clear benefits of doing certain things in the virtual world and navigating the digital and physical worlds is not as seamless and translucent as we may wish it to be at times. Some of these challenges are probably issues that future LSTA funding cycles will need to explore with projects that can help us understand how to navigate the combined physical and digital world of library services more effectively.

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 numerous conversations through Zoom and phone interviews. The quality and rigor of the phone interviews in the LSTA evaluation of DCPL's LSTA implementation has been enhanced by exploring website links, using Google Maps Street View to get a sense of the size and neighborhood context, internal triangulation and, in some instances, by asking interviewees to allow the conversation to be recorded with assurances for confidentiality by the evaluators. Quality and rigor were also enhanced by having the second evaluator access all the shared note-taking in real time through shared Google Docs and Google Drive access. This approach has allowed evaluators to refine their inquiry and tailor it as knowledge of DCPL's LSTA program 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.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation. How did QualityMetrics in cooperation with DCPL engage them?
Numerous small-group virtual sessions and telephone interviews were conducted with library staff and other persons with knowledge of LSTA-funded initiatives in the District of Columbia. The focus groups and interviews provided both qualitative evidence and context that supplemented a review of agency-supplied statistical data and information and data submitted in the form of the State Program Reports (SPRs). Interviewees shared their knowledge of LSTA utilization, enhancing interactions and adding depth and quality to the conversations.

C-4. Discuss how 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.

This evaluation would be remiss if it did not acknowledge the increased funding that state agencies have received through the Coronavirus Aid, Relief and Economic Security Act (CARES) and the American Recovery Plan Act (ARPA). The DC Public

Library, like every other state agency, has been successful in disbursing these one-time additional sources of funding. Often with the same level of staff they had before, they successfully dispersed twice the amount of the LSTA funding as the annual funding stream was augmented with this one time infusion of support. A big thank you to all parties involved for helping DC communities and libraries thrive during the unprecedented times of COVID-19.

Appendix A: Acronyms

ALRC - Adult Literacy Resource Center
ARPA - American Recovery Plan Act
ACS - American Community Survey
ALS - Academic Libraries Survey
ARL - Association of Research Libraries
BARD - Braille and Audio Reading Download
CARES - Coronavirus Aid, Relief and Economic Security Act
DCPL - District of Columbia Public Library
ElSi - Elementary/Secondary Information System
FFY - Federal Fiscal Year
FTE - Full Time Equivalent
ILL - InterLibrary Loan
ILS - Integrated Library System
IMLS - Institute of Museum and Library Services
LBPH - Library for the Blind and Physically Handicapped
LC - Library of Congress
LSTA - Library Services and Technology Act
LSWG - Library Statistics Working Group
NCES - National Center for Educational Statistics
NLS - National Library Service for the Blind and Handicapped
OPAC - Online Public Access Catalog
PLS - Public Library Survey
RFP - Request for Proposals
RFQ - Request For Quote
ROI - return-on-investment
SLAA - State Library Administrative Agency
SDC - State Data Coordinator
SPR - State Program Report
SRP - Summer Reading Program
STEAM - Science Technology Engineering Arts Mathematics
STEM - Science, Technology, Engineering, and Math

Appendix B: Interviewees/ Focus Groups

Interview	Stakeholder	SPR Projects	Date
#1	Martha Saccocio	Facilities Master Plan	11/8/2021
#2	Cori Schauer	Digital Literacy Initiatives; Customer Research; Building Capacity through Talent Management	11/9/2021
#3	Joanna Harris	Transforming Teen Svcs	11/10/2021
#4	Lisa Warwick and Maryann James-Daley	Special Collections Initiatives	11/19/2021
#5	Linnea Hegarty	Central Library Consulting Svcs; People's University	12/6/2021
#6	Chenniah Patrick	Adult Literacy	12/8/2021
#7	Rich Reyes-Gavilan	All	1/19/2022
#8	Ellen Riordan	Library Content as Curriculum; Out of School Time activities	1/20/2022
#9	Sheryl Katzin	Collections Department Assessment	1/24/2022
#10	Mara Cherkasky	Researcher	1/27/2022
#11	Frank Carroll	Researcher	1/27/2022
#12	Alyssa Stein	Researcher	1/28/2022
#13	Ryan Shepard	Researcher	2/3/2022
#14	Amanda Huron	Researcher	2/8/2022
#15	Meaghan O'Connor	Staff Training and Development	2/18/2022

Focus Group	Stakeholders	Number of Proposed Participants	Date
#1	People's Archive	2	11/19/2021
#2	Peer Specialists	2	12/8/2021
#3	Posse Interns (summer prog for teens)	3	1/11/2022
#4	Talent Management - Core Purpose and Values Working Group	3	2/16/2022

Appendix C: Bibliography of Documents Reviewed

State Agency Sources

- SPR data (FFY 2018-2020)
- Stats Over Time (FY 2018 - 2020)
- Agency website and social media
- LSTA Plan 2018-2022
- Facilities Master Plan
- Talent Management Strategic Plan
- Arc of Service
- Digital Citizenship
- Various YouTube Videos

Federal Government Publications

Federal Agency Data Sources

- Institute of Museum and Library Services, [State Program Report (SPR) report](#)
- Institute of Museum and Library Services, [Public Library Statistics](#)
- Institute of Museum and Library Services, [State Profiles](#)
- Institute of Museum and Library Services ["Grants to States" Conference](#)
- Institute of Museum and Library Services, [State Library Administrative Agency Survey](#)
- National Center for Education Statistics, [Academic Libraries](#)
- National Center for Education Statistics, [Elementary and Secondary Information System](#)
- United States Census Bureau, [Decennial Census](#) (April 1, 2020)

Evaluation Resources and COVID-19

- OECD/DAC and IEO/UNDP (2020) *Guidance Note: Good practices during COVID-19.*
- UNICEF Evaluation Office (2020) *Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 Crisis.*
- WFP Office of Evaluation (2020) *Technical Note for Planning and Conducting Evaluations During COVID-19.*
- UNFPA Evaluation Office (2020) *Adapting evaluations to the COVID-19 pandemic.*
- UNDP Independent Evaluation Office (2020) *Event planning and implementation during COVID-19.*
- ILO Evaluation Office (2020) *Implications of COVID-19 on evaluations in the ILO.*
- FAO Office of Evaluations (2020) *Risk analysis and guidance for the management and conduct of evaluations during international and national level COVID-19 crisis and restrictions.*

Other Resources

- Ethel Himmel and William J. Wilson. The Functions and Roles of State Library Agencies. American Library Association, Chicago, 2000.
- The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: Institute of Museum and Library Services.
- The Institute of Museum and Library Services. (2021). The Use and Cost of Public Library Materials: Trends Before the COVID-19 Pandemic. Washington, DC: The Institute.
- The Institute of Museum and Library Services. 2021. Understanding the Social Wellbeing Impacts of the Nation's Libraries and Museums. 2021 Report. Washington DC: Institute of Museum and Library Services.
- The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: Institute of Museum and Library Services.
- Measures that Matter: Workforce Development Literature Review, January 12, 2021.
- Pelczar, M., Frehill, L. M., Nielsen, E, Kaiser, A., Hudson, J., & Wan, T. (2021). Characteristics of Public Libraries in the United States: Results from the FY 2019 Public Libraries Survey. Institute of Museum and Library Services: Washington, D.C. Results from the SDC E-Resources Survey (received January 2022).
- Sarah Mervosh, "The pandemic hurt these students the most." In print "Pandemic widened U.S. Educational Gap into a Gulf, Research Suggests." *New York Times*, July 28, 2021, Section A, Page 13.
- The School Librarian Investigation: Decline or Evolution? https://libslide.org/

Appendix D: Focus Group Questions

Focus groups

General Questions

1. What stands out as being the most effective use of LSTA in the District of Columbia over the last three years?
2. Are there specific examples of projects that you think were the most impactful on the lives of the citizens of the District of Columbia?
3. Are there specific changes in how LSTA funds should be expended in the future? Are there new or emerging needs that are unmet that need to be addressed?

Potential Follow-up Questions

1. What type of programs work for library patrons and staff, in general?
2. What type of programs work for public library patrons, school and academic library clientele, and library staff specifically?
3. What do non-participating libraries and borderline participants need to be able to participate in, grant funded projects or statewide programs?
4. How will the library patrons and library staff be satisfied with the delivery of services?
5. What programs will result in cost savings for participating libraries?

Outcome Questions

1. Will more patrons use the library services because of the grant programs?
2. Will there be an increase in community involvement in relation to the grant programs?
3. Will customer service improve due to staff training from LSTA funded events?
4. Will the statewide programs enhance libraries' abilities to serve patrons?

Interview guidelines

1. Introductions (include that you are working for QualityMetrics, a library consulting firm headquartered in Silver Spring, Maryland, established in 2016). Ask them to tell you a bit about themselves.
2. Ask about their familiarity with the LSTA program. If they are unfamiliar you can provide some or all of the below info -
   a. *The Library Services and Technology Act's (LSTA) "Grants to States" program is the single largest source of ongoing federal funding for libraries. Many states spend funds on a combination of statewide initiatives and on subgrants awarded to individual libraries to enable them to launch innovative efforts or to extend services to populations that are difficult to reach.*

  b. *The LSTA program requires that each state conduct an evaluation of its LSTA program every five years. These evaluations are overseen by the Institute of Museum and Library Services but are conducted by independent evaluators. QualityMetrics was selected to conduct the state-level evaluations for nine states in the Northeast and our company is also working with more than a dozen additional states and territories. The results of our review are due to be submitted to IMLS in March of 2022.*

3. FOR THOSE WHO DO NOT WORK FOR THE SLAA (who manage a project):
  a. Ask them to talk about the particular grant/s they worked with. Allow them to lead the conversation in an exploratory fashion. Ask follow up questions.
  b. Identify where there are materials or data from their projects that it would be useful for us to see.

4. FOR THOSE WHO DO NOT WORK FOR THE SLAA (high level stakeholder):
  a. Go through the plan goal by goal, remind them of the goal wording and the percent of funds the state spent on it, get their reflections on progress toward each goal.
  b. Are there any future needs we should be emphasizing in the evaluation?

5. FOR SLAA STAFF on specific projects:
  a. Ask them to talk about the particular programs they are responsible for
  b. Let them know the data available (SPR, output, etc.) and verify that there is no other data or materials they have that would be helpful to us. If they only listed outputs in the SPR outcomes data, ask about plans for outcome data in the future.
  c. What do you see as the needs moving forward for the next seven years?

6. ALL: What impact have you seen LSTA dollars have on your state?

7. ALL: Is there anything you think we should have asked that we didn't?

Appendix E: Measuring Success Table

District of Columbia
Measuring Success Focal Areas and Intents

Focal Area / Intent	1.1 Adult Literacy Resource Center	1.2 Transforming Teen Services	1.3 Library Content as Curriculum	1.4 Out of School Time Activities	1.5 Virtual Learning and Reference Services	2.1 Special Collections Initiatives	2.2 Peer Outreach Program	2.3 Services for People with Disabilities	2.4 Digital Literacy Initiatives	3.1 Building Capacity Through Talent Management	3.2 Staff Training and Development	3.3 Facilities Master Plan	3.4 Customer Research	3.5 LSTA 5 Year Evaluation	3.6 Collections Department Assessment	3.7 Collection Enhancement - Match Only	4.1 Labs and Makerspaces	4.2 Virtual Business Resources	4.3 Mobile STEAM Initiative	5.1 Central Library Consulting Services	5.2 Signature Programming	5.3 People's University
Lifelong Learning	YES	YES	YES	YES	YES																	
Improve users' formal education			YES																			
Improve users' general knowledge and skills	YES	YES		YES	YES																	
Information Access						YES		YES	YES								YES					
Improve users' ability to discover information resources						YES											YES					
Improve users' ability to obtain and/or use information resources								YES	YES													
Institutional Capacity										YES	YES	YES	YES	YES	YES	YES			YES			
Improve the library workforce											YES											
Improve the library's physical and technological infrastructure												YES				YES			YES			
Improve library operations										YES			YES	YES	YES							
Economic & Employment Development																		YES				
Improve users' ability to use resources and apply information for employment support																						
Improve users' ability to use and apply business resources																		YES				
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							YES													YES	YES	YES
Improve users' ability to participate in their community							YES															
Improve users' ability to participate in community conversations around topics of concern																				YES	YES	YES

Appendix F: Targeted Audiences Table

Distrct of Columbia
Target Population Served

Service	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	Individuals with Limited Functional Literacy or Information Skills	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General (aged 18-64)	Senior (aged 65+)
1.1 Adult Literacy Resource Center					YES		YES	YES			YES	YES
1.2 Transforming Teen Services	YES						YES			YES	YES	
1.3 Library Content as Curriculum	YES									YES	YES	
1.4 Out of School Time Activities							YES	YES	YES			
1.5 Virtual Learning and Reference Services												
2.1 Special Collections Initiatives												
2.2 Peer Outreach Program		YES									YES	YES
2.3 Services for People with Disabilities	YES				YES		YES			YES	YES	YES
2.4 Digital Literacy Initiatives	YES				YES						YES	YES
3.1 Building Capacity Through Talent Management	YES											
3.2 Staff Training and Development	YES											
3.3 Facilities Master Plan	YES											
3.4 Customer Research				YES			YES					
3.5 LSTA 5 Year Evaluation												
3.6 Collections Department Assessment	YES											
4.1 Labs and Makerspaces												
4.2 Virtual Business Resources												
4.3 Mobile STEAM Initiative												
5.1 Central Library Consulting Services							YES	YES	YES			
5.2 Signature Programming												
5.3 People's University												

Appendix G: Expenditure Tables

DC LSTA Project Expenditures

	State Goal Short Title	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	% of total
Goal 1	Lifelong Learning	Adult Literacy Resource Center	X	X	X	$ 223,071.41	$ 150,695.56	$ 98,649.95	$ 472,416.92	16.38%
		Transforming Teen Services	X	X	X	$ 116,560.35	$ 62,332.29	$ 11,092.21	$ 189,984.85	6.59%
		Library Content as Curriculum	X	X	X	$ 15,000.00	$ 48,347.42	$ 70,600.00	$ 133,947.42	4.65%
		Out of School Time Activities	X		X	$ 38,357.83	$ -	$ 21,177.13	$ 59,534.96	2.06%
		Virtual Learning and Reference Services			X			$ 49,871.00	$ 49,871.00	1.73%
		GOAL SUB-TOTAL				$ 392,989.59	$ 261,375.27	$ 251,390.29	$ 905,755.15	31.41%
Goal 2	Access to Information	Special Collections Initiatives	X	X	X	$ 86,791.46	$ 146,694.84	$ 149,317.63	$ 382,803.93	13.28%
		Peer Outreach Program		X	X	$ -	$ 78,240.90	$ 115,871.10	$ 194,112.00	6.73%
		Services for People with Disabilities (in FY16-18 it was called "Services for Deaf and Hard-of-Hearing Customers")	X	X	X	$ 32,992.20	$ 26,629.58	$ 74,976.53	$ 134,598.31	4.67%
		Digital Literacy Initiatives	X	X		$ 31,000.00	$ 43,300.00	$ -	$ 74,300.00	2.58%
									$ -	
		GOAL SUB-TOTAL				$ 119,783.66	$ 251,565.32	$ 340,165.26	$ 711,514.24	24.68%
Goal 3	Library Capacity Building	Building Capacity Through Talent Management	X	X	X	$ 61,136.78	$ 104,362.56	$ 99,175.00	$ 264,674.34	9.18%
		Staff Training and Development	X	X	X	$ 89,677.50	$ 71,251.72	$ 41,800.00	$ 202,729.22	7.03%
		Facilities Master Plan	X			$ 126,557.27	$ -	$ -	$ 126,557.27	4.39%
		Customer Research			X			$ 34,870.00	$ 34,870.00	1.21%
		LSTA 5 Year Evaluation			X			$ 12,000.00	$ 12,000.00	0.42%
		Collections Department Assessment		X		$ -	$ 9,950.00	$ -	$ 9,950.00	0.35%
		GOAL SUB-TOTAL				$ 277,371.55	$ 185,564.28	$ 187,845.00	$ 650,780.83	22.57%
Goal 4	Employment and Econo	Labs and Makerspaces		X	X	$ -	$ 42,647.37	$ 65,520.32	$ 108,167.69	3.75%
		Virtual Business Resources			X			$ 89,089.00	$ 89,089.00	3.09%
		Mobile STEAM Initiative	X			$ 19,379.00	$ -	$ -	$ 19,379.00	0.67%
		GOAL SUB-TOTAL				$ 19,379.00	$ 42,647.37	$ 154,609.32	$ 216,635.69	7.51%
Goal 5	Civic Engagement	Central Library Consulting Services		X	X	$ -	$ 62,000.00	$ 75,000.00	$ 137,000.00	4.75%
		Signature Programming		X	X	$ -	$ 74,346.56	$ 32,000.00	$ 106,346.56	3.69%
		People's University	X			$ 94,600.00	$ -	$ -	$ 94,600.00	3.28%
		GOAL SUB-TOTAL				$ 94,600.00	$ 136,346.56	$ 107,000.00	$ 337,946.56	11.72%
		LSTA PROGRAM ADMINISTRATION				$ 8,278.20	$ 29,544.20	$ 23,046.13	$ 60,868.53	2.11%
		GRAND TOTAL				$ 912,402.00	$ 907,043.00	$1,064,056.00	$ 2,883,501.00	

Appendix H: Arc of Service

Arc of Service

The Arc of Service is a roadmap for the library's commitment to youth across their development from birth to young adulthood. It expresses how the library's programming, resources and services support youth and their families as they change and grow.

The purpose of the AoS is to provide a supportive framework for librarians and community stakeholders to see and understand how the library builds the trust from customers that grows from dependable, meaningful and effective learning experiences that ensure kids, their families and their teachers see the library as an essential and critical element of their intellectual, social and emotional development.

For each of the developmental stages, there is a structure within that creates a blueprint to provide services to that particular age group. Blueprint considers influences & characteristics, current programs and services. Developed so it can be used to describe our work to various audiences.

Guiding Principles

Windows, Mirrors and Sliding Glass Doors

Equity   **Inclusivity**   **Diversity**   **Intentionality**   **Iteration**

Arc of Service

As children grow their use of libraries changes.
Here are the major stages that we will address in this presentation.

Developing Readers
Ages 5-8

Students
Ages 8-12

Early Literacy
Ages Birth-5

Developing Independence
Ages 13-19

Arc of Service for Youth and Families

	Early Literacy Ages Birth-5	**Developing Readers** Ages 5-8	**Students** Ages 8-12	**Developing Independence** Ages 13-19
Characteristics & Influences	• Brain research • Caregiver driven • Divergent opinions on screen time • Play as learning	• High stakes benchmark • Kindergarten transition • Self-directed/interest-driven • Writing skills emerge	• Curriculum support/teachers • OST standards/needs • Independent learning • Summer Opportunity Important	• Future-focused • Content production • School aspirations • Credentials
Program Examples	• Play groups • Story time • STAR workshops • Sensory STEAM programming	• STEAM programming Cultural programs • STEM/Maker programs • Summer Programming in partnership with community partners	• Science in the Summer • Book clubsInterest based program (chess, Pokemon, robotics, crafts) • Maker programs	• Gaming • Advisory Groups • Teen Tuesdays • SYEP
Materials & Services	• Age-appropriate tech • Caregiver guidance on early literacy skills and practices • Interactive play equipment	• School Engagement • Age-appropriate tech • BrainFuse/tutoring • Family Learning/Summer Opportunities	• School Engagement • Clubs/interest groups • BrainFuse/tutoring • Summer Opportunities	• School Engagement • Career exploration • Job skills - practice • Mentoring opportunities
Emerging Options	• Early coding • Anti-racist programming/Social justice programming • Whole child approach STAR spaces	• Social justice programming • Family Learning • Summer Learning • Beyond Books from Birth	• Social justice programming • Summer Learning • Connected Learning • Hybrid content/programming	• Digital citizenship • Activism • Entrepreneurship • Connected Learning

Appendix I: DCPL Purpose and Values Executive Presentation (April 2021)

DCPL PURPOSE & VALUES EXECUTIVE PRESENTATION

April 02, 2021

1

2

Where we are

01: Intake & Onboarding

Project team kickoff

Ambassador introductions

02: Research & Interviews

Review existing research
and materials

Executive Conversations

Def doc working session

03a: Purpose Workstream

Workshop

Working session & Executive
preview

Project Team Review

03b: Values workstream

Workshop

Working session & Executive
preview

Project Team Review

04: Final development

Ambassadors review

➡ **EMT review**

3

PROJECT BACKGROUND

Why are we here?

As a cornerstone of defining its culture, DCPL needs to get everyone aligned around who it is, what it does, and what it stands for.

DCPL has made tremendous progress improving its buildings, including the recently completed MLK library.

Now DCPL can focus on its services and developing a customer-centered culture. This starts with getting everyone aligned around who DCPL is, what it does, and what it stands for.

In this project, the DCPL Customer Experience Team has asked Great Mondays to help them define the key elements of their culture: purpose and values.

5

What are purpose & values?

PURPOSE

An short, inspiring statement that captures why DCPL exists

- Unify staff with a shared purpose
- An organizational north star
- Everyone knows why their work matters
- Attract staff, funders, customers
- Elevates from tactical to aspirational

VALUES

Up to 5 core beliefs that define how we make choices

- Guide behaviors of leaders and staff
- Reinforce the desired culture
- Support organizational goals
- Know how to measure performance
- Stretch goals, who we want to be

6

Purpose and values have to be lived at every level.

Executives, leaders, and the board must embrace the purpose and values in their policies, decisions, and communications, too.
No one is exempt.

"It's not a value if it's not practiced. It's what you do, not what you say."

"Everyone understands the roles they play and how they fit into the bigger picture."

TEAMS
AND INPUT

We studied existing resources

DCPL had previously invested in strategic planning, research, and culture initiatives. There was a lot of great material to serve as a foundation for our work.

Strategic Plan

Stakeholder & branch research

Customer feedback

Brand guide

Talent management strategy

Digital Citizenship

Our three-team structure

We assembled three teams to provide a range of perspectives across functions and levels. Our tried and tested approach relies on collaborative, bottom-up development by the project team and ambassadors, with input by leaders.

PROJECT TEAM	CULTURAL AMBASSADORS	EXECUTIVE TEAM
Core working group guiding this project	**Nominated staff representing all departments**	**Leaders who provide high-level input & sponsorship**
Bridge top / bottom perspectives	Bottom up perspective	Top down perspective
Participate in working sessions	Participate in working sessions	Be engaged at key moments
Shape deliverables	Generate ideas & raw material	Make final decisions
Present work to Executive Team	Carry work forward	Oversee progress

Project team

We kicked off the project with our core working team to align expectations, get up to speed on the context, and learn how to set this project up for success.

Cori Schauer, Director of Customer Experience & Culture
Julia Wolhandler, Manager of Center for Accessibility
Yvette Davis, Manager of Anacostia Neighborhood Library
Ameer Abdullah, Senior Procurement Officer
Michael Dodson, Manager of Facility Services
Bonita Simpkins, Public Safety Officer

Core working group that guided this project

Bridge top / bottom perspectives

Participate in working sessions

Shape deliverables

Present work to Executive Team

Ambassador team

Ambassadors are our secret sauce. They were nominated by managers as representatives of a range of roles and viewpoints, and for their reputations as trusted colleagues who embody the best of DCPL.

Victor Benitez, Manager of the Labs
Sarah Black, Special Assistant, Exec Team
Andrew Blahnik, Library Information System Administrator
Jesse Edwards, Delivery
Anita Miller-Key, Library Technician
Portia Oliver, Librarian
Darrin Roach, Carpenter
Wendy Segovia, Sanitation Supervisor
George Williams, Press Secretary
Lisa Williams, Library Associate Floater
Tahlita (Lynn) Wilson, HR Specialist

Nominated staff represent all departments

Bottom up perspective

Participate in working sessions

Generate ideas & raw material

Carry work forward

Executive team & conversations

We spoke with our project's decision makers plus two more key leaders to understand DCPL's history and vision for the future, including the cultural changes needed to support organizational growth.

Rick Reyes-Gavilon, Executive Director
Barbara Jumper, Chief Business Officer
Joi Mecks, Chief of Staff
Kim Zablud, Chief of Public Service

BONUS INTERVIEWEES
Lami Aromire, Head of IT
Tanzi Barbour-West, Director of Marketing & Communications

Leaders who provide high-level input & sponsorship

Top down perspective

Be engaged at key moments

Make final decisions

Oversee progress

DCPL PURPOSE

WHAT IS A PURPOSE STATEMENT?

A grand vision of why an
organization exists.

- Unify staff with a shared purpose
- An organizational north star
- Everyone knows why their work matters
- Attract staff, funders, customers
- Elevates from tactical to aspirational

PURPOSE STATEMENTS

guide, inspire, and rally
customers and employees
to join a cause greater
than themselves.

Purpose Development Process

Workshop 1
Tell a story 25 years in the future about the impact and legacy DCPL leaves

Agency revisions
GM revises and elevates draft statements

Share with execs
Show work in progress & get early directional feedback

Working session 2
Discuss new drafts, get final input and feedback

Semi-final review
Present recommendations and discuss

Workshop 2
Small groups draft statements based on elements from Day 1 stories

Working session 1
Discuss new drafts to improve and iterate

Agency revisions
GM incorporates feedback

Agency revisions
GM makes final recommendations

Final presentation
Share final purpose statement
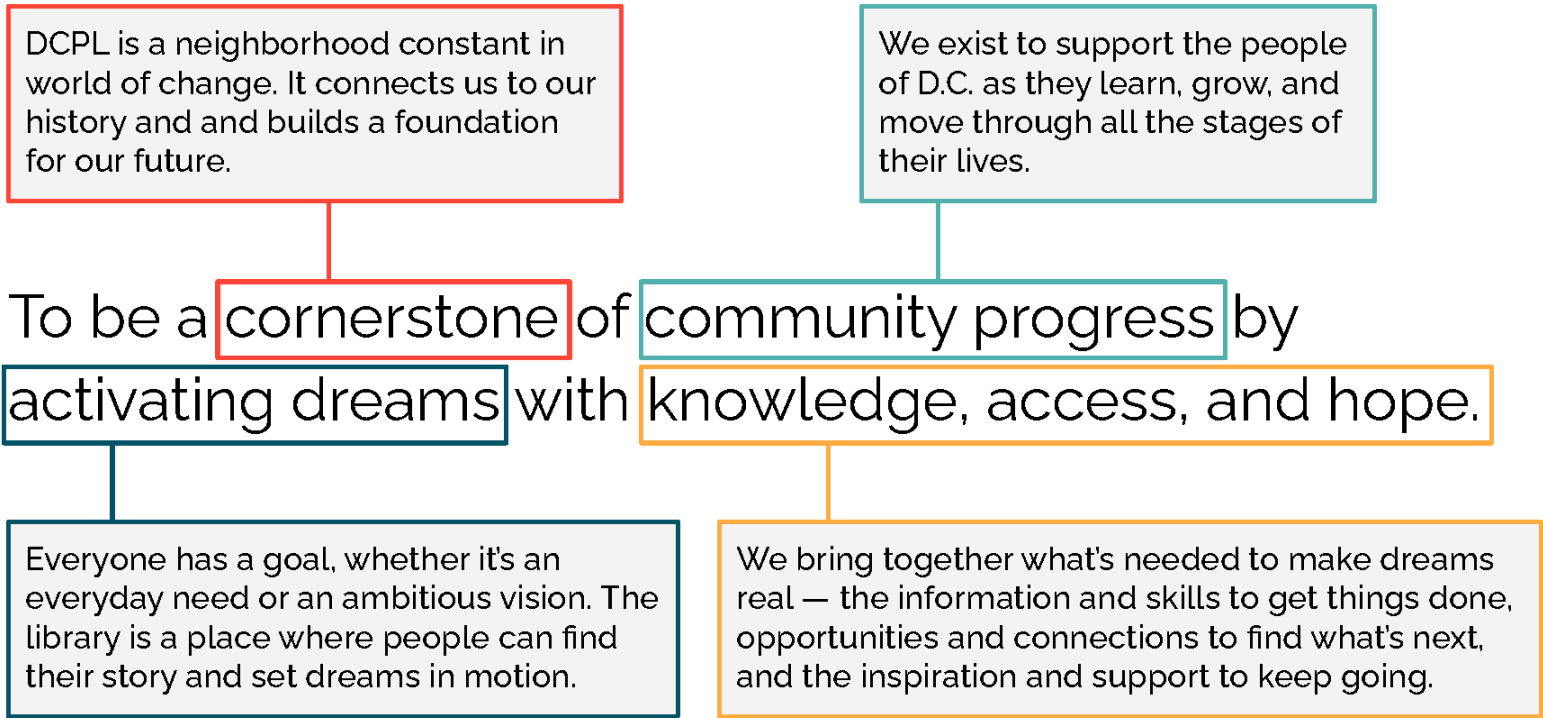
PROJECT TEAM	AMBASSADORS	EXEC TEAM	GM TEAM

DCPL Purpose

To be a cornerstone of community progress by activating dreams with knowledge, access, and hope.

DCPL Purpose

DCPL is a neighborhood constant in world of change. It connects us to our history and and builds a foundation for our future.

We exist to support the people of D.C. as they learn, grow, and move through all the stages of their lives.

To be a cornerstone of community progress by activating dreams with knowledge, access, and hope.

Everyone has a goal, whether it's an everyday need or an ambitious vision. The library is a place where people can find their story and set dreams in motion.

We bring together what's needed to make dreams real — the information and skills to get things done, opportunities and connections to find what's next, and the inspiration and support to keep going.
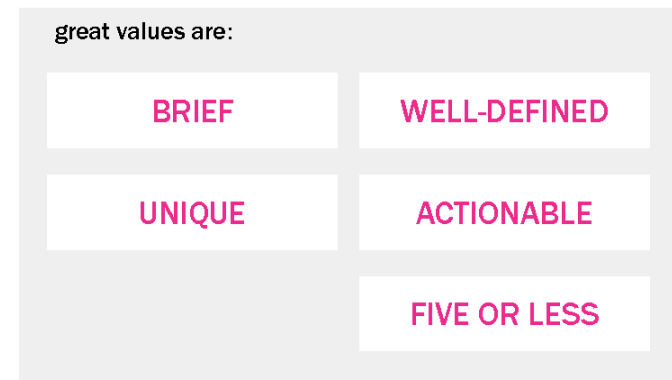
GREAT MONDAYS DCPL PURPOSE & VALUES   18

DCPL VALUES

19

WHAT ARE VALUES?

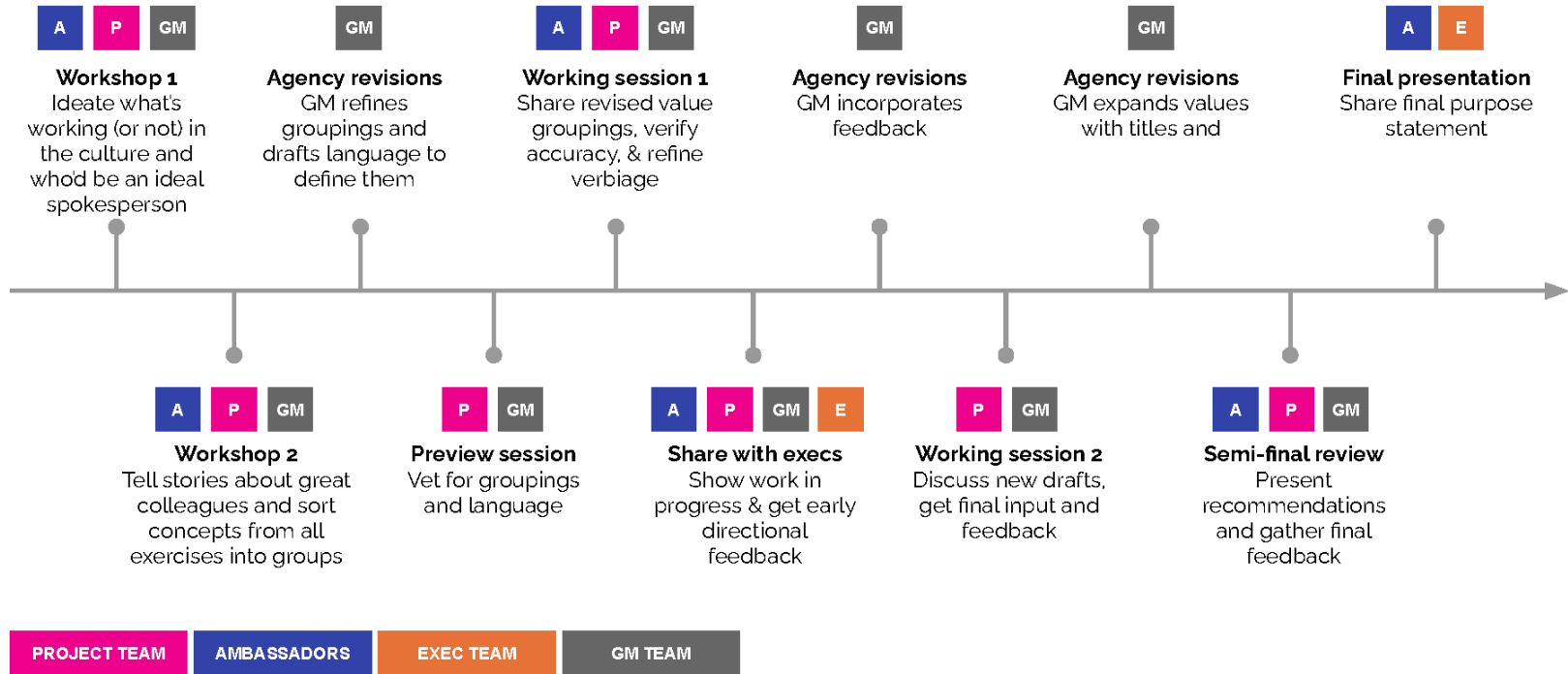Core beliefs that define
how we make choices.

- Guide behaviors of leaders and staff
- Reinforce the desired culture
- Support organizational goals
- Know how to measure performance
- Future-oriented; who we want to be

great values are:

BRIEF	WELL-DEFINED
UNIQUE	ACTIONABLE
	FIVE OR LESS

GREAT MONDAYS DCPL PURPOSE & VALUES   20

Values Development Process

A **P** **GM**

Workshop 1
Ideate what's working (or not) in the culture and who'd be an ideal spokesperson

GM

Agency revisions
GM refines groupings and drafts language to define them

A **P** **GM**

Working session 1
Share revised value groupings, verify accuracy, & refine verbiage

GM

Agency revisions
GM incorporates feedback

GM

Agency revisions
GM expands values with titles and

A **E**

Final presentation
Share final purpose statement

A **P** **GM**

Workshop 2
Tell stories about great colleagues and sort concepts from all exercises into groups

P **GM**

Preview session
Vet for groupings and language

A **P** **GM** **E**

Share with execs
Show work in progress & get early directional feedback

P **GM**

Working session 2
Discuss new drafts, get final input and feedback

A **P** **GM**

Semi-final review
Present recommendations and gather final feedback

PROJECT TEAM | **AMBASSADORS** | **EXEC TEAM** | **GM TEAM**

Our values are built on respect and radiate into the world

Our values

GIVE AND GET RESPECT
is how we treat each other

Our values

BE A "WE"
is how we work together

GIVE AND GET RESPECT
is how we treat each other

Our values

INVEST IN US
is how we grow
as an organization

BE A "WE"
is how we work together

GIVE AND GET RESPECT
is how we treat each other

GREAT MONDAYS DCPL PURPOSE & VALUES   25

Our values

Our values

STAY ROOTED is how we advocate for our communities

WELCOME EVERYONE is how we serve our customers

INVEST IN US is how we grow as an organization

BE A "WE" is how we work together

GIVE AND GET RESPECT is how we treat each other

GREAT MONDAYS DCPL PURPOSE & VALUES   27

"You get respect when you give respect."

— Michael Nutter

Give and Get Respect

Seek equity. Embrace diversity. Listen to understand.

WHAT WE MEAN

Equity begins with respect. That's why we respect everyone's value and voice, and every role and level. We respect the diversity of our staff because our strength comes from our differences.

WHAT WE DO

Be fair in decisions and policies

Recognize the unique experiences and value everyone has to offer

Take time to listen, accept, and understand

Respect everyone whether you know them or not

Talk through conflict respectfully even when we disagree

Measure and monitor equity in recruitment, advancement, and retention

WHAT WE DON'T DO

Not bring important voices to the table

Retaliate in any way

Require people to earn respect

WHAT WE ASK

Am I listening?

Am I seeing this person?

What are my biases?

29

"Alone, we can do so little; together, we can do so much."

— Helen Keller

Be a "We"

Build empathy. Come together. Assume positive intent.

WHAT WE MEAN

We can only achieve our purpose if we pull together. We look for opportunities to build relationships across the organization and see ourselves as a single team building a better library.

WHAT WE DO

Say hello and create new relationships

Work together on the big problems

Build compassion and empathy for colleagues

Be accountable and keep commitments

Bring good intentions, and believe others are doing the same

See coworkers as internal customers, and step up when they need help

WHAT WE DON'T DO

Think it's "us versus them"

Seek consensus so much we don't take action

Say "that's not my job"

WHAT WE ASK

How can I help?

Where are they coming from?

31

"For our own success to be real, it must contribute to the success of others."

— Eleanor Roosevelt

Invest in Us

Develop staff. Expand ourselves. Cheer for each other.

WHAT WE MEAN

DCPL thrives when we invest in our staff and ourselves. We offer our teams ways to develop and move forward in their careers, and we each work to grow personally and take on new challenges.

WHAT WE DO

Seek ways to grow and learn beyond our job description

Regularly plan and deliver the training and tools individuals and teams need to do well

Provide staff with consistent and fair opportunities for advancement

Help staff find and participate in training with great communication

Inspire each other to be and do better

Prioritize keeping great employees

WHAT WE DON'T DO

Wait for someone else to hand opportunities to us

Question why someone wants to grow or advance

Write off underperforming employees

WHAT WE ASK

What can I learn?

How can I support our team's growth?

33

"What a good library offers cannot be easily found elsewhere: an indoor public space in which you do not have to buy anything in order to stay."

— Zadie Smith

34

Welcome Everyone

Everyone belongs. Be accessible. Center their needs.

WHAT WE MEAN

Everyone belongs in our libraries. We put people at the center of everything we do so they can find what they need, whether it's answering a question, learning a skill, or simply spending time in a branch.

WHAT WE DO

Give everyone a friendly greeting, no matter why they are here

Try out new ideas to meet needs of current and future customers

Make sure our programs and spaces are inclusive and accessible

Help each other see how every role and action makes a difference to customers

Recognize and reward exceptional service

Seek to be a model of excellence for libraries across the country

WHAT WE DON'T DO

Judge customers

Tell instead of ask

Discourage new ideas

WHAT WE ASK

Who is not here, and how can we invite them in?

How can I help this person feel like they belong?

How can I solve this?

35

"Strong people stand up for themselves, but stronger people stand up for others."

— Suzy Kassem

Stay Rooted

Stand up for D.C. Advocate for others. Represent our communities.

WHAT WE MEAN

DCPL and its people are *of* the District, yet we are *for* everyone. We believe in showing up for our communities when and how they need us, and speaking up for those whose voices are unheard.

WHAT WE DO

Celebrate what we love about our people and places

Represent the best of what D.C. is and can be

Advocate for civil rights in our region and beyond

Give back and get involved

Offer space to community groups

Communicate clearly to all our different communities

WHAT WE DON'T DO

Talk without action

Stay silent when someone needs our help

Speak over or in front of others

WHAT WE ASK

What does our community need right now and what can we as DCPL do about it?

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DCPL Values

Give and Get Respect
Seek equity. Embrace diversity. Listen to understand.

Be a "We"
Build empathy. Come together. Assume positive intent.

Invest in Us
Develop staff. Expand ourselves. Cheer for each other.

Welcome Everyone
Everyone belongs. Be accessible. Center their needs.

Stay Rooted
Stand up for D.C. Advocate for others. Represent our communities.

Appendix J: DCPL Talent Management Strategy Plan "Investing in Staff" (April 2020)

DC Public Library
Talent Management Strategy Plan
"Investing in Staff"
April 2020

Talent Management Project Overview

Project Background: Rationale and Talent Management Priorities

In Summer 2019, Executive Director Richard Reyes-Gavilan and senior management team members engaged AchieveMission to complete a full organization assessment and launch a strategic talent management planning process to produce a comprehensive talent management strategy plan to guide DCPL's work to "continue, and grow, as a vibrant center of learning and community for all residents of the District." A Talent Team[1] of 14 representatives from across the library was convened to inform, champion, and ensure accountability in the planning process.

At the kickoff of the planning process, AchieveMission presented a current understanding of the state of Talent Management at DCPL. This understanding, underscored by comments by the Executive Director, emphasized DCPL's recognition that it had invested much of its resources in its brick-and-mortar assets. He acknowledged that, while the institution would continue investing in some significant changes, prominently to reopening its flagship location, now would also need to be a time to focus on investing in the library's people. "The building projects are never going to stop. We have to think about our staff." As such, DCPL defines its approach to Talent Management as the ability to "better recruit, better manage, better develop, better recognize, and better retain the talented people we need to continue to serve the changing needs of our residents."

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[1] See appendix for a list of Talent Team members

HOW STRONG IS DCPL TALENT MANAGEMENT NOW?

Level 1 — Approach is compliance-based; activities aim to abide the law and manage risk, the organization has yet to realize the value of managing talent strategically to achieve results

Level 2 — Many leaders recognize staff as a critical asset that must be managed well. Some managers resist talent management role. A few capable processes exist but are not linked to strategy. Some processes are understood to be more important to improve than others

Level 3 — Senior leaders know that managing talent in support of the strategy is fundamental to success. most leaders are role models of talent practice. New talent policies, programs, and practices are being designed and implemented to support mission accomplishment, some are integrated

Level 4 — Leaders and managers embrace talent management and are role models. Approaches are critical contributors to improved org. performance. Talent considerations are fully integrated into strategic planning and ops. Continuously improve "people management" to achieve results

Achieve/Mission

Where would you rank yourselves now?
What does this reveal about your mindset?

In a real-time assessment of DCPL's Talent Management at the kickoff, Talent Team members uniformly expressed, "We are not where we need to be." They envisioned a state of Talent Management across all of the library system that would be strategic and aligned. At the next level, there would be a shared understanding of this priority and all managers would be leading in and owning talent processes, with HR in a strong supporting role. To reach this vision and continue to improve along the continuum of Talent Management levels, DCPL will need to engage in ongoing reflection and self-assessment during the implementation of the Talent Management Plan.
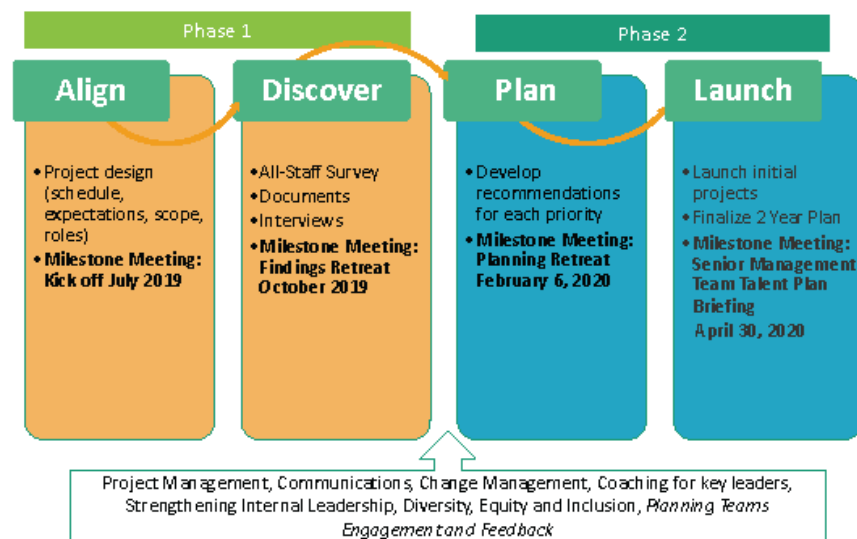
2

Talent Management Framework

The key driving questions for the discovery process were based on AchieveMission's proven Talent Framework below.

Project Process and Timeline

The discovery and assessment process consisted of 14 individual or pair interviews with DCPL staff, 16 focus groups with DCPL staff, a staff survey administered to 587 employees (with 311 respondents), and a document review. Each interview conversation followed a similar script, designed to uncover organizational strengths and challenges. AchieveMission identified key themes from across the interviews, survey responses, and documents and synthesized the findings and a series of recommended priorities in reports presented in full to the Talent Team.

At a day-long Findings Retreat and one subsequent meeting, the Talent Team reflected on the findings and 10 recommended priorities and narrowed the list to an initial four priority areas to pursue over the next 2-3 years[2]. Public safety at the library was identified as a major pain point in the findings, but it was indicated that work on this critical area will happen under the purview of the new Director of Public Safety and with collaboration at all levels, so it was not included in the list of recommendations. In developing the recommendations for priorities, and narrowing the final list, AchieveMission and the Talent Team considered four key criteria for selecting the first round of initiatives. The selected priorities would have the highest **potential for impact**, serve as **building blocks, motivate the staff** - i.e. visibility/quick wins, and **develop staff capacity** in the process of addressing challenges. Finally, **feasibility** was considered given the multiple additional priority projects and areas that the library would be currently undertaking.

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[2] See appendix for the ten recommended priorities

AchieveMission drafted 2-3 year roadmap plans for each of the priority areas. For each area, a cross-functional project planning team[3] was convened to do three important things together: 1) gain some practical expertise in the area, learning from AchieveMission's educational materials on good practice, 2) review and revise the roadmap drafts and 3) recommend revisions to their roadmap based on their experience and expertise as a staff member in the organization. The Talent Team then met at an all-day Planning Retreat to review the updated roadmaps, view them in totality, and make final recommendations for the project planning teams to consider. After one more round of edits by the project planning teams, AchieveMission developed this comprehensive **Talent Management Strategy Plan**.

Talent Management Plan Overview

This Talent Management plan was formulated in response to the AchieveMission Findings and subsequent discussions with the DCPL Talent Team and Project Planning Teams.

The plan contains four priority initiatives selected by the Talent Team as the ones with the highest impact on key aspects of the Talent Management Framework and most feasible in tandem with other priority projects currently underway in the library. These are the areas that people in the system have said matter most to demonstrate that the library is truly committed to investing in its staff.

Culture and Values
Internal Communication
Hiring and Onboarding
Rewards and Recognition

The plan provides a roadmap for each priority initiative with what has been accomplished to date and where DCPL is headed. The structure for each roadmap is as follows:

1. Problem/Opportunity
2. Goals by 2021
3. Performance Metrics – 2019 baseline, 2020 and 2021
4. Risks
5. Implementation leader(s)
6. Milestone activities for next 2-3 years, including further discovery/learning and assessment needed

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[3] See appendix for a list of the members of the project planning teams

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Strategic Goals & Review of Findings

"Know Your Neighborhood" Strategic Goals

A strategic plan is commonly defined as a document that envisions a desired future, and translates this vision into broadly defined goals or objectives and a sequence of steps to achieve them.

In AchieveMission's work, we ask, *Is your strategy **sufficiently clear** to build a Talent Management plan to support the execution of your strategy?* DCPL is at least part of the way there. The "Know Your Neighborhood" Plan (2017-2021) has a set of clear system-wide goals and objectives for the system with a focus on the micro-neighborhoods of the District.

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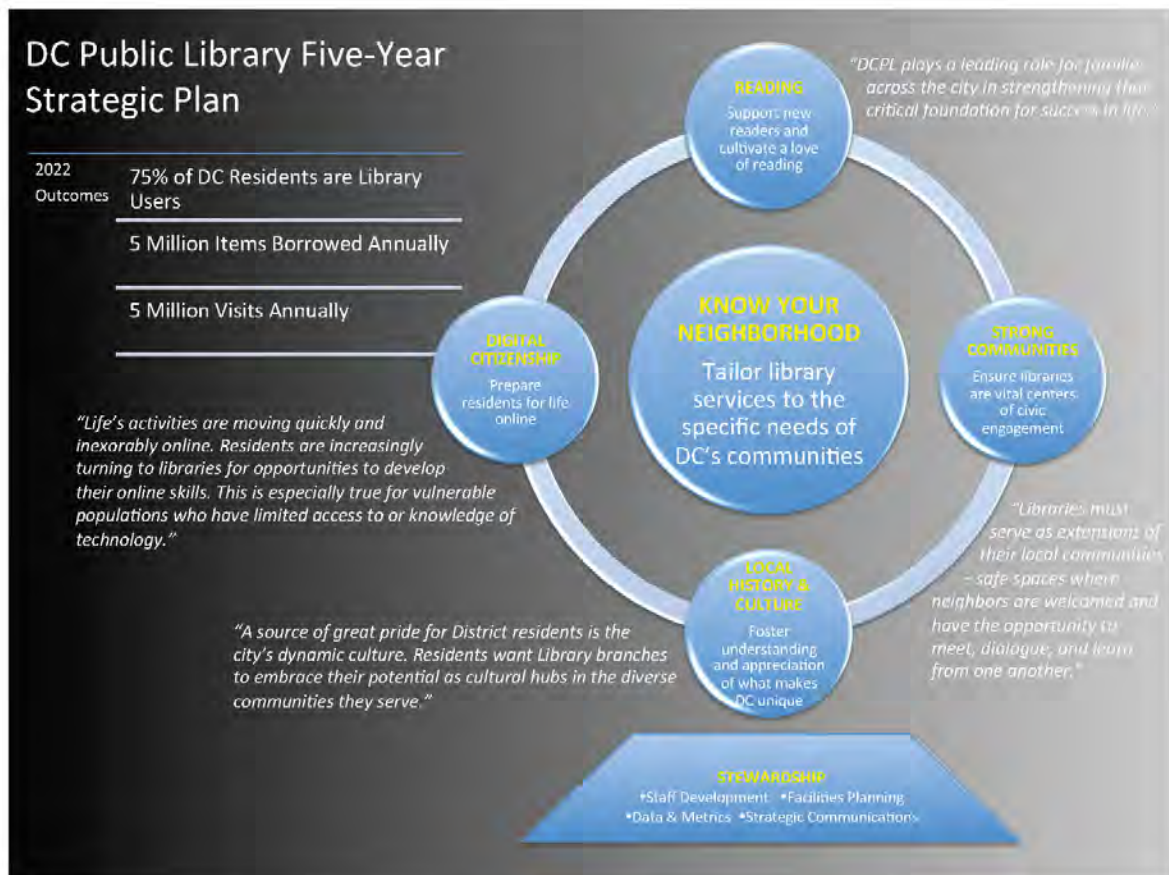
Overall Strengths: What We Are Building On

Mission Driven and Dedicated Staff and Leadership

- The staff and leadership team alike are driven by the mission/vision and the work. Staff have displayed a high level of engagement with the process to-date through focus groups and survey.
- Staff understand the value of their role to the success of DCPL.
- Staff are passionate about serving the community in a meaningful way and the want the library to be successful in achieving its goals.

Desire to Make Things Better

- The staff and leadership team are open to organizational change and interested and invested in continuous shifts in practice and outcome.
- Staff are motivated and give extra effort to their work at DCPL.

Clear Goals for Neighborhood Investment

- The "Know Your Neighborhood" Plan has a set of clear system-wide goals and objectives for the system with a focus on the micro-neighborhoods of the District.

Key Challenges

Culture and Values
- From the survey: 83% of respondents agree or strongly agree with the statement: "I understand how my role is important to the success of DCPL."
- DCPL has many local cultures and many staff mentioned their positive relationships with immediate co-workers.
- DCPL has lots of self-starters and an appetite, as an agency, for innovation.
- There is a clear sense that the degree to which staff enjoy their job depends on whether they get along with their co-workers and have a manager who respects them.
- Mistrust was a theme. Key drivers:
  - Failure to deliver on promises;
  - Gaps in expectations top-bottom and across the agency;
  - Lack of transparency in communication and decision-making.

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- From the survey: 29% of respondents believed there is a true spirit of cooperation within DCPL.
- Staff referenced Staff Day as a potentially positive tool to engage staff; however, its full potential has not been reached.

<u>Hiring and Onboarding</u>
- From the survey: 49% of survey respondents disagree or strongly disagree with the following statement: "We have enough strong people in the most important jobs for the agency to be successful."
- The lack of consistent training and onboarding results in heavy reliance on individual managers, which threatens to exacerbate inconsistent performance across the system.
- Staff had differing feedback on whether their compensation was comparatively high and/or not commensurate with their work performance or high costs in DC.
- Staff frequently said that they or others did not have titles that matched the work they do or the responsibilities under their purview.
- Many staff at all levels in the agency see educational degrees (particularly the MLS for librarians) as barriers to professional development.
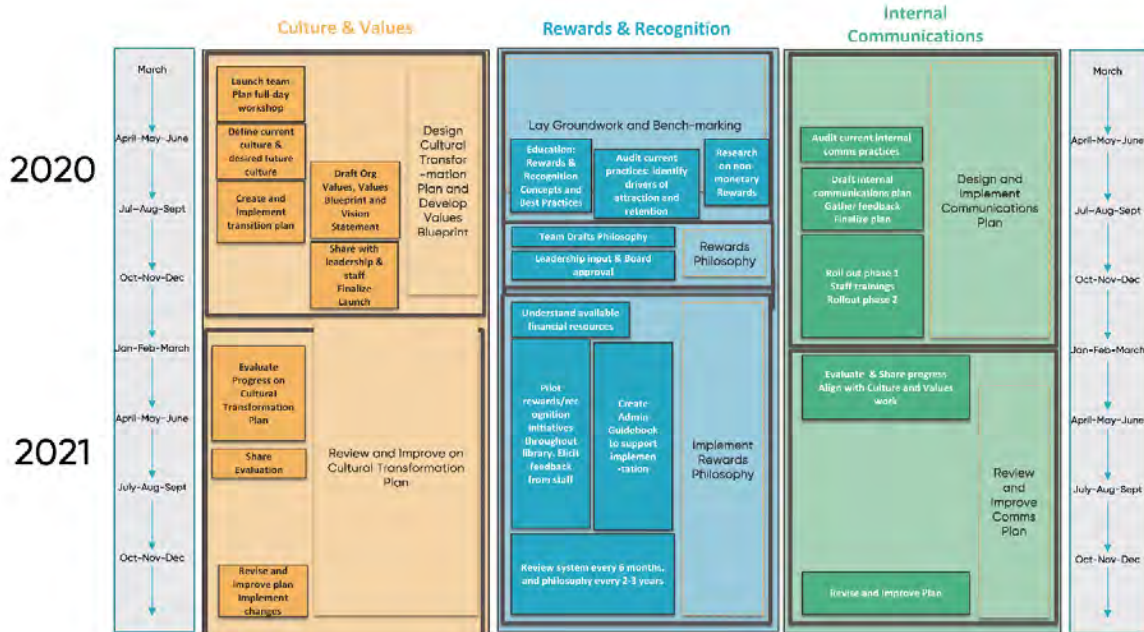
<u>Rewards and Recognition</u>
- Public-facing staff indicate that recognition from the public as well as their coworkers is highly valued.
- Staff feel that DCPL does not make an effort to reward or retain high performers.
- Good work is rewarded with more work.
- Many staff – especially in lower-level positions – feel there is no room for them to grow.
- Some staff feel that opportunities for advancement aren't open to all.
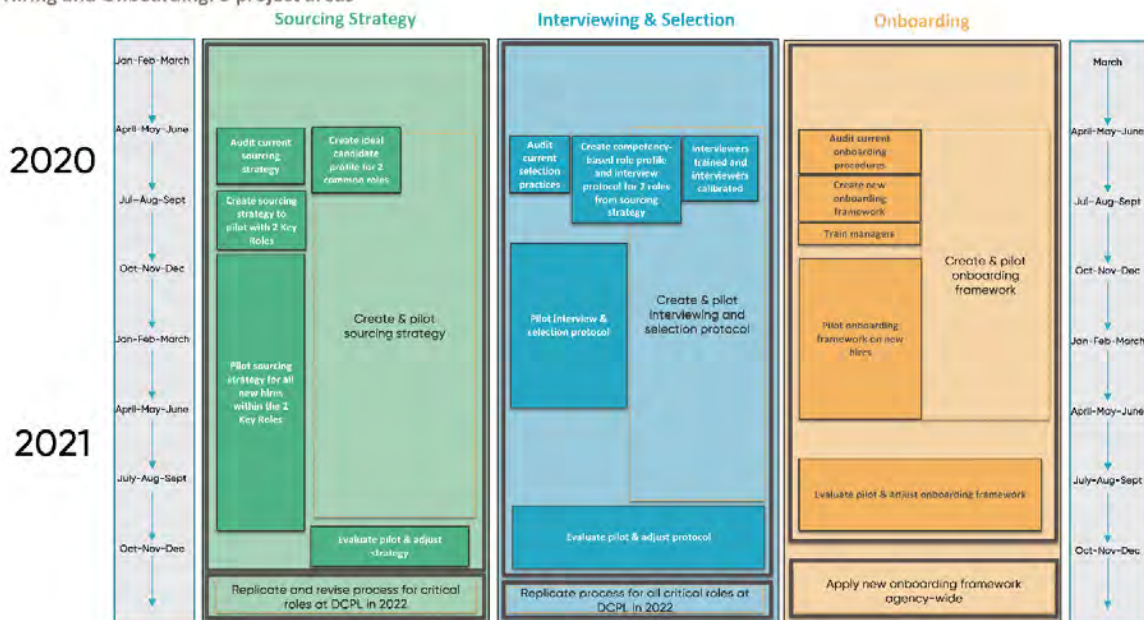
<u>Internal Communication</u>
- There is a lack of systematic, continuous and consistent communication from the top-down and across departments.
- Communication doesn't exist across silos. Business Operations and public-facing roles are seen as two silos.
- Business operations staff feel they are not involved in decision-making until it is too late to meaningfully participate.

Plan Overview

Below is an at-a-glance view of the major milestones, deliverables, and timeline plans for the Talent Management work through 2021. It is meant to show the pacing of the work and connection/alignment across the four projects. **The timetables presented will change and be greatly influenced by the impact of the COVID-19 pandemic.**

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Culture & Values

2020

Launch team Plan full-day workshop

Define current culture & desired future culture

Create and Implement transition plan

Draft Org Values, Values Blueprint and Vision Statement

Share with leadership & staff Finalize Launch

Design Cultural Transformation Plan and Develop Values Blueprint

2021

Evaluate Progress on Cultural Transformation Plan

Share Evaluation

Review and Improve on Cultural Transformation Plan

Revise and Improve plan Implement changes

Rewards & Recognition

Lay Groundwork and Bench-marking

Education: Rewards & Recognition Concepts and Best Practices

Audit current practices: identify drivers of attraction and retention

Research on non-monetary Rewards

Team Drafts Philosophy

Leadership input & Board approval

Rewards Philosophy

Understand available financial resources

Pilot rewards/recognition initiatives throughout library. Elicit feedback from staff

Create Admin Guidebook to support implementation

Implement Rewards Philosophy

Review system every 6 months, and philosophy every 2-3 years

Internal Communications

Audit current internal comms practices

Drafts internal communications plan Gather feedback Finalize plan

Design and Implement Communications Plan

Roll out phase 1 Staff trainings Rollout phase 2

Evaluate & Share progress Align with Culture and Values work

Review and Improve Comms Plan

Revise and Improve Plan

Timeline (left): March | April-May-June | Jul-Aug-Sept | Oct-Nov-Dec | Jan-Feb-March | April-May-June | July-Aug-Sept | Oct-Nov-Dec

Timeline (right): March | April-May-June | Jul-Aug-Sept | Oct-Nov-Dec | Jan-Feb-March | April-May-June | July-Aug-Sept | Oct-Nov-Dec

Hiring and Onboarding: 3 project areas

Sourcing Strategy

2020

Audit current sourcing strategy

Create ideal candidate profile for 2 common roles

Create sourcing strategy to pilot with 2 Key Roles

Create & pilot sourcing strategy

2021

Pilot sourcing strategy for all new hires within the 2 Key Roles

Evaluate pilot & adjust strategy

Replicate and revise process for critical roles at DCPL in 2022

Interviewing & Selection

Audit current selection practices

Create competency-based role profile and interview protocol for 3 roles from sourcing strategy

Interviewers trained and interviewers calibrated

Pilot Interview & selection protocol

Create & pilot Interviewing and selection protocol

Evaluate pilot & adjust protocol

Replicate process for all critical roles at DCPL in 2022

Onboarding

Audit current onboarding procedures

Create new onboarding framework

Train managers

Create & pilot onboarding framework

Pilot onboarding framework on new hires

Evaluate pilot & adjust onboarding framework

Apply new onboarding framework agency-wide

Timeline (left): Jan-Feb-March | April-May-June | Jul-Aug-Sept | Oct-Nov-Dec | Jan-Feb-March | April-May-June | July-Aug-Sept | Oct-Nov-Dec

Timeline (right): March | April-May-June | Jul-Aug-Sept | Oct-Nov-Dec | Jan-Feb-March | April-May-June | July-Aug-Sept | Oct-Nov-Dec

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Plan Details

The work in each of the roadmaps below will now begin to transition to implementation teams. Once convened, implementation teams will use each roadmap as a guide to complete the work.

1. Culture and Values

This initiative will set a solid foundation for all four priority areas and begin the collective shift toward a consistently excellent employee experience. Defining current culture, co-creating a future organizational culture, and creating a values blueprint will inform the milestones and key deliverables of other projects (Communications Plan, Rewards Philosophy, Onboarding process).

Project name Culture & Values

Project leads Joi Mecks (champion) and Cori Schauer (lead)

Planning and Implementation Team: Yvette Davis, Michael Dodson, Sgt. Garrett Scott, Julia Wolhandler, Ameer Abdullah

PROBLEM / OPPORTUNITY

DCPL needs to create a cohesive agency-wide culture that aligns fully with its direction and values. The culture must nurture self-starters and mission driven people, an appetite for innovation, and positive relationships with immediate co-workers. With MLK reopening this year and the increased visibility and pressures on the library system, the importance of internal connection and shared enterprise is needed more than ever before.

Staff cited the following culture-related issues: poor internal communications, a lack of performance accountability, an "us vs them" mentality and silos between business operations and public service. Widespread mistrust throughout the agency and uneven local cultures amongst branches and various departments also offer areas for improvement. Addressing these cultural issues in a way that engages staff across the system is critical for DCPL's future success.

PROJECT GOALS BY END OF 2021

Future culture is articulated, and the gap between the current and future culture is identified

Values blueprint is created, tested and implemented

Plan to transition from current culture to future culture is created and implemented

Staff are champions and stewards of DCPL's culture, which is a driver of attraction and retention

PERFORMANCE METRICS

Measure	2020 (baseline)	2021 Target	2022 Target	Notes
% of staff members who can name the critical elements of the future culture	N/A	TBD	TBD	These metrics would be developed as part of the Future Culture work - they are difficult to name now

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				given that work hasn't happened yet.
% of staff members who cite the culture as a primary driver of retention	TBD	TBD	TBD	Most likely, metrics will be defined and monitored by Customer Experience, but possibly implemented and held accountable by managers via performance management tools in HR.
% of staff agreement with the statement: "I like working at DCPL."	TBD	TBD	TBD	

RISKS	MITIGATION
Staff not bought into the culture work and/or don't believe culture can change.	Create an implementation team that is a cross-section of employees so all staffing levels are represented. Communicate how culture is a set of systems, rituals, etc. that can be understood and changed - build momentum through the team members' understanding and excitement, and give team members the time in their day to do this work.
Transition to future culture fails because current culture is too strong/pervasive and held to by senior executives.	DCPL leadership models the desired future culture behaviors consistently and rigorously. That includes acknowledging failure and continuing to pursue these ends.
Too much organizational change is happening all at the same time, especially with MLK and hiring swell, and the organization is not capable of absorbing all of the change at once.	*This deserves discussion and attention by the implementation team. This is likely the biggest risk to this initiative's success.*

MAJOR MILESTONES

Milestones		Target Completion Date**	Deliverables	Leader	DCPL Team Members	Hours (per/ participant)
1	Establish Team and Design Plan for Cultural Transformation – Feb – June 2020					
1.01	Kickoff meeting to confirm project plan, approach and roles (sub tasks include identifying further representative roles for team, creating a team mission, and finalizing plans) COMPLETED	Feb-20	Project plan and roles	DCPL	Implementation Team	1.5
1.02	2-hour workshop planning meeting for core Culture Team	Apr-20	Workshop outcomes, agenda and roles	DCPL	Implementation Team	3
1.03	Full-day workshop: 1) Define current culture 2) Define desired future culture (against strategy)	May-20	Current Culture Audit Desire Future Culture Defined	DCPL	Implementation Team	3
1.04	Meeting #3: Transition Plan from Current to Future Culture, based on: - Gap between current and future culture	May-20	Plan for Cultural Transformation	DCPL	Implementation Team	3

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	- What to keep - What to let go of - What to add					
1.05	Implement transition plan. Launch staff communications around plan.	Jun-20	Plan Implemented	DCPL	Implementation Team	TBD
2	**Develop organizational Values Blueprint – June – Sept 2020**					
2.01	Meeting #1: Foundations for Values and Affirming DCPL Values	Jun-20	Working Draft of Org Values Create actions and behaviors that exemplify core values	DCPL	TBD	4
2.02	Meeting #2: Complete Values Blueprint and Vision Statement	Jun-20	Completed Draft Values Blueprint	DCPL	TBD	4
2.03	Meet with Senior Leadership to share Values Blueprint and Vision Statement at SMT meeting	Jul-20	Finalized Draft Values Blueprint.	DCPL	TBD	1
2.04	Create and implement a plan for staff input to/feedback on Values Blueprint and Vision Statement	Aug-20	Staff input and clear communication on how input will be used	DCPL	TBD	2
2.05	Finalize Values Blueprint and Vision Statement. Launch staff communications.	Sep-20	Finalized Values Blueprint and Revised Vision Statement.	DCPL	TBD	2
3	**Review and Improve on Cultural Transformation – 2021**					
3.01	Evaluate progress to date on cultural transformation	Jan-21	Conduct annual staff engagement and culture survey to evaluate impact of Plan for Cultural Transformation and measure year-over-year changes against baseline	DCPL	Implementation Team	4
3.02	Share progress and evaluation	Feb-21	Share progress and learnings with staff leadership	DCPL	Implementation Team	2
3.03	Revise and improve plan; implement changes	Dec-21	Based on learnings and input, revise Plan for Cultural Transformation as needed	DCPL	Implementation Team	3

**The timetable will change and be greatly influenced by the impact of the COVID-19 pandemic

2. Internal Communication

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This initiative is a connector: communication both informs the other projects and shapes how the organization's staff and other stakeholders will view the overall progress of the Talent Management work. As such, it is critical that this project align intentionally and closely with other projects during the implementation process. A newly-hired Director of Marketing & Communications, who will lead implementation of this priority, is already bringing energy and fresh eyes to the work, and has begun to develop an organizational communication plan as a part of the MLK launch.

This initiative's planning team made the strongest push for the importance of inclusion and authentic staff engagement in the plan's implementation. Given the extensive comments critiquing the current state of internal communications – it was the only area in which the Findings uncovered no existing strengths – there is a heightened importance here to tend to process, inclusion, and ensuring staff feel heard as a part of the project implementation process. As the library gathers feedback from staff, being clear and honest about how input will be considered is a top priority. One potential way to elevate the focus on inclusion could be to incorporate a measure of staff feeling heard by managers – similar to the metric included in this initiative "The portion of staff who agree that their input is valued" – into the overall project metrics once they are developed.

Project name Internal Communication
Planning lead: Joi Mecks (champion) and Kim Fuller (lead)
Planning Team: April King, Chris Nott, Katie Thomas, Monika Taliaferro, Tayshown Williams, Tanzi West-Barbour
Implementation lead: Tanzi West-Barbour
PROBLEM / OPPORTUNITY
Across branches and operational departments, DCPL needs an internal communications system that enables it to 1) provide access to information 2) prioritize and value staff input, and 3) cultivate a culture of collaboration. Currently DCPL fails to utilize shared infrastructure for communicating key information and delineating its relative importance up, down, and across the organization. Existing communication channels (including calls, emails, SharePoint and meetings) can improve in efficiency. Communication challenges at DCPL have a direct impact on the degree to which employees feel aligned and united. 41% of the surveyed DCPL staff members do not agree that they have access to the information they need to make work decisions, and 66% do not agree that DCPL's Senior Leaders follow through on the decisions they communicate to staff. There is also a common feeling of emotional isolation, especially amongst staff not based in a branch or main office. Addressing these gaps in the processes and behaviors around internal communications across staff will contribute to improved efficiency to maximize resources, foster rich dialogues around key topics and decisions, build a cohesive and collaborative culture, and ultimately support DCPL to embody its mission of global understanding, respect, and responsibility. This internal work can also serve as a foundation for exploring and strengthening communications with volunteers and other internal stakeholders.
GOALS BY 2021
Staff have clear knowledge of and access to agreed-upon, effective internal communications vehicles.
There is strong, regular communication between the executive team and staff.

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All staff have access to the information they need to make key decisions.				

All staff members participate in rich, cross-organizational dialogues on key topics.				

Staff trust the information given them by DCPL, as an organization, and from DCPL's leaders at all levels (executive team, senior managers, managers and supervisors).				

Information is disseminated to staff via direct in-person communication with their managers about high-level strategic goals and why these goals were selected.				

Different departments and branches understand each other's workflows and what is required to achieve desired outcomes.				

Managers include staff in decision-making and are clear about how staff input helps shape decisions.				

Staff have an understanding of the types of decisions made, where their input will and will not be sought, and how their input helps shape decisions.				

PERFORMANCE METRICS

Measure	2019 (baseline)	2020 Target	2021 Target	Notes
Internal Communications plan that identifies communication vehicles to communicate up, down and across the organization has been created, approved and implemented.	N/A	Created, approved, and implemented	Re-evaluated and improved	Evaluate and revise as needed.
The portion of staff who agree that they have access to the information they need to make effective decisions increases from 59% to 90%.	59%	75%	90%	Long term aim for 95%
The portion of staff who agree that they can trust what the organization tells them increases from 33% to 75%.	33%	50%	75%	Long term aim for 90%
The portion of staff who agree that their input is valued increases from X% to X%.	TBD	TBD	TBD	Long term aim for 90%
Annual performance evaluation system that allows staff to rate managers on their communication exists.	Does not exist	Piloted	Implemented	Some version of 360 evaluation process

RISKS | **MITIGATION**

RISKS	MITIGATION
Insufficient buy-in from across the organization	Sufficient diversity in the implementation team to represent all of DCPL Open communication about the plan and opportunity for feedback from staff. Acknowledgement that current means and methods of communicating requires an overhaul. (Part of cultural change to risk public accountability of shortfall.)
Non-adoption of new communication methods	Ensure roll-out is paced to the needs of staff, and track frequently in directors/other meetings Ensure staff have an opportunity to provide feedback on the methods before they choose, understanding that different methods may be needed (i.e. business staff need to be at the computer and be able to read emails whereas other staff may not).
Lack of adherence to new communication methods	Identify who is responsible for ensuring the use of the new methods and support and hold them accountable through their managers/performance expectations
Lack of implementation team members who are skilled in communication and/or	The Communications department should take the lead on developing and implementing this communication plan.

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organizational behavior attempting to tackle a communication issue of this magnitude.					

MAJOR MILESTONES

Milestones		Target Completion Date**	Deliverables	Leader	DCPL Team Members	Hours per participant
1	Establish Team and Design Communications System – March – June 2020					
1.01	Establish Implementation Lead and Team	Apr-20	Implementation Lead and Team Confirmed	DCPL with AM support	Implementation Team	1
1.02	Further assess current internal communications processes and practices at DCPL, using current findings and probing further into: - Effective communication pathways - Challenges in communication - Gaps to achieve desired communication - Extent of multi-directional information flow (e.g. up, down, and across the organization) - What comms tools are available broadly, including technology, especially to/from frontline staff - Evaluation of current technological tools available, and staff capacities/abilities around technology use in communication - Capturing literacy levels, staff desk time versus in the field and how that influences comms practices across staff	Apr-20	Implementation Team charts current processes and behaviors, via interviews and staff surveys	DCPL	Implementation Team	4
1.03	Draft an internal communications plan. - Consider how to integrate with MLK opening comms. Focus on "Big I Big C" to start – what big messages need to be communicated as a part of this key infrastructure project, and learning from what works and doesn't - Incorporate internal comms into other org Talent Management and other plans - Include an executive summary as a short, digestible, accessible version of the plan	Apr-20	Implementation Team designs future communication system; defines tools and needed trainings to build desired future system	DCPL	Implementation Team	3

1.04	Gather feedback on the draft plan - Engage staff feedback in creative ways - not all on paper. E.g. develop posters, required manager meetings at each branch with talking points. - Make sure to engage BizOps staff. - Create processes for staff to give feedback somewhere else other than with their manager, *e.g.* directly to the Internal Comms Implementation team, union representatives, etc.	May-20	Feedback gathered	DCPL	Implemen-tation Team	3
1.05	Integrate feedback and finalize internal communications plan	Jun-20	Gather input from leadership and across the organization, revise plan as needed, and check for consensus	DCPL	Implemen-tation Team	2
2	**Implement Internal Communications Plan – July – December 2020**					
2.01	Implement first phase of plan and gather feedback as needed. - Frame as a kickoff/launch. - Use MLK opening as a launch/pilot for the plan.	Jul-20	Develop and roll out communica-tions tools	DCPL	Implemen-tation Team	3
2.02	Staff Training and Information/Resource Sharing (e.g. manager and union presidents/officers training on how to better communicate key messages and check for understanding) - Include library executive team training. - Incorporate creative ways to talk about a new framework/culture for how people communicate across the library. Not just formal "training" but raising awareness: "This is what we're trying to do, this is how it will be different for staff, these are the policy changes, etc." - Include library techs, librarians, facilities, other front line staff. Up, down, across. - Include in new hire onboarding, Staff Day	Sept-20	Design and deliver staff trainings	DCPL	Implemen-tation Team	6

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2.03	Rollout second phase of the plan and gather feedback as needed.	Dec-20	Develop and roll-out communica-tion tools	DCPL	Implemen-tation Team	3
3	**Review and Improve – 2021**					
3.01	Evaluate progress to date. In creating the evaluation plan, set the expectation early of how often people will be surveyed to evaluate progress. Align with Culture and Values team and Vocoli because people tend to turn off if they are surveyed too often.	Jan-21	Conduct surveys to evaluate impact of new system -- and other creative ways to evaluate progress and get feedback from staff	TBD	Implemen-tation Team	4
3.02	Share progress and evaluation -- give staff real-time feedback through a technology platform similar to real-time polls used in meetings (e.g. Zoho, Slido, Meeting Pulse, etc.)	Feb-21	Share progress and learnings with staff leadership and board	TBD	Implemen-tation Team	2
3.03	Revise and improve	Dec-21	Based on learnings and input, revise internal communication s system as needed	TBD	Implemen-tation Team	3

**The timetable will change and be greatly influenced by the impact of the COVID-19 pandemic

3. Hiring and Onboarding

As the entry point for staff into DCPL, hiring and onboarding comprise the critical beginnings of the life cycle of a DCPL employee. The initiative planning team has already developed a revised onboarding process document as part of the Onboarding section. This initiative, however, is most at risk of falling into the "HR owns it" default, reducing the likelihood of strategic and sustained Talent Management execution. To mitigate that risk, the initiative leads have identified an implementation team with representation from HR, Public Services, and Business Operations to bring an important organization-wide set of perspectives, experiences, and ownership to the process.

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Project name: Hiring and Onboarding

Planning leads: Kim Zablud (champion), Tiffany Alston (lead)

Planning team: Aida Gueye, Anthony Mickens, April DeRome, Elsbeth Purdy, Jaki Buckley, Lami Aromire, Tracee Caldwell

Implementation Leads (Strategy): Jaki Buckley, Tiffany Alston, Kim Zablud, Business Operations Representative - in coordination with Human Resources and Hiring Managers.

PROBLEM / OPPORTUNITY

Over the past several years, DCPL has hired a number of staff members and has also experienced turnover, including in leadership roles. As the MLK branch reopens and staffing is geared up through an incoming class of over 30 new staff members from leadership to front line, DCPL is at a critical juncture to bring hiring/onboarding protocols in line with the Library's goals for Talent Management, and to align culture with the organization's strategy and values.

DCPL currently is revamping onboarding practices - including materials and processes - under the auspices of the Human Resources Department, but these practices are unevenly applied across the organization. Elements like peer-to-peer learning, structured manager support for new hires, clear job descriptions, and an orientation are not evenly implemented for all new hires. Because of this, some new hires are not set up for success when they are not given a clear definition of success or adequate support from their manager, are not smoothly oriented to the more tactical aspects of being a DCPL employee (e.g. benefits, administration, etc), are overwhelmed by responsibilities outside of their role, and are asked to perform different functions than they expected. DCPL has an opportunity to set all employees up for success by learning from the onboarding practices that are currently working, codifying them into an onboarding framework and applying this consistently across the organization. A supported and productive first three months on the job can make the difference between another "bad hire" and a motivated, engaged new employee hungry for more responsibility and growth.

As DCPL continues to pursue its long-term strategy and hire new staff members, it has a clear opportunity to strengthen and professionalize its hiring to address three key areas:

  1) Recruitment: DCPL is well-known within the library industry and receives no shortage of applications for open roles. However, it does not currently target specific pools or build talent pipelines to ensure that it can quickly tap into sources of talent when it needs to fill roles. There is a perception across the organization that recruitment and hiring for roles are not in line with front line staffing needs.
  2) Selection: In the haste to hire, sometimes critical steps in the process get skipped, resulting in bad hires. Selection criteria are defined differently by different people, which can lead to inconsistencies in competencies sought for new hires. Job descriptions are misaligned with actual roles and functions.
  3) Onboarding is not done in a way to maximize learning and support new hires' effective integration and clear understanding of expectations.

No in-depth data has been gathered to understand the library's actual track record around diversity in recruitment, hiring, and promotion. Communication across the organization about hiring, process, qualifications, open roles, and internal promotion should be clarified. All three of these aspects of talent acquisition need to be integrated in a unified system and be clear and transparent for DCPL to hire and onboard new staff effectively.

PROJECT GOALS BY END OF 2021: WHAT IMPACT WILL WE SEE?

Acquire and onboard high quality staff members and set them up for long-term success through a strengthened talent acquisition process.

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Policies, tools, and training will exist for effective job design, communicating of the employer brand, extensively mapping the candidate pool for both internal and external candidates, utilizing multiple sources for recruitment, effective interviewing techniques, and comprehensive onboarding.
New onboarding system is codified and applied consistently for all new hires.
New hires get a clear definition of success in their role during their first 3-6 months on the job, and ample support in an ongoing and consistent way from their managers.
Notable increase in staff satisfaction and knowledge across first year hires.
Notable increase in retention rates across new hires (first year on the job).

PERFORMANCE METRICS				
Measure	2019 (baseline)	2020 Target	2021 Target	Notes
Decrease % of new hires who leave the organization within 18 months (undesired turnover).	TBD	TBD	TBD	
Increase new hire readiness for responsibilities after onboarding process (self-reported question asked via a survey).	N/A	TBD	TBD	
Increase agreement: "Our organization hires people with the capabilities our organization most needs to achieve its mission."	32.79% agree that "DCPL hires people with the right skills most needed for our success"	N/A	TBD	
% of new hires who report favorably on their onboarding experience at the end of their first 6 months on the job	N/A	TBD	TBD	
% of new hires who "strongly agree" that their managers provide them with the direction and support they need to outperform	N/A	TBD	TBD	
% of new hires for which the DCPL onboarding framework is implemented	N/A	TBD	TBD	

RISKS	MITIGATION
People managers are too busy to prioritize onboarding new employees	Include explicitly goals related to management and onboarding for people managers
Onboarding framework not applied consistently across the organization	Engage people managers in creation of framework. Get updates from people managers on onboarding progress. Consider regular "skip" meetings with appropriate Management Lead during first 6 months.
Bump up against rules, regulations, policies, codes, DC government restrictions, etc. Manager does something that is not legal and/or skips steps.	*Implementation Team discuss*
Existing application ranking system makes it difficult to determine whether or not the right people are making it into the pool.	*Implementation Team discuss*
SOURCING STRATEGY	

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Milestones		Target Completion Date**	Deliverables	Leader	DCPL Team Members	Hours (per/ participant)
1	Strategy Team determines survey structure for performance metrics	Jun-20	List of practices	TBD	TBD	
2	Audit current sourcing/recruiting to identify practices to sustain and strengthen, and gaps	Jun-20	List of practices that work and gaps	HR	Hiring managers	
3	Generate characteristics of ideal candidates for 2 of the most common/critical DCPL jobs and brainstorm different pools where these candidates exist. - I.d. those 2 key roles first, using Findings as a starting point	Jun-20	Ideal candidate profile for 2 key roles, list of potential sources for those roles	HR	Hiring managers in those depts	
4	Select the top pools to recruit from in sourcing strategy (generate criteria and use criteria to narrow brainstorm list)	Jun-20	Primary sourcing pools selected for 2 key roles	HR	TBD	
5	Create a sourcing strategy that articulates how DCPL will actively cultivate a stream of quality candidates from identified sourcing pools to fill the 2 common jobs.	Aug-20	Sourcing strategy articulated for 2 key roles	HR	TBD	
6	Pilot sourcing strategy for new hires over the course of one calendar year.	Oct 20-Oct 21	Sourcing strategy posted	HR	TBD	
7	Evaluate sourcing strategy and adjust as needed.	Oct-21	Sourcing strategy updated	HR	TBD	
8	Replicate and revise process for other critical roles at DCPL.	Dec 2021-2022	Sourcing strategy articulated for all key roles	HR	Hiring managers in those depts	

INTERVIEWING AND SELECTION: CALIBRATION FOR CONSISTENCY

Milestones		Target Completion Date	Deliverables	Leader	DCPL Team Members	
1	Audit current interviewing and selection practices to identify practices that work and gaps	Jun-20	Agreement on the problem to solve re: hiring Audit of existing pre-screen and interview	HR	TBD	

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			handbook questions			
2	Select same two key roles as above and define critical competencies needed for success in that role.	Jun-20	Competency-based role profile for one key role	HR	TBD	
3	Pending results from step 1, build interview protocol to test for core and role-specific competencies in interview process.	Jun-20	Competency-based interview protocol	HR	TBD	
4	Conduct interview training for hiring managers	Jun-20	Interviewers trained in behavioral interviewing	TBD	TBD	
5	Hold calibration session with all hiring managers to align on what a strong/weak answer looks like for each competency area.	Jun-20	Agreement on concrete examples of strong/weak answers in each comp. area	TBD	TBD	
6	Pilot new interviewing protocol across several searches for two key roles.	Sept-20 – June 21	Interview and selection process piloted	TBD	TBD	
7	Update interview protocol and process based on results of the pilot.	Sept-21	Interview and selection process updated	TBD	TBD	
8	Replicate process for all other critical roles at DCPL.	Dec 2021 – Dec 2022	Interview and selection process applied to all key roles	TBD	TBD	

ONBOARDING

Milestones		Target Completion Date	Deliverables	Leader	DCPL Team Members	
1	AchieveMission shares effective onboarding practices to supplement DCPL's existing procedures and practices	May-20	Templates, tools, guidelines	AM	TBD	
2	Audit current onboarding procedure and practices to identify practices that work and gaps	Jun-20	List of elements of ideal onboarding framework. Audit of existing onboarding	TBD	TBD	

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			procedure document.			
3	Create onboarding framework to pilot	Jul-20	Draft onboarding manual for hiring managers	TBD	TBD	
4	Train managers selected for pilot in new onboarding approach	Aug-20	Sub-set of managers trained in new onboarding approach	TBD	TBD	
5	Pilot onboarding framework with new hires for a 6-month period	Nov 2020 – May 2021	Onboarding framework piloted	TBD	TBD	
6	Evaluate onboarding framework based on pilot. Amend as needed.	Aug-21	List of proposed amendments to onboarding framework/manual	TBD	TBD	
7	Apply new onboarding framework agency-wide	Nov-Dec 2021	Onboarding framework applied to all new hires	TBD	TBD	

**The timetable will change and be greatly influenced by the impact of the COVID-19 pandemic

4. Rewards and Recognition

This initiative lends itself most to the use of "early wins," opportunities for understanding how "Investing in Staff" will actually touch the lives of and improve the experiences of staff across DCPL. The executive management team and Talent Team decided not to address staff salary in this initiative, but to instead review salary through a separate future project. The determination to eliminate staff salary from this initiative provides more opportunities to explore innovative ways to reward and recognize all DCPL employees without having to achieve this based solely on compensation.

Project name Rewards and Recognition

Planning leads: Barbara Jumper (champion) and Jaki Buckley (lead)

Planning team: Barry Sydnor, Bobbie Dougherty, Darrin Roach, Gabi Huesca, Tyler Dennis

PROBLEM / OPPORTUNITY

DCPL relies on the full engagement of its staff to ensure high quality in its services and programs. While the staff are highly motivated by the organization's mission, the current rewards system is not perceived by some key stakeholders to be supporting high performance, attraction, and retention in all aspects. No reward philosophy currently exists which aligns with the reality of the work and high level of stress placed upon DCPL front line staff and other customer-facing roles.

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To address these challenges, the Rewards and Recognition Roadmap outlines a project that will continue to:

To address these challenges, the Rewards and Recognition Roadmap outlines a project that will continue to:

- Investigate current rewards practices and compare them to industry standards
- Articulate a rewards philosophy that reflects DCPL's values, strategy, and performance culture
- Make a plan to transition DCPL from current state to alignment with updated rewards philosophy

Through these actions, the Rewards and Recognition Project will seek to increase staff engagement, encourage high-value work, and align rewards to attract, motivate, and retain world class talent.

PROJECT GOALS BY 2021: WHAT IMPACT WILL WE SEE?

A Total Rewards Philosophy (including benefits, monetary and non-monetary recognition, work environment, etc.) that supports DCPL's strategy, motivates staff to outperform, and provides managers with clear guidance on rewards and recognition decisions

An understanding of how DCPL's non-monetary rewards practices compare to others in the library industry and/or other DC agencies

A deep understanding of what motivates staff in different positions, with different levels of work-day stress and customer-facing roles, and what non-monetary rewards and recognitions are important to them

A set of identified levers to motivate staff toward their best performance and a plan to pull those levers.

PERFORMANCE METRICS

Measure	2019 (baseline)	2020 Target	2021 Target
Number of Talent Management practices aligned to the Rewards Policy (e.g. hiring, performance management, promotion processes)	TBD	TBD	All
Increased average tenure for key roles (actual compared to desired)	TBD	TBD	TBD
% of staff agreeing or strongly agreeing with "This Organization recognizes and rewards high-performing staff" on the all staff survey	13%	35%	65%

RISKS	MITIGATION
Insufficient executive investment in the process of developing and executing the Rewards Philosophy	Engage the executive leadership team, including Rich, throughout as champions. Articulate the value proposition for the change. Acknowledgement that current means and methods of communicating requires an overhaul. (Part of cultural change to risk public accountability of shortfall.)
Staff do not have clear input into the development of the rewards philosophy, or do not understand when implemented	Align with Internal Communications project to ensure effective input and communication to all staff upon implementation.
Lack of adherence to new communication methods	Identify who is responsible for ensuring the use of the new methods and support and hold them accountable through their managers/performance expectations
Rewards Philosophy feels separate or disconnected from the organizational culture and values and is siloed/ineffectively taken up.	Align with Culture and Value project to ensure uptake and sustainability.

MAJOR MILESTONES

Milestones		By when? **	Deliverables	Leader	Other Team Members
1	Lay the Groundwork				
1.01	Identify and launch an implementation team to lead the implementation of this roadmap	May -20	Implementation Team Created	DCPL	TBD

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1.02	Education: acquire/share foundational understanding of rewards and recognition concepts and best practices with implementation team and key internal stakeholders	June-20	Shared foundational concepts	DCPL	TBD
1.03	Review current policies and systems and staff reactions: - Internal documents related to current rewards policies, actual/previous salaries, bonus, and performance ratings, current career levels and salary bands - Conduct leadership, mid-level, and frontline staff interviews and/or surveys to better understand the actual drivers of attraction and retention - e.g. the relative value of each type of reward and of recognition from a staff perspective - Include a contextual understanding of how having staff with a range of salary levels affects staff's views of non-monetary rewards and of recognition	July-20	1.Audit of current practice 2. Ranking of the relative value of different rewards and recognition for staff. Provides insight into top drivers of retention	Designate Advisory team	TBD
2	**Conduct Benchmarking**				
2.01	Conduct benchmarking research on other libraries'/DC government agencies' policies related to specific non-monetary rewards that are valued highly by DCPL staff - E.g. continuing education benefit.	Jun -20	Research on other library/agency non-monetary rewards	HR and other designated DCPL staff TBD	TBD
3	**Build the DCPL Rewards Philosophy**				
3.01	Based on what they learn in 1.3 and 2, the Implementation Team will draft a Rewards Philosophy that articulates DCPL's approach to rewarding staff, including: What employee performance/behaviors should be rewarded, how DCPL defines performance, etc. Include non-monetary opportunities for ongoing employee recognition e.g. Staff Day/other celebrations, grade increases, merit awards, employee spotlights, teleworking opportunities, administrative leave time, etc.	Sep-20	Draft DCPL Rewards Philosophy	HR and other designated advisory team members TBD	TBD

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3.02	Implementation team solicits input on draft Rewards Philosophy from DCPL leadership and finalizes. Leadership / Board approval of final Rewards Philosophy.	Sep-20	Final DCPL Rewards Philosophy	TBD	TBD
4	**Implementation – Communicate and Make Adjustments**				
4.01	Understand available financial resources for rewards and recognition initiatives. - Solicit input from Finance - Investigate grants and Friends of the Library, using Rich as a resource	Oct-20	Input on ability to implement recommended initiatives	TBD	TBD
4.02	Pilot a set of rewards/recognition initiatives throughout the library, including at Staff Day. Ensure the initiatives can benefit staff with a range of salary levels. Elicit staff feedback.	Late 2020/Mid 2021	New Initiatives	TBD	TBD
4.03	Create an Administration Guidebook that provides a plan for communicating and implementing the new Rewards Philosophy. The guidelines will include: - How to determine merit adjustments, recognition programs, and non-financial rewards - How to use the structure and existing talent management processes to determine career progression, if appropriate - Addressing concerns/impact of changes on staff morale and engagement Solicit input from Leadership and revise as needed.	2021	Administration Guidebook	TBD	TBD
4.04	Review rewards/recognition initiatives every 6 months and adjust to ensure alignment with staff needs. Audit/adjust to ensure that a range of staff are being rewarded. Review Rewards Philosophy every 2-3 years.	2021 and ongoing	Rewards Philosophy and practices remain	TBD	TBD

**The timetable will change and be greatly influenced by the impact of the COVID-19 pandemic

Closing Recommendations: Considerations Moving Forward

The Importance of Process

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The nature of this work is both adaptive and technical. (*Adaptive challenges are those for which there is no easy answer, challenges that don't have an off-the-shelf solution and those which require the system to betray loyalties and act against long-held assumptions. Adaptive challenges require shifts in ways of thinking, working, and behaving. Technical problems have an answer that can be easily applied by an expert or authority.*) The adaptive work will require those in director roles to find new ways to listen and integrate employee input in solutions. It will also require sustained focus and a process to get out of the day-to-day concerns on a regular basis. Finally, it links clearly and in some concrete ways to the Race Equity work currently underway – that work also surfaces the adaptive challenges in the system. Keeping the bigger picture of staff experiences centered is adaptive work for leadership at the most senior level at DCPL.

There are also some clear technical solutions, those that require areas of technical knowledge and expertise, accompanied by the more adaptive shifts in ways of seeing, working, and collaborating as DCPL implements. The technical solutions will require managers to understand, for example, innovations in communications platforms – especially post-COVID19 – and how District of Columbia government regulations may impact the library's authority to make changes in talent policies and practices.

DCPL has a vision for the work it does out in the world. The library also has constituencies, allies, and obstacles – internal and external. The people who erect the barriers are often the same as those involved in implementing change. Bottom line, none of these priorities will be accomplished unless the implementation teams and leaders in positions of authority can see and act on the interrelationships between the larger social system, the District of Columbia government, DCPL, each team and each individual — and become skillful at mapping these interrelationships and the opportunities and challenges they pose. The people in the system have answers and a critical role in implementing solutions. Engage them. Hear when they say what is working, and what is not. Adjust accordingly. Leading as the team effects the changes in this plan will require listening to all of the music *underneath* the words and discerning the way forward.

Keeping Focus Amidst Competing Priorities, in a "New Normal"

DCPL is undertaking several major projects in the next two years, including the reopening of the MLK Library that is set for fall 2020. This is all now occurring during the global pandemic of COVID19 that may change the way public and social sector organizations operate going forward. The libraries have already been shifting to offer more online and virtual resources, adapting to that crisis' closure of the branches. Staff are likely experiencing whole new stressors and challenges, and will continue to do so. As such, this plan will need to have a loose-tight fit: loose in responding to emerging needs and very tight in sticking to the work when other things interfere that don't require attention. It is now an even more challenging time, and a very real risk already identified by staff is being overwhelmed and incapable of absorbing so much change at once.

This may mean adjusting timelines to fit the lives and needs of team members, or finding new ways to make internal communication more vital. And, yet, the plans remain useful, relevant, and strong roadmaps toward improving Talent Management. DCPL has committed to investing in staff, who are the backbone of the library. In the middle of all other priorities, hold steady in this commitment. Implementation may likely involve adjusting the pacing of the work, or bringing in additional resources to support the work if the team discovers capacity in certain areas is more limited than anticipated. But forward progress matters.

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In conclusion, ultimately, all of this work is crucial to realizing DCPL's vision of building and sustaining a leadership culture that lives in every facet of the library's work and team. It advances DCPL on the continuum from awareness to action — to first see the most vexing challenges in new and productive ways, and then to see all staff as partners in addressing them.

To end with words from DCPL's Executive Director at the launch of this project, "Let's be optimistic, let's admit when we are not doing as well as we should. Let's be honest and address the future."

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Appendix

Talent Team members

- Richard Reyes-Gavilan, Executive Director
- Judi Greenberg, Director of Strategic Planning
- Barbara Jumper, Chief Business Officer
- Joi Mecks, Chief of Staff
- Kim Zablud, Director of Public Services
- Tiffany Alston, Assistant Director of Public Services
- Lami Aromire, Director of Information Technology, CIO
- Jaki Buckley, Acting Director of Human Resources
- Yvette Davis, Branch Manager
- Tyler C. Dennis, Program Analyst
- Bobbie Dougherty, Branch Manager
- Kim Fuller, Director of Facilities Management
- Cori Schauer, Director of Customer Experience
- Tanzi West-Barbour, Director of Marketing & Communications

Talent Initiative	Planning Team
Culture and Values	*Champion:* Joi Mecks *Lead:* Cori Schauer *Team:* Ameer Abdullah, Sgt. Garrett Scott, Julia Wolhandler, Mike Dodson, Yvette Davis
Internal Communication	*Champion:* Joi Mecks *Lead:* Kim Fuller *Team:* April King, Chris Nott, Katie Thomas, Monika Taliaferro, Tayshown Williams, Tanzi West-Barbour

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Hiring and Onboarding	*Champion:* Kim Zablud *Lead:* Tiffany Alston *Team:* Aida Gueye, Anthony Mickens, April DeRome, Elsbeth Purdy, Jaki Buckley, Lami Aromire, Tracee Caldwell
Rewards and Recognition	*Champion:* Barbara Jumper *Lead:* Jaki Buckley *Team:* Barry Sydnor, Bobbie Dougherty, Darrin Roach, Gabi Huesca, Tyler Dennis

Our Driving Questions

- Strategy
  - What are the mission, vision, and values?
  - What are the named strategies and initiatives to achieve them?
  - Is there buy-in among stakeholders of the strategy?
  - What is going well in the implementation of your strategy?
  - What are the past, current, and anticipated challenges?
- Leadership and Team
  - What are the most essential roles needed to achieve goals?
  - Do people in these roles have the right capabilities?
  - Do staff have clear goals aligned with organizational priorities?
  - Is performance optimized so that staff can do their best work?
- Talent Processes
  - How strong are the leadership, governance, and planning for talent management?
  - How strong are current processes: recruit, develop, retain, reward, manage?

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Discovery Activities Completed

All Staff Survey

52% Response
Rate (311/587)

16 Focus Groups*

Front Line Staff

Facilities

Supervisors

Managers

Business Operations

14 Interviews

Executive
Leadership

Directors

Customer
Experience

Head of Union

Key Documents

Logic Model

Employee
Engagement Survey

Exit/Hiring Docs

There were 110 focus group participants and 15 interview participants during the Assessment phase of the project.

Recommended Priorities

During the Findings Retreat, the Talent Team reviewed the following ten recommended priorities, narrowing to the four chosen in this strategy plan.

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Recommendations

1. Define a desired future culture and set of values for the agency

   → *Speaks to local character in our neighborhoods/departments, alongside a unified agency identity*

2. Create a cohesive library-wide culture and values blueprint

   → *Shows people how to live out values – and how those cut across organizational sub-cultures*

3. Institute performance management across the agency

   → *Expands agency resources to support day-to-day professional development and performance management*

4. Define a rewards philosophy and aligned practices

   → *Lets DCPL know what people care most about beyond compensation and helps rewards be more visible, transparent, and equitable*

5. Examine and improve organizational design

   → *Engages HR and others to learn more about how the design of the organization can best execute DCPL's strategy*

31

Recommendations

6. Clarifying and communicate decision-making processes → *Creates more transparency and trust; decision-makers gain more clarity and accountability in their roles.*

7. Manage succession and create visible career pathways → *Builds more talent internally to advance needed roles; strengthens ways for talent of color to advance; strong tie-in to performance management*

8. Offer a range of integrated management supports → *Expands agency resources for managerial support, development, and performance management*

9. Offer leadership development training across staff → *Creates opportunities for all staff to exercise leadership in their roles; builds capacity and retention of staff who show high growth potential*

10. Invest in hiring and on-boarding → *Puts more structure and transparency around how we recruit, train, and onboard, leading to better retention. Addresses equity issues in hiring.*

32

About this document

Over several weeks, DCPL and Harmonic Design worked together to define a Digital Citizenship model and an improved service model for the Adult Computer spaces.

This document—informed by interviews, stakeholder workshops, co-design sessions, and prototype evaluations with customers and staff—provides our final recommendations for how DCPL can provide a better experience for customers while supporting the expansion of digital citizenship in every neighborhood.

The Harmonic Design Team

We empower libraries to identify, frame, and solve organizational and community challenges by guiding small inter-disciplinary teams through a highly collaborative service design process.

- Patrick Quattlebaum
- Shreya Dhawan
- Matias Rey

ABOUT THE INITIATIVE

The context behind our recommendations

Initiative Objectives

- Define digital literacy/fluency—codifying different levels—to guide strategic and design decisions.

- Design a new service model for adult computer area (and potentially other areas) aligned with the digital literacy/fluency model and digital citizenship outcomes.

- Leverage existing research and insights to ensure both models align with customer and employee needs.

- Validate service model recommendations with customers and employees to ensure alignment with their ongoing needs.

Project Timeline

Research We Have

- Staff Assessment Survey
- Tech Inventory
- Library Landscape Research

Week 1

PROJECT KICKOFF

Discovery Sessions

Stakeholder Interviews

Week 2

Discovery Sessions *(Cont.)*

Workshop Design & Prep

TWO-DAY WORKSHOP

Week 3 (On site)
Digital Fluency Workshop
Service Model Workshop
Branch Visits

Weeks 4 & 5

Analysis & Synthesis

Draft Service Model

Draft Digital Fluency Model

Week 6

Service Model Prototyping

PROTOTYPE TESTING

Week 7 (On site)
Work Sessions
Prototype Testing at Petworth and Anacostia Branches

PROJECT WRAP UP

Weeks 8 & 9 (Remote)
Recommendations
Next Steps

DCPL Contributors

Core

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- Keith Blackmon
- Nicholas Kerelchuk

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- Nolan Harris
- Phillip Bond
- Tony Ross
- Youssef Oulahyane
- Yvette Davis

DIGITAL CITIZENSHIP MODEL

Helping customers thrive in an increasingly digital society

Digital Citizenship

The DC Public Library's five-year strategic plan includes a goal of preparing District residents for life online. While several efforts are underway, the Library lacks a common definition for digital literacy and fluency and system-wide strategies for improving digital citizenship. To close this gap, we defined a **digital citizenship model** to guide intentional planning and implementation of programs and services to support customers across the digital literacy spectrum.

8

Digital Citizenship Model

A model for strategic decision-making

What is it?

The Digital Citizenship Model defines a spectrum of digital literacy, outlining customer characteristics and needs in three categories. Across the spectrum, recommended levels of human assistance are provided to inform service and program definition.

How to use it?

This model has two primary uses:

Provide all staff with an overarching framework to create or enhance services and programs to address and improve varying levels of digital literacy.

Provide frontline staff with a tool for identifying a customer's digital literacy and guidance for how to customize the customer experience to best support their needs.

Facets of Digital Literacy

● Low Digital Level
● Medium Digital Level
● High Digital Level

Self-reliance

Accessibility

Knowledge & Skills

Creativity

Confidence
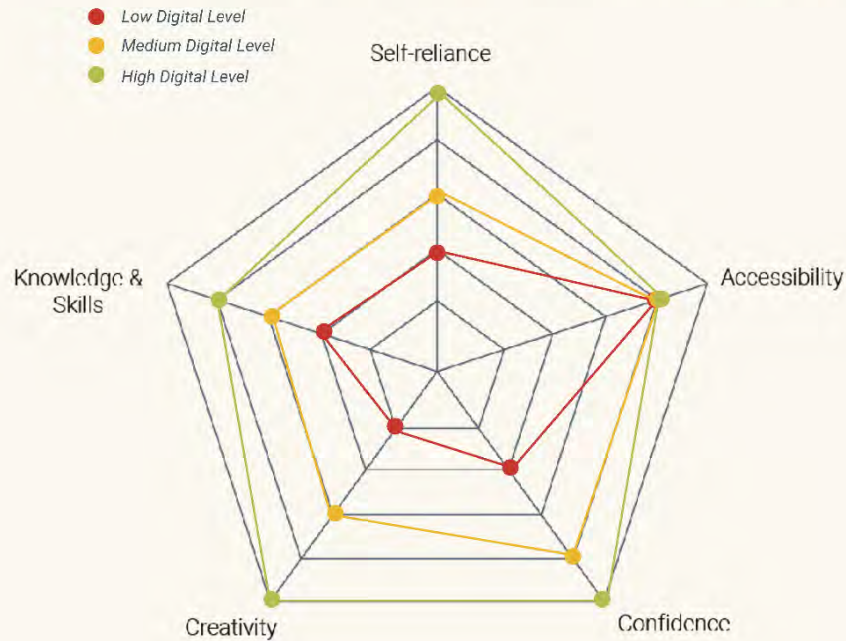
Self-reliance: Ability to complete tasks with minimum assistance from staff

Knowledge & Skills : Demonstrate an understanding and/or ability to use technology

Accessibility: Having resources, programs, and services available for use

Creativity: Ability to use technology in new and many ways

Confidence: Trust in one's ability to use technology

DETAILED MODEL

Provide all staff with an overarching framework to create or enhance services and programs to address and improve varying levels of digital literacy.

DIGITAL CITIZENSHIP MODEL

What is it?
The Digital Citizenship model defines a spectrum of digital literacy, outlining customer characteristics and needs at three distinct levels. Across the spectrum, recommended levels of human assistance are provided to inform service and program definition.

How to use it?
This model has two primary uses:

a. Provide all staff with an overarching framework that codifies the range of digital literacy in DCPL's neighborhoods.

b. Provide frontline staff with a tool for identifying a customer's digital literacy and guidance for how to customize the customer experience to best support their needs.

Stages

Low
Digital Literacy at DCPL

- None/low experience with technology
- A sense of fear to use technology and/or unprepared to complete tasks using technology
- Need guidance on DCPL services and resources that are available and how to use them

From Low to Medium
- Demonstrate basic tech skills
- Confidently complete three tasks with or without assistance

Medium
Digital Fluency at DCPL

- Has previous experience using technology
- Somewhat confident to use technology to complete tasks
- More open to learning and interested in enhancing their current skills
- Awareness of available DCPL services and resources

From Medium to High
- Demonstrate basic hardware and software skills
- Confidently provide assistance to others

High
Digital Proficiency at DCPL

- Confident about using technology to complete tasks
- Ability to navigate through DCPL services and resources and maximize their benefits
- Eager to learn and teach based on their current knowledge and skills
- Eager to earn digital standard digital credentials eg. Microsoft Office Specialist (MOS) Certification

Characteristics

Radar charts with axes: Self reliance, Accessibility, Confidence, Creativity, Knowledge & Skills
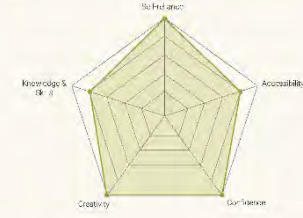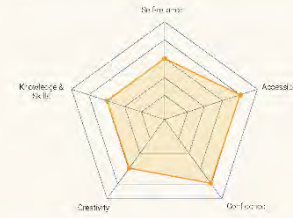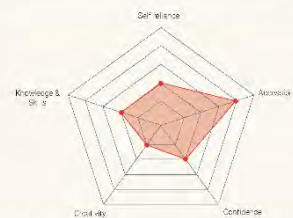
Services Offered

Programs & Services (Low)
For example:
- Adult Computer class
- Web Based Typing Tutorials or Mavis Beacon Typing Software
- Technology Tomorrow Class
- Northstar Digital Literacy Assessments

Programs & Services (Medium)
For example:
- Adult Computer Class
- Jaspersoft Learning Management System
- Job Seekers Clinic
- Memory Lab Drop in
- Adobe Sessions

Programs & Services (High)
- Microsoft Imagine Academy (including both the Jaspersoft LMS and the MOS Certification Exams)
- Ignite drop in class for Adobe Creative Cloud
- Adobe sessions
- Partnership digital programming with ConnectDC, OSSE, etc.

Outcomes

Customer Outcomes (Low)
- Increase overall confidence & literacy competence
- Reduce fear of using new tech
- Increase customer satisfaction
- Decrease level of assistance

Business Outcomes (Low)
- Increase staff digital competency & satisfaction
- Increase referrals to and enrollment in offered classes
- Decrease cost and time to serve

Customer Outcomes (Medium)
- Increase overall confidence & willingness to learn
- Increase level of digital literacy
- Decrease level of assistance

Business Outcomes (Medium)
- Increase staff digital competency & satisfaction
- Increase referrals to and enrollment in offered classes
- Decrease cost and time to serve

Customer Outcomes (High)
- Increase in earning industry-standard digital credentials (MOS Certifications on the Core & Expert levels)
- Increase use of innovative tech to learn new skills (3-D printing, book publishing, etc.)
- Increase in motivation and involvement with DCPL services and resources
- Increase ability to navigate digital life (digital security, digital trouble shooting, etc.)
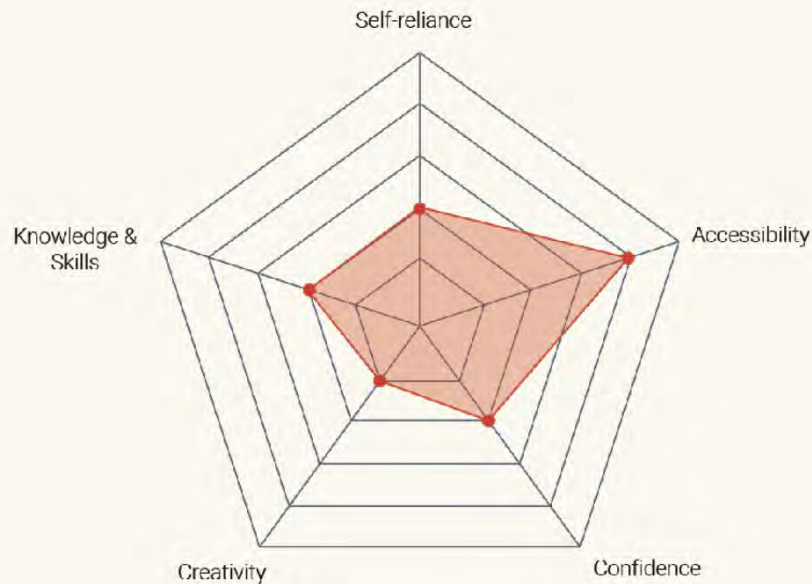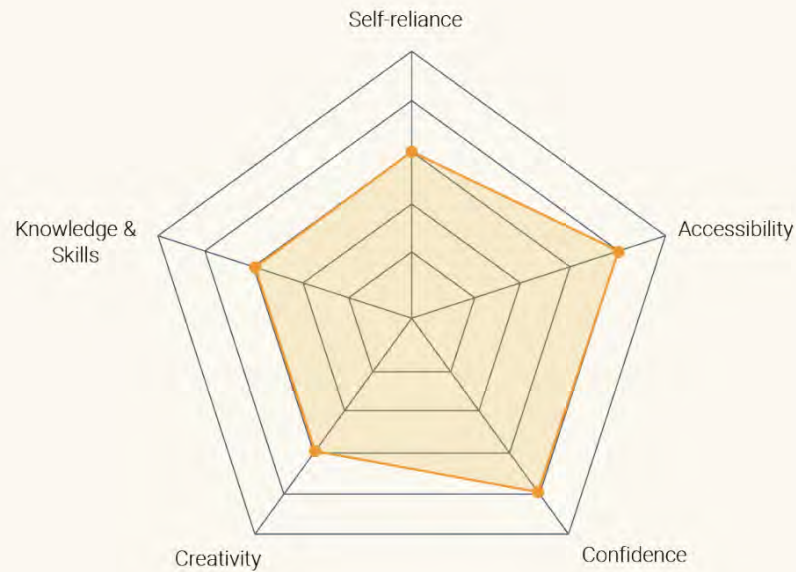
Business Outcomes (High)
- Increase staff digital competency & satisfaction
- Increase volunteers at DCPL
- Increase referrals & enrollment in offered classes
- Increase third-party partnerships

Digital Literacy at DCPL

Digital Level: Low

What does this mean?

- None/low experience with technology

- A sense of fear to use technology and/or unprepared to complete tasks using technology

- Need guidance on DCPL services and resources that are available and how to use them

Digital Literacy at DCPL

Digital Level: Low

Customer Outcomes
- Increase overall confidence & literacy competence
- Reduce fear of using new tech
- Increase customer satisfaction
- Decrease level of assistance

Business Outcomes
- Increase staff digital competency & satisfaction
- Increase referrals to and enrollment in offered classes
- Decrease cost and time to serve

Programs & Services Offered
For example:
- Adult Computer Class
- Web-Based Typing Tutorials or Mavis Beacon Typing Software
- Technology Tomorrow Class- Northstar Digital Literacy Assessments

Digital Fluency at DCPL

Digital Level: Medium

What does this mean?

- Has previous experience using technology

- Somewhat confident to use technology to complete tasks

- More open to learning and interested in enhancing their current skills

- Awareness of available DCPL services and resources

Digital Fluency at DCPL

Digital Level: Medium

Customer Outcomes
- Increase overall confidence & willingness to learn
- Increase level of digital literacy
- Decrease level of assistance

Business Outcomes
- Increase staff digital competency & satisfaction
- Increase referrals to and enrollment in offered classes
- Decrease cost and time to serve

Programs & Services Offered
For example:
- Adult Computer Class
- Jasperactive™ Learning Management System
- Job Seekers Clinic
- Memory Lab Drop-in
- Adobe Sessions

Digital Proficiency at DCPL

Digital Level: High
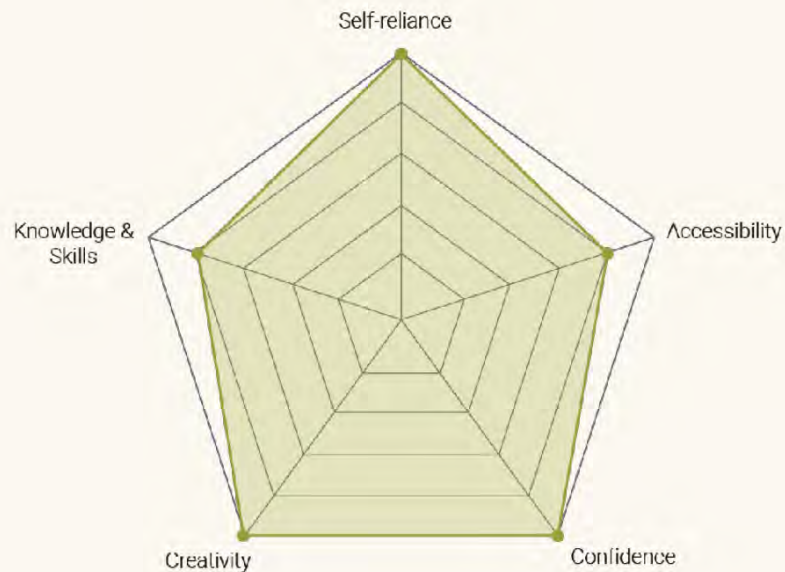
What does this mean?

- Confident about using technology to complete tasks

- Ability to navigate through DCPL services and resources and maximize their benefits

- Eager to learn and teach based on their current knowledge and skills

- Eager to earn digital standard digital credentials eg. Microsoft™ Office Specialist (MOS) Certification

Digital Proficiency at DCPL

Digital Level: High

Customer Outcomes
- Increase in earning industry-standard digital credentials (MOS Certifications on the Core & Expert levels)
- Increase use of innovative tech to learn new skills (3-D printing, book publishing, etc.)
- Increase in motivation and involvement with DCPL services and resources
- Increase ability to navigate digital life (digital security, digital trouble shooting, etc.)

Business Outcomes
- Increase staff digital competency & satisfaction
- Increase volunteers at DCPL
- Increase referrals & enrollment in offered classes
  Increase third-party partnerships

Programs & Services Offered
For example:
- Microsoft Imagine Academy (including both the Jasperactive™ LMS and the MOS Certification Exams)
- Digital drop-in class for Adobe Creative Cloud
- Adobe sessions
- Partnership digital programming with ConnectDC,OSSE, etc.

HIGH-LEVEL MODEL

Provide frontline staff with a tool for identifying a customer's digital literacy and guidance for how to customize the customer experience to best support their needs.
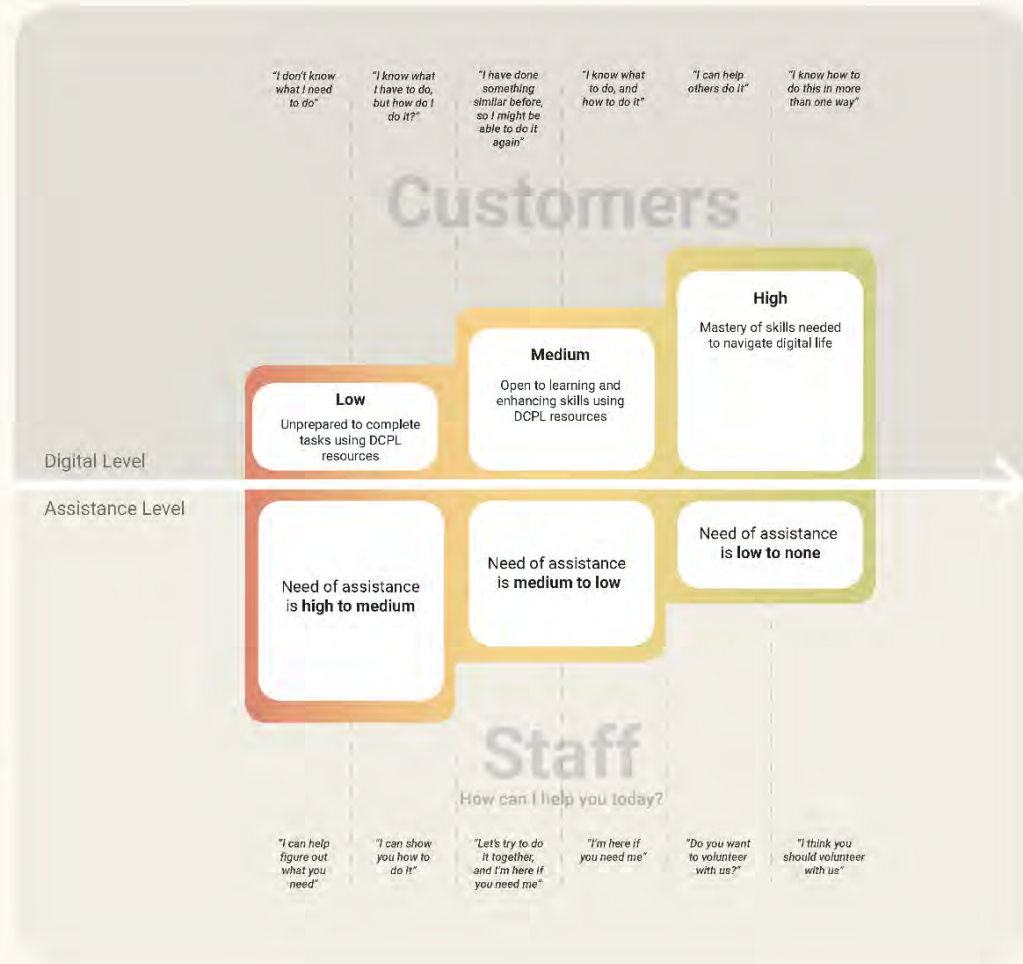
DIGITAL CITIZENSHIP MODEL

What is it?

The Digital Citizenship model defines a spectrum of digital literacy, outlining customer characteristics and needs at three distinct levels. Across the spectrum, recommended levels of human assistance are provided to inform service and program definition.
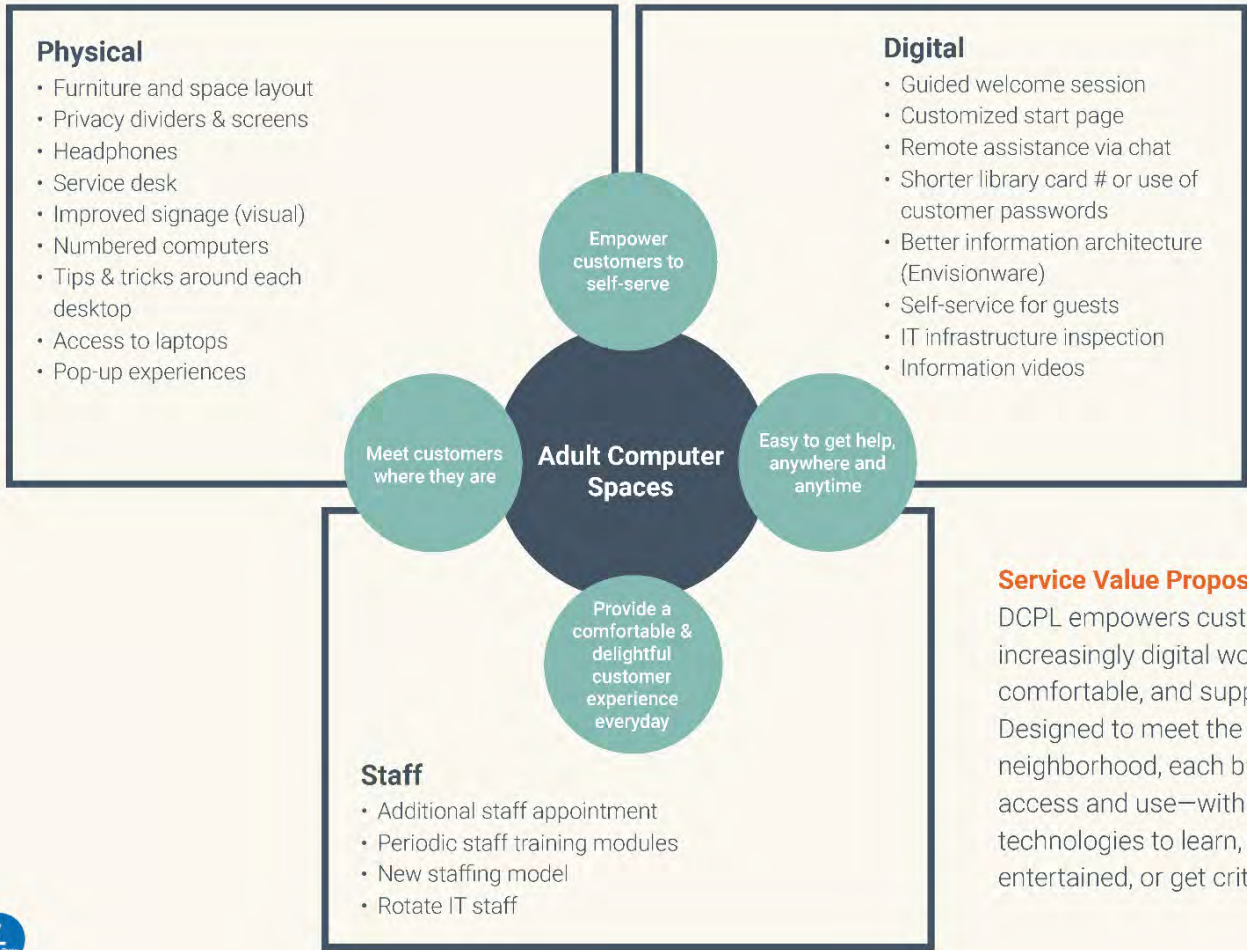
How to use it?

This simplified version of the model will be used as a training tool for the frontline staff to help them identify a customer's digital literacy and use it to provide a customized experience.

Customers

"I don't know what I need to do"
"I know what I have to do, but how do I do it?"
"I have done something similar before, so I might be able to do it again"
"I know what to do, and how to do it"
"I can help others do it"
"I know how to do this in more than one way"

High
Mastery of skills needed to navigate digital life

Medium
Open to learning and enhancing skills using DCPL resources

Low
Unprepared to complete tasks using DCPL resources

Digital Level

Assistance Level

Need of assistance is **low to none**

Need of assistance is **medium to low**

Need of assistance is **high to medium**

Staff

How can I help you today?

"I can help figure out what you need"
"I can show you how to do it"
"Let's try to do it together, and I'm here if you need me"
"I'm here if you need me"
"Do you want to volunteer with us?"
"I think you should volunteer with us"

SERVICE MODEL RECOMMENDATIONS

How to create a better customer experience at the Adult Computer Spaces

Physical

- Furniture and space layout
- Privacy dividers & screens
- Headphones
- Service desk
- Improved signage (visual)
- Numbered computers
- Tips & tricks around each desktop
- Access to laptops
- Pop-up experiences

Digital

- Guided welcome session
- Customized start page
- Remote assistance via chat
- Shorter library card # or use of customer passwords
- Better information architecture (Envisionware)
- Self-service for guests
- IT infrastructure inspection
- Information videos

Empower customers to self-serve

Meet customers where they are

Adult Computer Spaces

Easy to get help, anywhere and anytime

Provide a comfortable & delightful customer experience everyday

Staff

- Additional staff appointment
- Periodic staff training modules
- New staffing model
- Rotate IT staff

Service Value Proposition

DCPL empowers customers to participate in an increasingly digital world by providing up-to-date, comfortable, and supportive Adult Computer Spaces. Designed to meet the diverse needs and abilities in their neighborhood, each branch ensures customers can easily access and use—with or without assistance— technologies to learn, create, communicate, be entertained, or get critical tasks done.

Service Value Proposition

DCPL **empowers** customers to participate in an increasingly digital world by providing **up-to-date, comfortable**, and **supportive Adult Computer Spaces**. Designed to meet the diverse needs and abilities in their neighborhood, each branch ensures customers can easily **access and use**—with or without assistance—technologies to **learn, create, communicate, be entertained, or get critical tasks done.**

Key Behaviors

Meet customers where they are
Instill flexibility in staff schedules and redefine job roles and responsibilities to accommodate for diverse needs and requests of customers.

Provide a comfortable and delightful customer experience everyday
Create a safe and supportive library space that offers services to help customers meet their expectations with reduced effort and friction.

Empower customers to self-serve
Design programs and services that enable customers to accomplish more with less assistance over time.

Easy to get help, anywhere and anytime
Provide easy and accessible options for customers to get help through multiple channels and touchpoints.

Better branch way-finding and flow

Frictionless navigation to and from adult computer spaces with minimal assistance.

- Clear and visual signage to find computers, printers, and other spaces.
- Locate computers to reserve and print within clear sight of (and, ideally, adjacent to) adult computers.
- Increase line of sights for staff so they can anticipate and respond to customer needs
- Numbers on desktop stations to help customers locate them.

Line of Sight

Printer

Adult Computer Area

Printer

Signage
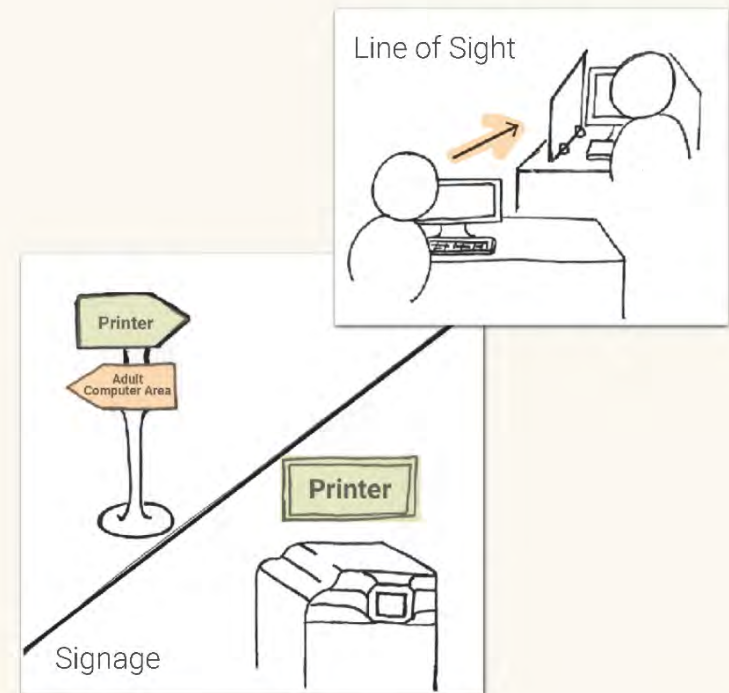
Simplify and streamline access

Remove friction points that create
customer/guest confusion and requests
for staff support.

- Easier log in, such as requiring a partial library
  card number or customer password.
- Change policy or create self-service solution that
  does not require staff to print for guests.

Library Number

xxxx123

Card Number
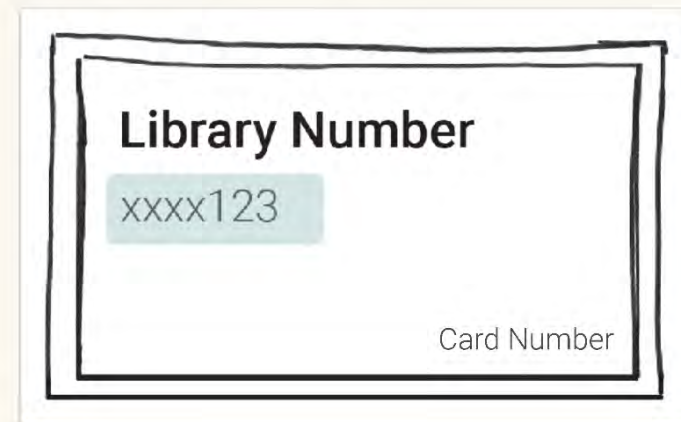
More usable and reliable technology

Reduce issues for customers from access, to software use, to printing.

- Conduct regular inspections and maintenance of IT infrastructure to ensure technology is always working.
- Rotate IT staff through branches to spend time with customers to identify issues to resolve and inspire better ways to serve them.
- Improved Envisionware implementation that removes confusing information and increases usability of core tasks.

Privacy and comfort

An inviting computer station experience.

- Ergonomic furniture to keep customers comfortable for longer hours.
- Flexible and durable dividers to isolate adjacent desktop stations.
- Privacy screens for increased security.
- Increased access to laptops to work in other areas of the branch.
- Isolate the teen area from adult computer area (at Petworth) to control behavior and noise issues.

Ergonomic Furniture

Access to Laptops

A guided experience

A supportive computer station experience.

- Physical basic information on and adjacent to computers to help customers with basic tasks, such as knowing where to print and how to start, pause, or end a session.
- A guided welcome to computer sessions to create awareness of options and recommend resources based on customer needs.
- A start page (in the browser) customized to the branch that helps customers access information, tools, and resources without assistance.
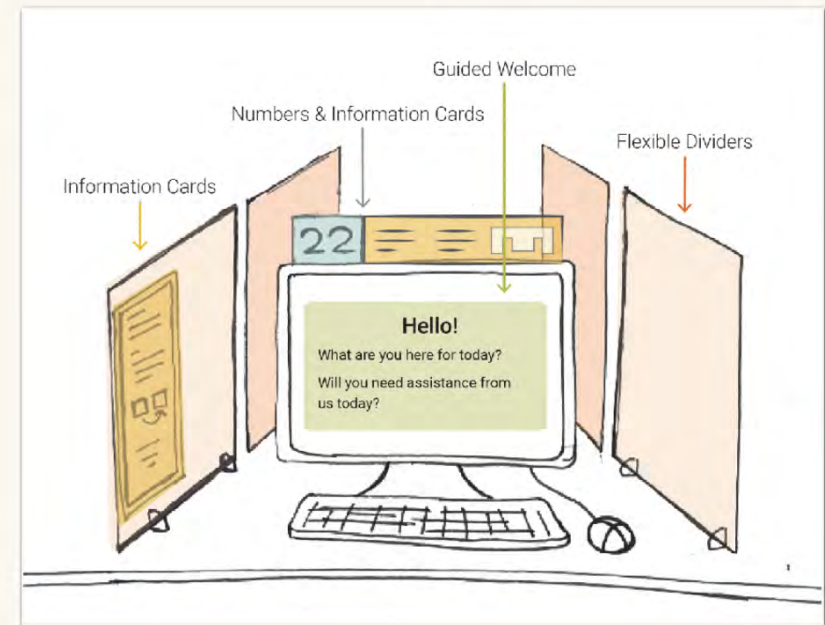
Improved self-service

Help customers helps themselves.

- Make all self-service digital touchpoints (e.g., print dialog boxes) more useful and usable.
- Physical task cards that clearly outline the requirements and steps to perform basic tasks like printing, scanning, and copying.
- Better online help resources specific to completing tasks in the library, customized for the branch.

How to Scan

Task Cards

Weave education into the branch experience

Support contextual learning at the point of service.

- Digital literacy pop-up experiences in branch for customers to learn the basics without going to a central location for training.
- Increased capacity for knowledgeable staff to educate customers.
- Engage teen and youth volunteers to create informational videos for customers to access during their computer sessions.

This Week:
Informational Video Creation Session

Engaging Programs

More digital literate and available staff

Raise the digital literacy of all staff to increase capacity for support adult computer customers.

- Revisit staffing model to allocate staff shifts according to customer traffic in adult computer spaces during different times of the day.
- Create digital literacy requirements for staff and support their growth so that they can better support customers.
- Provide additional training to staff to provide an adaptable service approach based on each customer's digital literacy level.
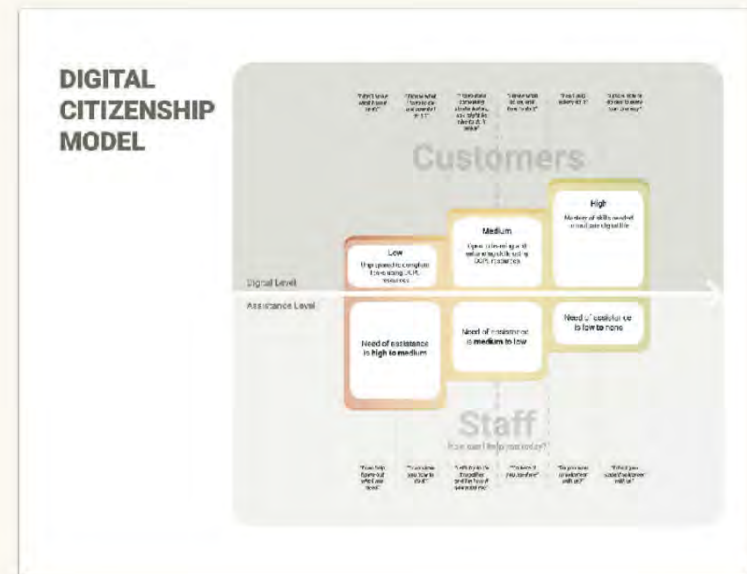
Dedicated expert staff

Digital citizenship experts available to help customer in person or remotely.

- At medium and larger branches, a dedicated role to support customers with tasks while helping them learn and grow.
- For all branches, remote assistance (e.g., via chat) to provide expert help on demand.

Expert Staff

Increase awareness of educational programs

Help customers learn about and access adult computer classes and certifications available at other locations.

- Add physical and digital touchpoint that create awareness for classes.
- Train staff to connect the dots for customers (e.g., recommending classes).
- Experiment with services that bring customers to central training classes (i.e., increase access for customers lacking the ability to visit other neighborhoods easily or affordably).

This Week:

Locally: **Nearby:**

Job Seeker   Word I
Clinic   Basics

Awareness of Available Programs

FUTURE-STATE SCENARIOS

Examples of the future service model in action

Scenario 1: A day at DC Public Library
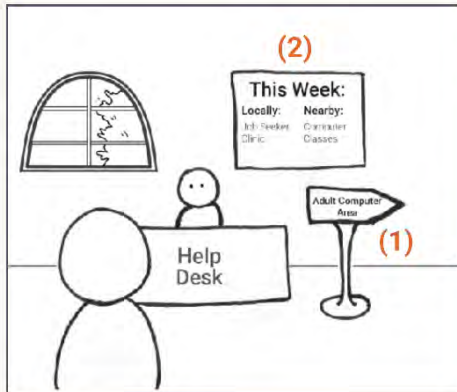
Jay visits the neighborhood library to seek help creating a resume. As he walks in, he notices **(1) new signage** guiding him to the adult computer area and a **(2) physical display** where he can view the events of the week.
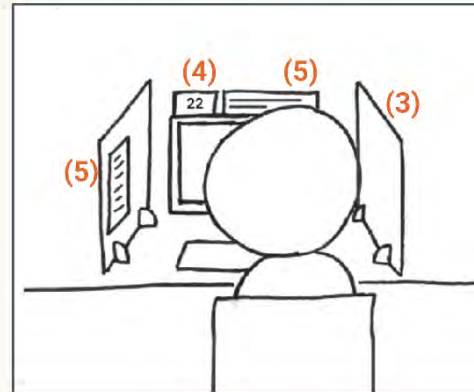
He walks into the computer area and notices changes at the desktop station—**(3) privacy dividers**, **(4) numbers**, and **(5) informational flaps**—that enhance his privacy and better define his personal space.

As he starts using the computer, he is prompted by a **(6) welcome message** asking him the purpose of visit and if he needs assistance from staff today.

Scenario: A day at DC Public Library

(7)
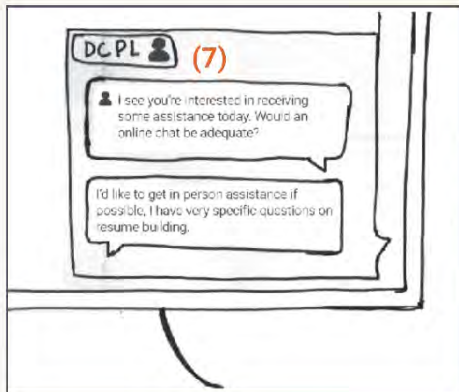
Jay begins using the **(7) online chat** service to get some support for creating resume. The online expert recommends that he meet with the on-site expert for assistance. The online expert asks Jay to sit tight while she contacts the on-site expert to come to his desktop station.


An expert approaches Jay to offer help. Jay inquires about digital resume building and is directed towards DCPL's recommended software to create resumes (Microsoft Word) and a few samples to take inspiration from.

Word I Basics
Wednesday, Dec. 4 2019, 4.30

Sign Up Here

In this two-hour class, you will learn basic word processing features in MS Word 2016 that can help you, create lettrs, résumés, faxes.
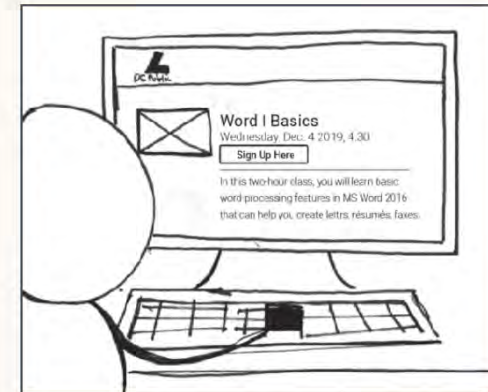
As Jay ends his computer session, he is informed about a Microsoft Word certification class being conducted tomorrow at another branch. Jay decides to sign up for the class on DCPL's website with the hope of completing his resume after the class.

Scenario 2: Print, Scan, and Leave
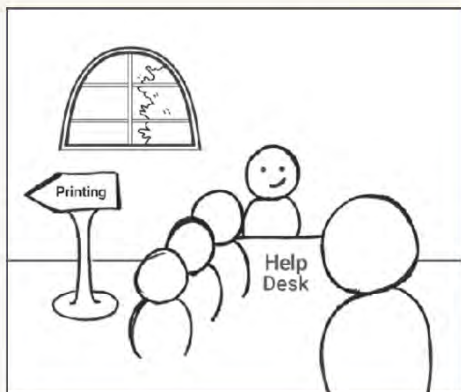
Donna visits the neighborhood library to print and scan some documents. As he walks in, she notices the library is very busy so she decides to use the express computers.
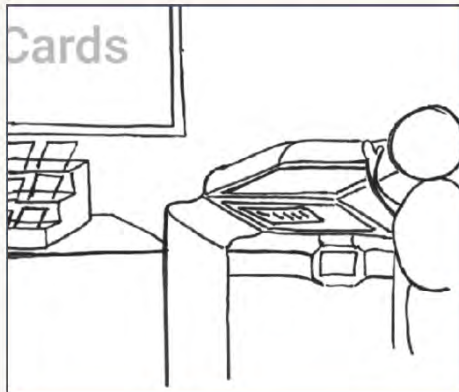
She approaches an express computer and notices that it has **(1) task cards** that describe step-by-step instructions on how to complete different tasks at the library.

Donna has printed at the library before, but this is his first time scanning. She decides to grab the "How to Scan" task card to attempt scanning her doc on her own.

Scenario 2: Print, Scan, and Leave

Donna is able to use the task card efficiently and complete scanning without requiring any assistance from the staff.
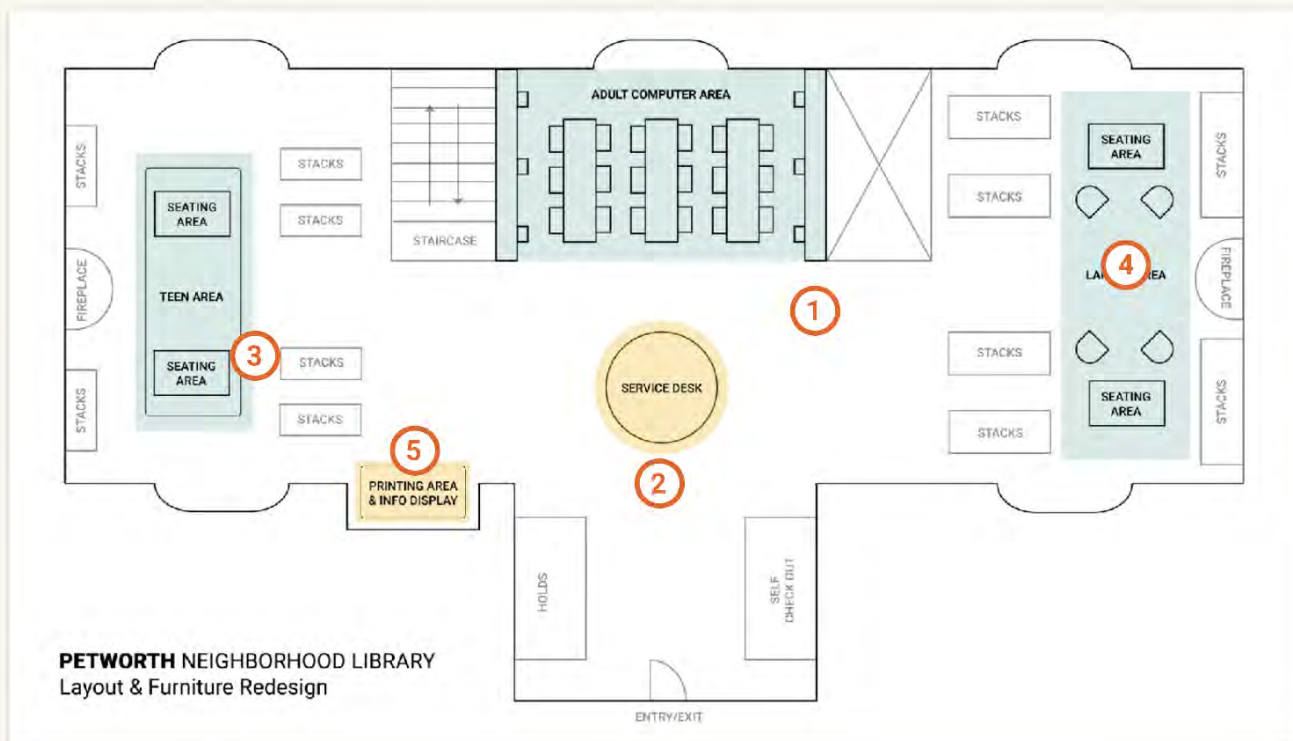
She finishes her tasks smoothly and leaves the library as a happy customer.

REDESIGN OF PETWORTH

Additional recommendations for Petworth

PETWORTH NEIGHBORHOOD LIBRARY
Layout & Furniture Redesign

Changes Key:

1 Large tables for collaborative work

2 Larger service desk within line of sight from Adult Computer Area

3 Isolation of teen area away from adult area

4 Laptop check out for use in other areas fo the library

5 Printing area stays put but now will be in line of sight

APPENDICES OVERVIEW

Guide to appendices

Appendix A: Hypothesis Workshop Wrap up Day 1

Detailed account of the activities and outcomes from the hypothesis workshop day 1.

Useful for: Sharing how the team got to the end product, inspiration for future work sessions and/or workshops.

Appendix B: Hypothesis Workshop Wrap up Day 2

Detailed account of the activities and outcomes from the hypothesis workshop day 2.

Useful for: Sharing how the team got to the end product, inspiration for future work sessions, and/or workshops.

Appendix C: Branch Experiments

Detailed account of the outcomes and activities that led to the planning and implementation of branch experiments.

Useful for: Sharing how to plan and execute experiments in the future.

Appendix D: Detailed Digital Citizenship Model

Visualization of different levels of digital literacy highlighting key facets, offered programs and services, and customer and business outcomes.

Useful for: Sharing how to codify and work with different literacy levels across DCPl's neighborhoods.

Guide to appendices

Appendix E: Simplified Digital Citizenship Model

Simplified visualization of different levels of digital literacy.

Useful for: Training tool for staff to provide a customized customer experience.

PATH TO DIGITAL CITIZENSHIP

FINAL RECOMMENDATIONS

December 6, 2019