



The Mayor's Task Force on the Future of the  
District of Columbia Public Library System

**Draft Technical Report of the Mayor's  
Task Force on the Future of the District  
of Columbia Public Library System  
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# TABLE OF CONTENTS:

<b>Section One:</b>	Introduction	5
<b>Section Two:</b>	Future Service Priorities and Implications	11
<b>Section Three:</b>	Vision to Reality	51
<b>Section Four:</b>	Path to the Future	83
<b>Appendix A:</b>	Library Summaries, Task Force Minutes, and Subcommittee Minutes	89
<b>Appendix B:</b>	Services and Use Trends	153
<b>Appendix C:</b>	Current Resources and Allocations	177
<b>Appendix D:</b>	Organizational Structure	199
<b>Appendix E:</b>	Comparative Analysis of the Strengths and Weaknesses of Comparable Library Systems	221
<b>Appendix F:</b>	Branch Functional Requirements	235
<b>Appendix G:</b>	Central Library Functional Recommendations	289
<b>Appendix H:</b>	Acknowledgements	327





## Introduction

A viable library system is a visible symbol of the importance that a city places on sharing knowledge and serving its community's needs. The public library provides everyone with access to information and services without regard to their race, income or age. Sharing knowledge is a fundamental democratic idea. It would be reasonable to assume that the center of democracy, the Nation's capital, would have a model library system. As most library users in the District of Columbia and around the country know, the public libraries of the District of Columbia are faltering. With every day that passes, D.C. public libraries fall further behind other library systems in providing residents with the kind of quality service that can spark imagination, generate hope, and change lives.

A revitalized public library system could effectively address some of the challenges that face far too many residents of the District. Nearly 37 percent of District adults are functionally illiterate. Almost 41 percent of District high school students drop-out of school. More than 70 percent of fourth graders are not proficient in reading. Over 20 percent of all adults, 25 years of age or older do not have a high school diploma or equivalency certificate. Effective public libraries offer programs to help children succeed in school, support the efforts of residents to earn their GED, and sponsor classes that teach adults how to read.

The staff of the District of Columbia Public Library (DCPL) works to provide quality service. Unfortunately, the DCPL staff is hampered by inadequate tools and outdated facilities. Most D.C. public libraries were built before computers became an essential element in the delivery of library service. To further compound the problem, public libraries in the District have not been properly maintained.

Urban libraries in Los Angeles, California, Miami, Florida, Nashville, Tennessee, Phoenix, Arizona, Queens, New York, Salt Lake City, Utah and Seattle, Washington, just to name a few, provide their residents with state-of-the art facilities and world class service. First rate libraries provide story times for toddlers, a safe haven for teens, newspapers in foreign languages, book discussions, literacy classes for adults, ample copies of best sellers and quiet places to dream. Seattle, Miami, Salt Lake City, Phoenix and Nashville, faced many of the problems that exist in the DCPL system. Through the efforts of residents and leaders of these cities, the public libraries were rejuvenated. The new central library in Seattle brought more than 16 million dollars of new money into the city. The Miami-Dade Public Library system renovated branch libraries and now provides tutoring on Saturdays to more than 3,000 students. After Salt Lake City built a new central library, circulation increased by 78% at the central library, and circulation increased by 36% at branch libraries.

Exceptional public libraries support a wide variety of customer activities, and excellent patron service depends, in part, on a well-designed building and understanding the needs of the community. In addition to functionality, a library must provide spaces that are well lit, comfortably furnished, easy-to-use and secure. To earn regular customer visits, DCPL must offer pertinent materials and programs and superior customer service. Providing services that are meaningful to library patrons will require DCPL to offer non-traditional programs. Ongoing collaboration with museums, schools, universities, and businesses will be necessary to expand the current DCPL offerings and establish innovative activities that are responsive to the needs of Washingtonians.

The rejuvenated library system will include spaces for experiencing live learning as well as accessing collected wisdom and information. Facilities will include discovery spaces, tutoring rooms, computer laboratories, program rooms, conversation rooms, theaters, civic meeting spaces, and places to eat. In addition, revitalized libraries will offer fresh collections of current books and media, useful standard publications, multi-lingual materials, GED and SAT practice books, historic documents and records, pertinent online databases, and digital content.

Mayor Anthony A. Williams charged The Mayor's Task Force on the Future of the District of Columbia Public Library System (Task Force) to create a vision for a 21st century library system in Washington, D.C. The primary tasks of the Task Force were to understand the current state of the DCPL system, shape the creation of a redevelopment plan for facilities, technology, programming, and the acquisition of new materials, and develop recommendations to implement the redevelopment plan.

The members of the Task Force visited the Brooklyn Public Library, the Los Angeles Public Library, the Miami-Dade Public Library, the Nashville Public Library, the Phoenix Public Library, the Queens Borough Public Library, the Salt Lake City Public Library, the Seattle Public Library, the San Francisco Public Library, and the Vancouver, Canada Public Library to learn first-hand how successful libraries revitalized their services and facilities and to experience the excitement created by these systems. The Task Force analyzed the DCPL system, reviewed the best practices of libraries, considered options for renewal, and prepared recommendations. The recommendations of the Task Force, to transform the public library system of the District of Columbia, are presented in this report.

The path to the future for the D. C. Public Library system will be challenging and exciting. For the results to be realized, the process must be inclusive. Implementing the recommendations of the Task Force will require a coalition of stakeholders, including the District of Columbia Library Board of Trustees, The Office of the Mayor and the Executive Branch of the District Government, the Council of the District of Columbia, District of Columbia public and charter schools, the District of Columbia Public Library Foundation, the Federation of Friends of the District of Columbia Public Library, the staff of the District of Columbia Public Library, and residents of the District, to work together to create a renaissance in the public library system.

Achieving the remarkable results that other cities have had depends on the commitment of each resident, ranging from current library patrons to adults who are just learning how to read, to demand improved service levels from the DCPL making it a more responsive, vibrant entity and DCPL reaching out to its constituents to make sure it is meeting their needs. To create a world class library system, residents must share their hopes and vision for DCPL. The goals that residents establish for DCPL combined with well-designed facilities, state-of-the-art technology, and sufficient funds for collections, equipment, staff, and maintenance will result in a transformed library system for the District of Columbia and a better city for its residents and visitors.

Washingtonians should have an exemplary public library system. Our citizens deserve well-designed and properly equipped libraries. The residents of the District must have libraries that offer programs that meet their needs. Libraries can change lives. Despite the best efforts of the staff of the DCPL, the public libraries are not fulfilling their highest purpose. A major transformation is required to improve the public libraries of Washington, D.C. Now is the time to begin the transformation process. Now is the time to begin changing lives.

## The Starting Point

Today, the DCPL serves District residents through 27 facilities and mobile service units, including four branch libraries that are closed for replacement. All DCPL libraries offer print and media collections for borrowing, access to electronic resources, and reference materials for in-library use. All DCPL libraries have staff to assist users with the selection of materials and get answers for their questions. Public access computers, linked to the Internet, are available at all DCPL libraries, excluding the Langston branch and the Deanwood kiosk. Targeted and outreach services are available for audiences with special needs. Reading skills assistance is provided through spaces for tutoring, along with materials of interest to new adult readers and learners of English as a second language.

Unfortunately, overall, the DCPL lacks the facilities, technology, and collections necessary to deliver the services needed and deserved by District residents. The facility problems are closely linked to decades of deferred maintenance and the absence of funding for capital improvements.

Many technology issues have been tackled in recent years, but further progress will be hobbled by facilities so old that they could not have been designed with computer technology in mind—and are so inefficient due to multiple-floor layouts that the many needed additional computer workstations could not be easily installed, even if the resources to do so were available.

Collection improvement is hampered by a materials budget significantly below the percentage expended by most other library systems serving comparably-sized populations. Collection problems almost certainly are made worse by the non-return of borrowed items, a problem not helped when borrowers never receive notices to return overdue materials.

The DCPL has ready and willing staff members who could better serve District residents if the appropriate facilities, technology, and collections were available. The staff could do so much more if the DCPL's current resources and new appropriations were allocated to service priorities of a new strategic plan and the infrastructure priorities in a new master facilities plan and library technology plan.

However, the existing organizational structure must be greatly improved to ensure proper realignment of Library resources with new service priorities, guide and manage an increasing number of capital improvement projects, and exercise restored authority from the City in purchasing and other support activities. A new organizational structure that provides effective lines of authority and enables accountability, along with full staffing of necessary administrative and support positions lost in recent years, will help ensure future DCPL success.

The DCPL's Board of Library Trustees, in recent years, has had its authority restored over purchasing decisions. This has assisted the staff in being able to expend funds appropriated to the Library Board. This change has improved the timeliness of Library purchases, including new materials for the collections.

The Library's budget is appropriated by the Council of the District of Columbia. Budget reductions in FY 2003 resulted in staff reductions, which triggered a 20 percent cut of public

service hours in the branch libraries. It is anticipated that the second of a two-step process to restore staff positions and public service hours will be completed during FY 2006.

The Board of Library Trustees sets policy for the Library. Its nine members are unpaid District residents appointed by the Mayor and confirmed by the Council for a maximum of two five-year terms.

## Other District Libraries

The District of Columbia is home to a number of academic libraries, several large special libraries, numerous departmental libraries of government agencies, and the unique Library of Congress.

Academic libraries located in the District include those at the American University, the Catholic University of America, the Gallaudet University, the George Washington University, the Georgetown University, the Howard University, and the University of the District of Columbia. All permit in-library use of materials without charge, except for the George Washington University. All of these universities require a borrowing fee for persons who are not members of their academic community.

Large special libraries in the District include the National Reference Service of the Library of Congress and the U.S. National Library of Medicine. Any member of the public who has a current identification with a photograph may use the National Library of Medicine's materials, but only in-house. Access to the Library of Congress reading rooms requires a Library of Congress identification badge. No materials in the Library of Congress circulate.

The many academic and special libraries in the District—including the Library of Congress—provide important resources to university students and faculty, subject specialists, and researchers. However, these are not public libraries with general collections readily accessible in locations or environments useful to average District residents. Despite their wealth of resources, these academic and special libraries do not and cannot serve as a substitute for a public library that serves all Washingtonians.

## District Profile

The District of Columbia continues to be a city of demographic change. According to the U.S. Bureau of the Census, the District's profile changed between 1990 and 2000 and again between 2000 and 2004. The District is a city of increasing extremes, with a growing segment of highly educated residents and a large number of individuals living in poverty, including one-third of its children. This implies that the DCPL as a library system must offer a range of services, with those services tailored to the needs of individual communities.

Demographic trends observed from 2000 census data and 2004 Community Profile estimates for the District include the following highlights.

- The total population of the District continued to decrease, and at an increasing rate.
- The educational attainment levels of District residents continued to move in opposite directions. The percentage of residents with Bachelor degrees or higher increased while the percentage of residents without a high school diploma also increased.
- The majority of District residents report that they are Black or African American alone. The percentage decreased, however. The



percentage of residents reporting Hispanic or Latino alone descent increased, as did the percentages for those reporting White alone descent and Asian alone descent.

- While the median and family incomes in the District are slightly higher than the nation as a whole, families with incomes below the poverty level are a significantly higher percentage. One-third of District children under the age of 18 live in poverty.

The 1990 census showed the District with a population of 606,900. By 2000, the population was 572,059, which was a decrease of about six percent as compared to 1990. The 2004 population estimate was 518,074, an estimated decrease of about nine percent in four years.

Children fourteen years old and younger comprised 17.1% of the population of District. This was lower than the U.S. rate of 21.4%. Teens (ages 15 -19) comprised 6.6% of the District, which also was lower than the U.S. rate of 7.2%. District residents under the age of twenty-one were 25.7% of the population of District. This, too, was lower than the U.S. average of 30.0%.

In 2004, seniors of sixty-five years and over represented 12% of the District population as well as the U.S. population as a whole.

The percentage of District residents who were Black or African American alone in 2000 was higher in the District (60.1%) than it was in the U.S. (12.3%) as a whole. In 2004, it was estimated that 57.8% of District residents were Black or African American alone, while the U.S. percentage was 12.2%.

In 2000, District residents who were White alone comprised the second largest group (30.8%) of District residents, which was much less than the U.S. average of 75.1%. In 2004, it was estimated that 33.1% of District residents were White alone, while the U.S. percentage was 75.6 %.

The percentage of District residents, in 2000, who were Hispanic or Latino, was also lower in District (7.9%) than it was in the U.S. (12.6%). In 2004, it was estimated that 8.9% of District residents were Hispanic or Latino alone, while the U.S. percentage was 14.2%.

Community residents who were Asian alone comprised 2.7% of District residents. This was lower than the U.S. average of 3.6%. In 2004, it was estimated that 2.9% of District residents were Asian alone, while the U.S. percentage was 4.2%.

The percentage of District residents that were American Indian and Alaska Native alone, in 2004, was estimated to be 0.3%. This was lower than in the U.S. (0.8%) as a whole.

In 2004, it was estimated that 56 District residents were Native Hawaiian and Other Pacific Islander alone. This was less than the U.S. (0.1%) as a whole.

Estimates in 2004 for residents who were Some Other Race alone were at 4.1% for the District. This was lower than in the U.S. (5.2%) as a whole.

In 2004, it was estimated that the percentage of District residents who were Two or More Races alone was about the same in the District (1.7%) as it was in the U.S. (1.9%) as a whole.

Less than 13.1% of the population of District was estimated in 2004 to be foreign-born, which was slightly higher than in the U.S. (12%) as a whole.

District residents twenty-five years old and older with a Bachelor's degree or higher were estimated to be 47.7% in 2004. This was much higher than the percentage for the U.S. (27.7%) as a whole. In 2000, the District had 39.1% of its residents with a Bachelor's degree or higher.

Conversely, a larger percentage (11.5%) of District residents did not have a high school diploma in 2000 as compared to the U.S. (19.6%) as a whole. In 2004, nearly 16% of District residents did not have a high school diploma.

In 2004, it was estimated that 16.2% of District residents five years of age and older spoke a language other than English at home. This was slightly lower percentage than the U.S. (18.7%).

The median household income in the District was estimated in 2004 to be \$46,574. This was slightly higher than the median household income in the U.S. (\$44,684). The median family income in 2004 for the District was estimated to be \$54,193. This was also slightly higher than the median family income in the U.S. (\$53,692).

In 2004, it was estimated that District families were more likely (16.9%) to have incomes below the poverty level than families in the U.S. (10.1%) as a whole. In that same year, almost 19% of the individuals in the District had incomes below the poverty level, as compared to 13% in the nation as a whole.

## Conclusion

The District of Columbia Public Library must be transformed if it is to be the successful, relevant institution needed and deserved by District residents. The transformation requires a new service dynamic as well as a new infrastructure of technology and facilities.

The good news is that this transformation is achievable. There are many successful library systems that have allocated their resources to address service priorities that meet resident needs. There are numerous library systems that have recently rebuilt their branches and central library. The results have been outstanding for their residents and cities. Outstanding results also can be achieved in Washington, D.C. for its residents and their city.



## Future Service Priorities and Implications

In order to build a successful library, the District of Columbia Public Library (DCPL) must decide how to best use its available resources: i.e. facilities, collections, technology, and staff. In addition, DCPL must allocate these resources in ways that respond to the most pressing community needs.

After careful consideration of the variety of services that libraries can offer to meet the needs of local residents and after learning about services currently provided in some of the best public libraries in the nation, the Task Force recommends that the DCPL focus on meeting community needs in six key areas: Basic Literacy, Best Sellers and Hot Topics, Homework Help, Information Literacy, Lifelong Learning, and Public Spaces.

This section of the report provides the following information for each of the six service priorities that the Task Force recommends as the focus of the efforts of DCPL:

- A general description of the community need that DCPL should meet and a brief explanation of the services the library could offer to meet that need.
- Examples of best practices from public libraries around the nation illustrating how each of those libraries responded to the need in their community.
- A list of recommended services and activities that the DCPL could undertake to respond to the needs of residents. These recommendations are not meant to be all-inclusive or restrictive, but simply illustrative of what the Task Force believes should be considered. It is important to note that DCPL is currently providing some of these services and activities at various library locations.
- A description of the facility, collection, staffing, and technology implications of providing the proposed services and activities.
- A list of measures that DCPL could use to monitor its progress towards meeting a predetermined standard or criterion of service delivery. This list of possible measures is not meant to be all-inclusive or restrictive, but rather illustrative of what the Task Force believes should be considered. Selection of appropriate measures is, of course, dependent on the specific services offered by the library.

It is not appropriate, or even possible, for each library facility to provide wide-ranging services in all six of the service priority areas. Branch libraries in particular do not have enough space or staff to provide such diverse and extensive services. Instead, each branch library must focus on the needs of the residents in its service area. This could mean that one branch might allocate most of its resources to services associated with Homework Help and with Basic Literacy, while another branch might allocate most of its resources to Lifelong Learning, Information Literacy, and Best Sellers and Hot Topics. Different choices, but each informed by and responsive to the needs of local residents.

Of course, branch libraries that did not identify Best Sellers and Hot Topics as a high priority will still have some of the most popular items available at their branch. Similarly, a branch that did not select Basic Literacy as a high priority would still have quiet places where students and tutors could meet. It is frequently a matter of emphasis.

It is expected that the new Martin Luther King Jr. Memorial Library will actively provide services associated with all of the service priorities recommended by the Task Force.

## Basic Literacy

### General Description

DCPL has a responsibility to address the need of residents to learn to read. DCPL should be an active partner in the community's efforts to help individuals enhance their ability to read, write, and converse in English, and use these skills on their jobs and in their daily lives.

The library needs to provide spaces, such as study/tutoring rooms or quiet areas, where students and tutors can meet. DCPL should also encourage use of its meeting rooms and computer labs for literacy-related classes.

DCPL should also provide access to educational materials as well as computers with instructional software that enhance the effectiveness of tutoring efforts.

### Best Practices

#### Brooklyn Public Library

The Learning Centers at the Brooklyn Public Library (BPL) is a library literacy program serving adult beginning readers and writers at five library sites, pre-GED students at nine sites, and ESOL (English for Speakers of Other Languages) students at 14 sites. For beginning readers and writers, free instruction is offered by more than 100 trained volunteers working under the guidance and supervision of a full-time professional staff. Each center is equipped with up-to-date book and materials collections, as well as state-of-the-art technology, to meet the needs of adults who are striving to improve basic skills. The learners range from non-readers to about a fifth grade reading level. The pre-GED and ESOL programs employ part-time teachers to provide 6 hours of instruction a week.

BPL creates a learning environment where adults develop a foundation of basic skills needed to maneuver through a print-oriented, technology-rich society, and achieve personal, family, and work goals. These basic skills include writing, reading, information literacy, problem solving,

and technology.

At the Learning Centers, reading and writing happen in every session. Students write first drafts alone or in small groups, then the tutor and the rest of the learning group offer verbal feedback. Students learn to edit and revise their own work and review the work of others, building a matrix of skills that are immediately applicable to real-world needs. An integral part of the program is the public presentation of finished work in written and oral form.

The Learning Centers program supports basic skill development in a project based environment. Project based learning organizes instruction around purposeful activities that explore ideas, issues, or questions. Projects create opportunities for learners to use and improve reading, writing, information, and technology skills in real and meaningful contexts. In this environment, learners define problems and information gaps while using a range of electronic and print resources to find answers to their questions. They learn how to organize, elaborate on, and represent their knowledge.

Technology is an important part of the process. Information tools help learners browse and search for information; productivity tools help organize and evaluate information; word processors and desktop publishing tools help students expand and communicate ideas to others.

The BPL successfully completed a two-year Adult Literacy Services Grant that strengthened the writing instruction component of its program. BPL developed a series of W.R.I.T.E. workshops (Writing, Reading and Imagining through Thematic Engagement). Working playwrights and authors conducted eight session workshops throughout the five learning centers. The successful completion of these workshops led to BPL's successful application for another grant that will result in the addition of Business Writing Workshops (covering business letters, forms, job applications, resumes, letter to children's school, etc) and Essay/Report Writing Workshops.

In order to assess entry skill level and document learner progress, BPL developed the Writing Rubric. This tool has been in use for over seven years and was included in the "Adult Literacy Assessment Toolkit" published by the American Library Association Office for Literacy and Outreach Services.

BPL is now examining the role of distance learning in an adult literacy setting. BPL believes that, for many adults, the library literacy program serves as a gateway to success in navigating the world.

## Los Angeles Public Library

The Los Angeles Public Library (LAPL) provides a wide variety of literacy-related programs to meet the needs of Los Angeles residents. LAPL operates fifteen Literacy Centers in branch libraries around Los Angeles. The collection at each literacy center consists of books, videos, audiocassettes, and interactive computer-based tutorials. The services provided include:

- **Adult Literacy Program:** Learners work one-on-one with an adult tutor to improve their reading and literacy skills. Tutors and students meet in any branch of the Los Angeles Public Library. They typically meet twice weekly for 1 to 1½ hours at a time for a minimum of six months.
- **Limited English Proficiency:** This is a self-guided program for adults with limited English skills. Students use books and videos to help them achieve English literacy skills. There is no time limit for this program. The staff of LAPL provides assistance as needed.

- **Families for Literacy:** This program provides free books to children under the age of five if a parent is enrolled in either the LAPL Adult Literacy or Limited English Proficiency program. LAPL tutors and staff also teach students how to read to their children.
- **Online learning opportunities:** These can be accessed from any computer by people who have a LAPL library card. Plato software is available to enable students to learn subjects such as math, reading, writing, and social studies. LearnATest.com helps students improve their scores on job-skill exams. Rosetta Stone Online provides voice and visual software to help students learn English and other languages. Reading Upgrade provides self-paced lessons featuring pop music, video, and games to help learners improve their reading proficiency.

To recruit tutors and students, LAPL actively markets the literacy programs on its Web site, in flyers in branches, in the media, and through community partners. Its Literacy Web site was designed by Literacyworks to be user-friendly in its format and its audio clips, that provide information for customers who may be unable to read.

All of the LAPL tutors are volunteers. The Literacy Coordinators from all of the centers actively recruit volunteers to work directly with students. New volunteers attend a one-day training program, which is held once each month. On a quarterly basis LAPL offers “Tutor Information Meetings” in each region to promote specific literacy materials and provide tutors with the opportunity to meet and discuss particular topics of interest to them.

Literacy Center staff attend a monthly training session on the use of specific literacy tools or have an outside authority present a program that will assist the coordinators in their work.

## Miami-Dade Public Library System

The Miami-Dade Public Library System (MDPLS) offers programs and services to its customers of all ages who want to pursue the ability to read and write. Literacy skills are enhanced by making available reading materials that are appropriate for beginning readers, whether they are children or adult new learners.

The Miami-Dade Public Library System maintains an open-door policy of providing space for literacy tutors and groups to meet and interact with students in a quiet and secure environment. The services provided include:

- **Jump Start:** MDPLS provides preschool story kits for licensed childcare centers. Jump Start kits contain all the tools needed to present fun, high-quality story times on a variety of topics. Each kit includes books, finger-plays, a flannel board story, songs, and a

**LOS ANGELES PUBLIC LIBRARY**  
**Adult Literacy Services**

**Adult Literacy Program (ALP)**  
Work one-on-one with an adult tutor to improve your reading and literacy skills. Tutors meet with students in any branch of the Los Angeles Public Library. This service is free. They meet twice a week for 2 to 3½ hours, at a time for a maximum of six months.

**Featured Success: Maria, 45**

**Limited English Proficiency (LEP)**  
This is a self-paced program for adults with limited English skills. Students use books and videos to help them advance English literacy skills. There is no time limit for this program, and our staff provides assistance as needed.

**Featured Success: Alejandra, 35**

**Families for Literacy (FFL)**  
Parents of children under the age of five who are enrolled in our Adult Literacy or Limited English Proficiency program are eligible for free children's books. Our tutors and staff teach students how to read to their children.

**Featured Success: Maria, 45**

[www.lapl.org/literacy](http://www.lapl.org/literacy)

ADULT LITERACY SERVICES, THE  
LOS ANGELES PUBLIC LIBRARY

musical cassette on a theme with kid appeal such as “Bears,” “The Family,” “Outer Space”, or “Pets.” The kits are geared to children age three to five. There is enough variety in the materials for a daily 30-minute story time. Childcare centers participating in the program can get a new kit every two weeks. MDPLS has also created Baby Jump Start kits. These kits, containing materials that can be used with babies and toddlers, are likewise organized by theme and have similar materials for daily 15-minute story times.

- Project L.E.A.D. (Literacy for Every Adult in Dade): Project L.E.A.D. is MDPLS’ adult literacy program, which is designed to reach out to English-speaking adults who are functionally illiterate; that is, reading below the fifth grade level. The program offers learners free, one-on-one, confidential tutoring to improve their reading and writing skills. MDPLS matches adult learners with volunteer tutors who help them achieve self-determined literacy goals.

The MDPLS Web site provides detailed information about each of the programs, using an easy-to-follow question and answer format.

### **Queens Borough Public Library**

The Adult Learner Program has six Adult Learning Centers (ALCs) housed in various Queens Borough Public Library (QBPL) branch locations. The ALCs provide educational services to adult learners interested in literacy and ESOL (English for Speakers of Other Languages). Literacy students are adults who already speak English but need to develop their reading and writing skills to improve their daily lives. ESOL students may speak other languages but wish to improve their fluency in English. Learning opportunities are also offered throughout the library system. Over 100 courses annually are offered at the Central Library and twenty-seven branches for the Beginning and Intermediate levels. In addition, two advanced classes are offered each semester.

Computers with educational software are provided in all ALCs to enhance student learning. Students may also participate in computer-based projects that allow them to become more familiar with the computer while learning English. For example, when students type their writing assignments, they gain word processing skills. When they research information for projects, they gain invaluable Internet navigational skills.

Special materials for students of all reading levels are provided in each Center, including books, videos, and audiotapes. Professional materials for tutors and teachers include a wide range of subjects and skills. Most items may be borrowed for use at home, but some are for self-study only in the ALCs.

Basic education classes are offered in some centers for adults who already speak English but seek to develop their academic skills and advance to a pre-GED level. These classes focus on the development of successful learning strategies. They aim to assist students in making the transition from group tutoring to classroom learning and to gain the necessary skills to continue their education.

Volunteers are the backbone of the services at the ALCs. Volunteers help parents learn to read to their children, pass their citizenship test, practice conversation skills, fill out applications, write letters to teachers, take phone messages, and much more. Initial training and ongoing support is provided to all volunteers by ALC professional staff.

## Basic Literacy Services to be Provided and Activities to be Performed

To enhance existing literacy programs and to expand the program to incorporate the best practices that are demonstrated at exemplary public libraries, the District of Columbia Public Library System could:

- Maintain a database of literacy providers and continue to refer residents to the literacy program(s) that are best suited to meet their needs
- Partner with community organizations to respond to the needs of community residents who are illiterate
- Encourage use of library facilities for literacy classes, tutoring, and literacy tutor training
- Provide information on the availability of literacy classes, tutors, or other desired literacy-related services
- Assist with the recruitment and training of literacy volunteers
- Provide computer workstations with educational software that learners can use to improve their reading skills
- Provide access to a collection of high-interest/low-vocabulary materials for use by teens and adults
- Provide access to materials that assist learners in earning their high school equivalency diploma
- Offer or co-sponsor classes to help learners prepare to take their high school equivalency diploma exam
- Offer or co-sponsor English-as-a-second-language classes in neighborhoods desiring such classes
- Promote the availability and use of literacy services on the library's Web site
- Provide preschool story kits to licensed childcare providers to support and encourage the reading of stories to young children

## Resource Implications

### Facilities

DCPL needs to provide quiet and relatively private areas for literacy tutoring. Small study rooms (for two people) are ideal, but conference rooms designed for four to eight people could also be used. In facilities where private study or conference rooms are not available, tutoring sessions can occur at a study table in a quiet area of the library.

DCPL should allow library meeting rooms and computer labs to be used for literacy classes in accordance with DCPL meeting room and computer lab policies. In some facilities, it might not be possible or desirable to allocate space for a computer lab. In these facilities, consideration should be given to installing a wireless network and then using laptop computers in the meeting room or another location in the building to offer literacy training.



## Collections

DCPL should provide access to materials and resources such as workbooks and controlled-vocabulary texts specifically designed for use in literacy programs. In some cases, these items may be part of the library collection. In other cases materials may be provided by the organization sponsoring the literacy program.

DCPL should provide computers and computer software that supplements the interaction between learners and their tutors. Learners should be able to use the computers and software in either a self-paced or classroom learning environment.

DCPL should provide access to a collection of high-interest/low-vocabulary materials for use by teens and adults who desire to use such materials. DCPL should also provide materials to assist learners in earning their high school equivalency diploma.

DCPL should provide learning resources, in a variety of formats (such as DVD, CD, cassette, computer-based), to assist those who wish to learn English.

## Staffing

DCPL staff need to be aware of the challenges and the problems faced by adult new readers, individuals learning English as a second language, and other learners enrolled in a literacy program.

Staff supporting the literacy program should have attended a literacy training program. They should also have strong skills in community networking and communication.

All volunteer and paid tutors should complete a comprehensive literacy training program.

## Technology

DCPL should offer computer-based and computer-assisted literacy training opportunities. Multimedia computers and software designed to encourage independent learning should be provided.

All computers should be configured for speed and graphics so that users can have easy access to literacy-related resources. In some locations, it may be appropriate to designate some computers for use only for literacy-related learning.

If the facility does not have a computer lab, consideration should be given to installing a wireless network and then using laptop computers in the meeting room or another location in the building to offer literacy training.

The telecommunications infrastructure should be robust and flexible, so as to adequately support the current number and type of computers and allow for expansion and technological development.

Computer-use policies should be developed to support learners in their efforts and not unduly restrict the amount of time that a learner may use available resources.

## Basic Literacy Measurement Options

To measure the success of DCPL Basic Literacy Service, the following performance measures could be implemented:

- Number of people who used computer–based literacy programs
- Number of people who attended tutoring sessions
- Number of people enrolled in literacy classes
- Number of people who attended English-as-a-second-language classes
- Percent of people who participated in library literacy programs who indicated on a survey that the program was offered at convenient times and locations
- Percent of people interested in enrolling in library literacy programs who indicated on a survey that they were placed in a class or assigned a tutor in a timely manner
- Percent of people who indicated on an outcome measurement survey that participation in a library sponsored or co-sponsored basic literacy program helped them to:
  - Improve reading skill
  - Improve writing skill
  - Prepare for a GED test
  - Pass a GED test
  - Learn to speak and read English
  - Apply for a job
  - Get a job or get a better job
  - Assist a child with homework
  - Become a citizen
  - Meet a personal learning goal
- Number of literacy volunteer hours
- Number of tutoring sessions held
- Circulation of literacy–related materials
- Turnover rate of literacy–related materials

## Best-sellers and Hot Topics

### General Description

DCPL should respond to patrons’ interests in popular cultural and social trends by providing a current collection with sufficient copies of titles in high demand to ensure customer requests are

met quickly.

DCPL needs to offer materials in the formats (hardback book, paperbacks, books and magazines in large-print, DVDs, CDs, Audio-books on CD, e-books, etc.) and in the languages residents want and need. These materials should be selected primarily on the basis of local demand that varies from neighborhood to neighborhood.

The collections should be organized in ways that make items easy to find, and the collections should be merchandised to the public through displays and display shelving similar to that used in bookstores.

## Best Practices

### Los Angeles Public Library

The Los Angeles Public Library (LAPL) is using the enhanced functionality of their online catalog to alert customers to items of possible interest. Some of the services that LAPL is currently providing are:

- **Hot Titles:** The online catalog provides a list of LAPL's 50 most requested titles. Each of the titles in the list is a hotlink to the bibliographic record in the online catalog, thus making it easy to check the availability of the item, place it on reserve, or add it to a list of items of personal interest. It is also possible to email the list to yourself or another party. LAPL updates the list every two weeks.
- **Enriched Content:** The online catalog presents enriched information about many titles in LAPL's collection. This enriched content includes book jacket art, table of contents, an excerpt, reviews, character information, annotations, and author notes.
- **E-mail services:** LAPL customers can be automatically notified by e-mail when their materials are overdue and when items they have reserved are ready for pick-up. These notices are in addition to the "courtesy e-mail notices" which are sent out four days prior to materials being due. These notices also can be sent in the Spanish language. A link has been provided on the library's Web site to facilitate customer self-registration for this service.

### Phoenix Public Library

The Phoenix Public Library (PPL) is also using its online catalog to provide access to information about its collections and to provide digital content. Some of the innovative things the library is doing are:

- **Digital books:** PPL provides a wide selection of digital books that registered borrowers may download to their personal PC, laptop, or PDA. A person may have a maximum of five digital books on loan at any one time. Most titles may be borrowed for 21 days. Digital books are available in the following Fiction categories: General Fiction; Classics; Mystery; Romance; Science Fiction and Fantasy;

and Suspense and Thriller. Digital books are available in the following Non-fiction categories: Business and Investing; Careers and Employment; Computers; General Non-fiction; Money Matters; Study Aids and Reference; and Travel.

The Digital Book Catalog highlights new titles and recently returned items. It also provides a wealth of information about the book such as: book cover art, a description of the book; an excerpt; reviews; and information about the author. PPL provides clear instructions for obtaining a free Digital Book Reader (the software necessary to store and access a digital book) and instructions on how to download an item to personal storage devices.



DIGITAL BOOK CATALOG, THE PHOENIX PUBLIC LIBRARY

- Popular Reading Topics: Hotlinks provide access to a wide variety of topics including Arts, Biographies, Health and Fitness, Science, and Travel.
- Movie Favorites: After selecting either the DVD and VHS format, a customer can choose from a variety of diverse movie genres including: Anime, Children's, Documentary, Foreign, Musicals, and Science Fiction. Once a genre is selected, a list of titles is provided and the customer can determine availability, learn more about the movie, and/or place an item on hold.
- Music Favorites: A customer can choose from a wide variety of music genres including: Blues, Children's, Classical, Jazz, Rap, Religious, and Soundtracks. A list of titles is provided for the selected category, and customers can determine availability, learn more about the item, and/or place an item on hold.
- Find a Book for Kids: A customer can select from a wide variety of topics of interest to children including such diverse subjects as American History, Dinosaurs, Pets, Scary Stories, and Sports. Categories such as Sports are further subdivided into Football, Basketball, Baseball, Gymnastics, Skateboarding, Soccer, and Karate, based on local interest. Once a category or subcategory is selected, a list of titles is provided and the customer can determine availability, learn more about the book, and/or place an item on hold.
- Senior Living: A link to services, information, and library materials of special interest to seniors.
- Teens: A link to library materials, programs, games, and information resources of interest to Teens.

- En Español: A link to information the library and library services as well as access to the library catalog. All information on these Web pages is in Spanish.

## Public Library of Charlotte & Mecklenburg County

The Public Library of Charlotte & Mecklenburg County and the Children's Theatre of Charlotte have created ImaginOn which offers cutting-edge services and library collections, award-winning professional theatre, and innovative education programs. The mission of ImaginOn is to bring stories to life through extraordinary experiences that challenge, inspire, and excite young minds.

ImaginOn elevates the public perception of the significance of children's literature and children's theatre. At ImaginOn children can experience informal, drop-in events and activities. Anything can happen – children might stumble upon an impromptu performance, go on a scavenger hunt through the building, peek behind the scenes in the theatre, build a home for puppets, try on costumes, or locate themselves on a map of the world. There's always something new for children to discover.

The Children's Theatre of Charlotte offers classes for all ages, from preschoolers through high school students. Classes are taught by professional theatre artists with extensive experience as instructors, performers, directors, and playwrights – and always, the ability to inspire and motivate young people.

ImaginOn features two library spaces. The Spangler Library on the first floor offers books, media, and resources for children from birth through 5th grade, including a large collection of picture books, fiction, and folk and fairy tales. Listening stations are provided so children can enjoy hundreds of music and story selections

Special collections and resources for parents, teachers, and caregivers are also an important part of ImaginOn. A parent/teacher collection with the latest materials on child development, parenting, and creative activities for learning and curriculum support is available as are Storytimes to Go! Kits for preschool teachers and childcare providers who work with children ages birth through five.

The Loft is a space especially for teens featuring a variety of materials ranging from those that exemplify literary excellence to popular and timely materials of high interest to young adults. Teens also have access to super-fast computers loaded with software and a multimedia production studio.

Staff members with expertise in early literacy, child and adolescent development, and children's and teen literature are always available to help find just the right book, resource, or information for all library visitors.

Encompassing an entire city block, this is a building for kids and families that was designed to provide fun and adventure at every turn. Add to that interactive games and exhibits, award-winning theatre performances, and classic stories, it is rapidly becoming a place that families want to visit again and again.

## Queens Borough Public Library

The Queens Borough Public Library (QBPL) has one of the largest circulations of any public library in the United States. This achievement is the result of many components – talented staff, welcoming facilities, supportive technology, and, of course, a relevant collection. Queens is committed to purchasing materials in the formats and languages that people want, on subjects

of interest to them, and in sufficient quantities to make them available within a reasonable period. It is not uncommon for Queens to purchase 375 copies of a best-seller, 65 copies of a popular DVD, or 65 copies of a resume book. In anticipation of public demand, their initial order for *Harry Potter and the Half-Blood Prince* was 1,500 copies, all of which were checked out on the first day that the book was available.

### Salt Lake City Public Library

The Salt Lake City Public Library (SLCPL) uses displays very effectively to highlight new items in the collection and to present a variety of titles on a common theme or subject. This is particularly evident in the Main Library where staff use fabric, flowers, and props of all sorts to create displays that capture the eye and the imagination, making it impossible to walk through any section of the library and not find items of interest.

### Best Sellers and Hot Topics Services to be Provided and Activities to be Performed

To offer improved Best Sellers and Hot Topics Services DCPL should:

- Expand collections of best sellers and other popular books for adults, teens, and children, and provide these materials in sufficient quantity to respond to the demands of residents
- Expand collections of high demand media materials such as DVDs and CDs, and provide these materials in sufficient quantity to address the needs of residents
- Develop and maintain a digital content collection of e-books, digital audio, video-on-demand, and other emerging formats with content that responds to local interest
- Re-shelve all new books and media materials within 24 hours of being returned to the owning library
- Assist customers of all ages to identify books, music, movies, or other items they might enjoy
- Offer access to electronic resources that assist customers in identifying items they might enjoy



NEW BOOK SECTION, CENTRAL LIBRARY, QUEENS BOROUGH PUBLIC LIBRARY, JOHN HILL



QUEENS BOROUGH PUBLIC LIBRARY  
PHOTO COURTESY: QUEENS BOROUGH PUBLIC LIBRARY



TEEN UNIVERSE, CHOLLA BRANCH LIBRARY, PHOENIX PUBLIC LIBRARY

- Create displays to highlight titles in the New Book area, as well as the Fiction and Audio-visual collections
- Offer regularly scheduled programs for adults, teens, and children on a wide variety of topics of interest to local residents
- Develop and maintain a user-friendly Web site that provides information about new books, music, and movies in the library collection
- Provide enriched content (cover art, reviews, summaries, character information, author notes, etc.) for items listed in the DCPL online catalog
- Permit library borrowers to establish personal profiles indicating topics of interest to them, and then alert each borrower, via email or SMS (short message service), when new items arrive or planned programs fall within the customer-identified areas of interest
- Promote library card registration during school visits, community presentations, and library-sponsored programs
- Participate in community fairs and other community outreach activities to increase awareness of library services and promote library card registration
- Encourage customers to reserve items by using the online catalog, including items that are on order but not yet received

- Encourage customers to request items from other DCPL branches if the item they have requested is not owned or not currently available at the DCPL branch they are using
- Encourage customers to make suggestions for items to be included in the collection
- Develop annual action plans to revise collection priorities to reflect community interests
- Provide daily delivery service between library locations to ensure that, in response to a customer request, an item that is available in one location can be delivered to another location within two working days
- Process incoming deliveries within 24 hours to facilitate the prompt filling of holds

## Resource Implications

### Facilities

In every DCPL facility, spaces should be designated for the display of new books and media. This area should be highly visible, and just off the main traffic path in the library. It should have the appearance and feel of a retail space, with display shelving instead of traditional library shelving.

Most customers will enter the new books and media display area and browse while standing, but occasionally someone will want to sit for brief periods of time to examine a book or item more closely. Comfortable chairs, benches, or stools should be provided nearby for this purpose.

Aisles in this area should facilitate browsing by many people at the same time. It is important that customers feel comfortable, not crowded, in the new book/media display areas.



CULMER INTERIOR, MIAMI-DADE PUBLIC LIBRARY SYSTEM



In branch libraries, this area may include books as well as various types of media including DVDs, CDs, and other popular formats. In the Central Library, a new-book area might be separate from the Fiction collection and the Audio-visual collection.

In the Central Library and in large branches, it is advisable to have more than one area to display new materials. Spaces also should be allocated in the Children's area and in the Young Adult area as well as in the Adult area. If there is a separate media department, a display area for new media items should also be created. Best sellers and Hot Topics is more than just the new book and media area. The Adult Fiction collection as well as many of the Young Adult and Children's collections could also be considered Best Sellers or Hot Topics. Adequate space, good signage, and appropriate seating are also essential in each of these areas.

## Collections

Each DCPL should provide a current collection with sufficient copies of titles that are in high demand to ensure customer requests are met quickly. Materials should be offered in a variety of formats—books, DVDs, CDs, magazines, etc.—and the materials should be selected primarily on the basis of local demand. Materials should be available in the languages spoken by community residents.

Popular demand should be the primary criterion for purchasing items for this collection, and consequently the collection should reflect customer preferences. Quantities of popular titles in all formats should be sufficient to make the library a dependable source of high-demand items.

A Best Sellers and Hot Topics collection is much broader in scope than the popular fiction titles that many people are reading right after publication. It also includes non-fiction books on topics of current interest to library customers. This would include, but is not limited to, subjects such as health care, personal finance, sports, parenting, biographies, travel, and history,

DCPL needs to provide books and other print materials in large-print for library users who have difficulty reading standard size print. Audio-books should also be provided. Whenever possible, DVDs should be purchased with closed-captioning that can be turned on by library users who are deaf or hard-of-hearing.

The library should license digital content and make it available to registered borrowers both in the library and from home. E-books, digital audio books, video-on-demand, and other digital content should be available for downloading to a customer's personal computer, PDA, or MP3 player.

The library's collection should be organized in ways that make items easy to find. They also should be merchandised to the public through the use of displays and shelving similar to that used in bookstores.

Materials from other DCPL libraries can be ordered for delivery to a library pick-up point designated by the customer. An efficient reserve system and daily delivery of materials is essential for the provision of quality service.

## Staffing

Staff members should have broad personal interests and should frequently read, view, and listen to the types of material the public is requesting. This will enable them to recommend books, DVDs, CDs, etc. that will be of interest to customers. It is not necessary to have a Master's Degree in Library Service to provide this type of customer service.

Knowledgeable, friendly staff should serve customers of all ages. In the Central Library, staff members may be assigned to work with a particular age group: children, teens, or adults, or they may be assigned to work with clients seeking materials in a particular format such as DVDs or in a particular language. In a branch library, staff members should be expected to work with people of all ages and with all of the formats in the branch collection.

Staff should have the technical skills to assist customers with locating online information and to provide assistance with accessing e-books, digital audio books, video-on-demand, and other digital media that the Library has licensed for the use of its registered borrowers.

Staff should be skilled in merchandising the collection, enabling them to create displays that highlight library materials in an attractive manner.

## Technology

DCPL should create a user-friendly Web site that enables library customers to locate materials in the library's online catalog, search licensed databases, enhance their literacy skills, and access the Internet.

The computers should typically be conveniently located in various locations throughout the library. Computers intended for use by children only should have age-appropriate software, keyboards, and furniture.

All computers should be configured for speed and graphics so that users can have easy access to electronic resources, including streaming video. The computers should also permit the downloading of licensed digital content to a customer's personal storage device, such as a PDA or MP3 player. The telecommunications infrastructure should be robust and flexible to adequately support the current number and type of computers and allow for expansion and technological development.

The DCPL's automation system should facilitate the online placement of reserves by the customer. It should also allow customers to create personal profiles and be notified electronically (by phone, text message, email, etc.) of new library acquisitions or upcoming library programs.

## Best Sellers and Hot Topics Measurement Options

To measure the success of the DCPL Best Sellers and Hot Topics Service the following performance measures should be implemented:

- Circulation of new books
- Circulation of CDs
- Circulation of DVDs
- Turnover rate of items in the new book collection
- Number of licensed digital content items downloaded to customers' personal storage devices
- Average number of days between placing an item on reserve and notification that the item is available for pick-up
- Percent of people who used the current Fiction Collection or Audio-visual Collection who indicated on a survey that the materials were of interest to them

- Percent of people who indicated on a survey that they used the library to obtain recreational materials

## Homework Help

### General Description

DCPL should partner with D.C. Public Schools, public charter schools, and various community organizations to help school-age children succeed in school. The library should provide informational resources and assistance that furthers the educational progress of students.

To help bridge the growing digital divide, DCPL needs to provide Internet access for children and teens and should also offer access to other instructional technologies such as multimedia computers with educational software, and educational media.

DCPL should create and maintain Homework Help Web sites for students in grades K - 12, all of which link to Web sites and licensed databases that would be useful to students.

Group study rooms, or study areas, and computer laboratories should be available for students working together or working with tutors, in accordance with library policies.

DCPL should also install distance education and video-conferencing equipment in designated facilities.

### Best Practices

#### Brooklyn Public Library

The Brooklyn Public Library (BPL) contracts with a private sector company (Tutor.com) to provide live homework help for students in grades four to twelve. Students can connect to live tutors in 20-minute one-on-one sessions in the areas of math, science, social studies, and English. The service is available from 2:00 p.m. to 11:00 p.m., seven days each week. Assistance is also available in Spanish (for math and science) Sunday through Thursday from 2:00 p.m. to 10:00 p.m. Students must have a valid Brooklyn Public Library Card to use the service Tutor.com, which can be accessed from an off-site computer or a computer in one of the Brooklyn Public Libraries.

#### Los Angeles Public Library

The Los Angeles Public Library (LAPL) maintains a homework help Web site for children and Web site for teens. The teen Web site provides links on a variety of subjects including: American History; Art; Biographies; Countries and States; Culture; Directories and Search Engines; Drugs and Alcohol; English, Literature and Foreign Languages; Government; Math; Religion and Mythology; Science; and World History. The LAPL teen Web site also provides access to High School Hub (an online Learning Center for High School Students) that contains not only extensive resources on most subjects covered in a typical high school curriculum, but also includes a wide variety of reference resources and search tools such as a dictionary, an encyclopedia, world maps, a translator, and information on careers and colleges.

## Miami-Dade Public Library System

The Miami-Dade Public Library System (MDPLS) provides tutoring in math, reading, and science for students, kindergarten through twelfth grade, who register to participate in S.M.A.R.T. (Science, Math, and Reading Tutoring). The program was developed by the library in response to overwhelming requests from both parents and children for homework assistance.



SMART PROGRAM, MIAMI-DADE LIBRARY SYSTEM

The S.M.A.R.T. program is held on Saturdays from September through May, from 10:00 a.m. to 1:00 p.m. at every branch in the library system. In most cases, tutoring is done in small groups. However, each child is assigned a one-hour block of tutoring time weekly. All tutors are carefully screened and are experienced educators.

Students bring their textbooks and written assignments from their teacher, along with anything else related to their school work about which the student has questions.

## New York Public Library

A homework help Web site, named homeworkNYC.org is currently under development by The New York Public Library (NYPL) in cooperation with the Brooklyn Public Library, and Queens Borough Public Library with funding from the Wallace Foundation. The goal of homework NYC.org is to help New York City elementary, intermediate, and high school students complete their homework more easily by providing access to a wide range of resources that are frequently overlooked by students who primarily use search engines to locate answers. Highlights of homework NYC.org will include:

- Resource Guides: These will recommend books, library databases, e-books, online videos, and trips to local cultural institutions based on students' search terms. The resource guides or "pathfinders" will be created by public librarians, school librarians, and teachers.
- Full text portable document files (PDFs) of selected school textbooks.
- Fully customizable resources and graphic design: Students will be able to change the databases and other information displayed on their screens by selecting resources appropriate to their grade level and individual preferences. They will also be able to select from different graphic designs so that the site appeals to children and teens. The site will retain their selections on future visits.
- Resources for students without library cards: A large selection of resources will be available to students who do not have library cards. Arrangements are being made with library database vendors to provide alternative access methods to library card bar code numbers, so that students without cards can access this content. The site will consistently remind students that there are far more resources available to those who have cards and provide easy access to library card applications and instructions.

- Information about live homework help resources: These will include online tutoring services offered by the public libraries, Ask Librarians Online, telephone reference, and services offered by other agencies such as NYC Dial-A-Teacher.
- Online tools: These will include items such as an online dictionary and spell-check function so that students do not have to leave the library Web site to determine the spelling of their search terms.
- Research and paper writing information: This will include extensive information about how to do research and write papers, such as study tips, tutorials for library databases, citing sources, using the library collections, and writing essays and research papers.

The homeworkNYC.org is being developed in close cooperation with the New York City Department of Education. The site will focus on specific curriculum needs. The site will be continually updated to stay current with initiatives of the schools. Live online events will highlight homework needs such as science projects, citywide tests, and Regents exams as they are occurring in the schools. The homeworkNYC.org is scheduled to launch in the fall of 2005.

### Seattle Public Library

Volunteers provide homework assistance at four branches of the Seattle Public Library (SPL). Volunteers assist students on a drop-in basis several days each week. The services and service hours vary from branch to branch, but information about the service is available on SPL's Web site. The services typically include help with understanding homework assignments, learning how to solve math problems, and improving study habits. SPL actively recruits volunteers to assist with this service.

## Homework Help Services to be Provided and Activities to be Performed

To improve the delivery of Homework Help services DCPL should:

- Develop and implement, in cooperation with staff at D.C. Public Schools, public charter schools, and community organizations, homework support services to help students in grades K - 12 succeed in school
- Conduct library card registration drives to encourage every school age child in the District to obtain his or her own library card
- Offer, in cooperation with D.C. Public Schools, peer tutors and homework assistance
- Offer online access to homework assignments to enable students, tutors, and parents to review assignments
- Provide small group study rooms or quiet spaces for independent study, tutoring, or small group discussions
- Provide access to a core set of textbooks used in D.C. Public Schools
- Provide access to electronic resources that support the public school learning standards. Partner with D.C. Public Schools to share the cost and avoid duplication of licensed databases

- Provide access to books and materials covering topics included in the DCPS' new curriculum standards
- Strengthen the library collection to support anticipated homework assignments that require extensive library resources
- Offer classes for students on accessing and evaluating electronic information
- Offer classes for students on research techniques and preparing research papers
- Provide a computer lab with homework support software and electronic resources

## Resource Implications

### Facilities

DCPL libraries should provide spaces that are conducive to learning. This includes individual and group study tables at various locations in the library. Tutoring rooms, as well as group study rooms, may be provided at some locations.

A computer lab is highly recommended for offering training sessions on accessing and evaluating online information. Training on basic word processing skills for students who need to write term papers or prepare other types of reports as part of a school assignment should also be provided. In some facilities, it might not be possible or desirable to allocate space for a computer lab. In these facilities, consideration should be given to installing a wireless network and then using laptop computers in the meeting room or another location in the building to offer computer training.

DCPL may wish to provide distance learning at some facilities. If so, the necessary technology must be acquired and installed in the room or rooms where this learning will occur.

### Collections

DCPL should concentrate on providing materials that supplement, rather than duplicate, the resources available in public schools. For instance, DCPL might ask D.C. Public Schools to provide a core collection of textbooks for each library providing homework help. These textbooks would be available for reference use by students and tutors while in the library.

DCPL should provide access to materials on required or recommended reading lists required for classes in the local schools. However, the library should not assume responsibility for providing sufficient copies of titles to meet the potential request of every student. This is the responsibility of the school and/or the student, not DCPL.

DCPL should provide access to the electronic resources that support the public school curricula, and DCPL should create and maintain a user-friendly Web site that provides links to information that will help students in grades K – 12 complete their homework assignments. Electronic databases should be licensed for off-site use to permit students to use them from home or other remote locations.

DCPL needs to partner with D.C. Public Schools, public charter schools, and local organizations to ensure that materials are available for children with learning disabilities and for children with physical conditions that make it difficult or impossible for them to read or handle a book.

## Staffing

DCPL staff should be aware of how students learn and about the topics that they are studying. Library staff also need to develop and maintain partnerships with faculty and staff at the local schools. DCPL should consider recruiting former educators to provide homework help assistance.

## Technology

Students, tutors, and parents who are assisting their children should have access to a user-friendly Web site that enables them to locate materials in DCPL's online catalog, search licensed databases, locate homework help-related Web sites, and access the Internet.

Computers should be abundant and located in convenient locations throughout the library. Computers intended for the exclusive use by school-age children should have age-appropriate software, keyboards, and furniture.

Wireless access should be provided in all facilities so students who have their own computers or Web enabled devices can access library resources without using a library computer. Wireless access would also make it possible to offer computer training, using laptop computers, in those facilities that do not have a computer lab.

All computers should be appropriately configured for speed and graphics that provide users with easy access to electronic resources. They should also permit the downloading of licensed digital content to a customer's personal storage device, such as a PDA or MP3 player. The telecommunications infrastructure should be robust and flexible to adequately support the number and type of current computers and allow for expansion and technological development.

## Homework Help Measurement Options

To measure the success of the DCPL Homework Help services, the following performance measures should be implemented:

- Number of students who participated in a library sponsored homework help program
- Percent of students who used the library for homework assistance and indicated on a survey that library services and materials met their needs
- Percent of students who attended a homework help training session and indicated on a survey that the program was very good or excellent
- Percent of teachers who indicated on a survey that the library's homework help program was very good or excellent
- Number of times the Homework Help Web sites were accessed
- Number of presentations made in schools that describe and promote the library's homework help services
- Percent of students who indicated on an outcome measurement survey that library sponsored or co-sponsored homework help services helped them to:
  - Improve reading skills

- Improve writing skills
- Improve math skills
- Find information they needed for a homework assignment
- Write a report or research paper
- Understand a homework assignment
- Complete a homework assignment
- Get a higher grade on a test, project, or in a class
- Achieve a personal goal associated with success in school

## Information Literacy

### General Description

DCPL should address the needs of residents for skills related to finding, evaluating, and using print and electronic information effectively.

DCPL should provide training and instruction in skills related to locating, evaluating, and using information resources of all types – print, media, and electronic. DCPL should also provide training on how to write research papers and oral presentation skills.

DCPL should offer Internet training and access. This training could be offered in computer labs in some facilities or by transforming any library meeting room or public space into a training space through connections to a wireless network via laptop computers.

### Best Practices

#### Los Angeles Public Library

More than a decade ago, the Los Angeles Public Library (LAPL) and the Los Angeles Unified School District's Downtown Business Magnet High School established the Electronic Information Magnet School in the Central Library. Librarians and teachers have a shared mission to teach where and how to find information. The Electronic Information Magnet School program provides the opportunity for these partners to work collaboratively. The mission of the Electronic Information Magnet School is to provide educational experiences for its students that enable them to develop lifelong research skills critical to their present educational development and to their future careers and professions. As students learn about subject materials of the high school curriculum, they also gain knowledge of the technology, management, and uses of information that are essential for human communications.



## Miami-Dade Public Library System

The Miami-Dade Public Library System offers a wide variety of computer classes in the labs at two of its regional libraries. Classes include: Introduction to the PC, Introduction to the Internet, Introduction to E-Mail, Introduction to Word Processing, and Introduction to Online Databases. An introductory computer class is also taught in Spanish. The courses are free, but pre-registration is required because of space limitations.



COMPUTER USAGE, MIAMI-DADE PUBLIC LIBRARY

## New York Public Library

The New York Public Library (NYPL) has been committed to bridging the “digital divide” through the “Click on @the Library” program. From 2000-2004 grant funds have enabled the NYPL to provide over 50 free computer classes weekly at libraries throughout the Bronx, Manhattan, and Staten Island. During 2003-2004, NYPL staff provided instruction for over 90 percent of the classes. Volunteers and outside consultants provided instruction for the remaining 10 percent of the classes.

Training takes place in branches with large banks of computers, either in NYPL’s formal training facilities or with the use of wireless laptops set up to provide an instant classroom in a library that would otherwise not have been able to offer classes.

A standardized curriculum was developed to provide consistency in the training. Topics included: Introduction to Computers, Internet, E-mail, Library’s catalog, Library’s Online Resources, Job and Health Resources, Microsoft Word, Excel, PowerPoint, and Access. Portions of the curriculum were also translated into Spanish.

In 2004, over 20,000 students participated in classes and the program continues to reach out to new library users. A visually creative marketing campaign was developed to target underserved populations. The most popular advertisement was “Digital Divide is not a Hip Hop Group.”

## Queens Borough Public Library

The Queens Borough Public Library (QBPL) offers courses on a variety of computer related topics including: Introduction to Computers, Introduction to Excel, Introduction to Word, Introduction to Email, Introduction to the Internet, Jobs Online, and Computers for Seniors.

The International Resource Center (IRC) provides free training classes to customers who need to learn how to search the QBPL’s catalog and databases, and how to find information on the Internet. The training classes are also conducted in Chinese, Italian, Korean, and Spanish.



QUEENS BOROUGH PUBLIC LIBRARY  
PHOTO COURTESY: QUEENS BOROUGH PUBLIC LIBRARY

## San Francisco Public Library

In addition to basic computer classes taught in English, the San Francisco Public Library offers a course entitled Training for the Internet and Library Catalog in Cantonese, Chinese, Russian, and Spanish languages. The San Francisco Public Library also offers a computer training course on Job and Career Resources and a course to teach residents how to access information in the San Francisco Community Directory, which contains information on more than 1,700 San Francisco government agencies, community-based organizations, neighborhood-oriented groups, health and human service providers, and merchants' associations.

## Information Literacy Services to be Provided and Activities to be Performed

To improve the delivery of Information Literacy services DCPL should:

- Provide one-on-one assistance to users who wish to locate information on a topic of personal or professional interest
- Create means to provide computer training in each library facility, either by the addition of a computer lab or the ability to connect to a wireless network via laptop computers
- Offer or co-sponsor computer classes on topics of interest to local residents
- Offer or co-sponsor training sessions on locating, accessing, and evaluating information on specific topics
- Offer or co-sponsor training sessions on how to organize and present information in reports, PowerPoint presentations, or public presentations
- Offer or co-sponsor training sessions on how to create a Web site
- Partner with DC Public Schools and public charter schools to offer information literacy training that supports but does not duplicate training received by students in school
- Offer or co-sponsor training sessions on how to write research papers
- Partner with community organizations that offer job-training programs to ensure that students who need to learn word processing and other computer skills have an opportunity to develop computer proficiency
- Request community groups to use their newsletters and membership meetings to publicize the availability of computer classes at the library

## Resource Implications

### Facilities

DCPL should provide a computer lab in as many facilities as possible. These labs should be located in areas of the library that will allow library customers of all ages to use the computers when classes are not in session.

In some facilities, it might not be possible or desirable to allocate space for a computer lab. In these facilities, consideration should be given to installing a wireless network and then using laptop computers in the meeting room or another location in the building to offer computer training.

## Collections

The entire library collection and the entire range of electronic resources available through the library can be used in providing Information Literacy service. Information Literacy training may happen informally when staff members assist a library customer using the materials the customer has already selected or while providing assistance with the online catalog, electronic resources, or accessing the Internet. Information Literacy can also occur in a formal classroom or training setting using materials selected by the instructor for illustrative purposes.

## Staffing

All DCPL staff who assist customers in locating library resources or accessing information need to develop and maintain a knowledge of how people seek and process information. Staff should also have skills in evaluating information resources.

All DCPL adult services and children's services staff should have an excellent range of computer skills and familiarity with different types of software products. Regularly scheduled training is essential to enable staff to maintain and enhance their Information Literacy skills.

DCPL staff who are assigned to teach Information Literacy classes should know how to develop and present effective training. Staff should be assigned to create course content that can be used at all libraries offering the same course. This will save staff time and result in a higher quality learning experience for students.

## Technology

In addition to the computer lab previously mentioned, libraries offering Information Literacy services should have access to a full range of instructional technologies for teaching purposes. Specialized equipment such as video equipment capable of frame-by-frame display and computer input video projection units are highly desirable, in addition to more traditional teaching technologies.

All computers should be configured for speed and graphics that enable users to have easy access to electronic resources. They should also permit the downloading of licensed digital content to a customer's personal storage device, such as a PDA or MP3 player. The telecommunications infrastructure should be robust and flexible to adequately support the number and type of current computers and allow for expansion and technological development.

## Information Literacy Measurement Options

To measure the success of Information Literacy services, DCPL should measure:

- Number of Information Literacy classes offered
- Number of people who attended Information Literacy classes
- Percent of people who used Information Literacy services who indicated on a survey that the information was provided in a

timely manner

- Percent of people who attended an Information Literacy class who indicated on a survey that the class was very good or excellent
- Percent of people who indicated on an outcome measurement survey that participation in a library sponsored or co-sponsored Information Literacy class helped them to:
  - Find information in the library catalog, reference books, online databases, on the World Wide Web, etc.
  - Use a computer
  - Use software applications such as word processing or a spreadsheet
  - Use email
  - Create a Web site
  - Evaluate information in books or electronic databases
  - Write a research report

## Lifelong Learning

### General Description

DCPL should address the desire of residents of all ages for self-directed personal growth and development opportunities. DCPL should provide and maintain an extensive collection of circulating materials and digital content on a wide variety of topics in which the general public has a sustained interest.

The library should also support and promote lifelong learning by presenting a variety of programs, online learning opportunities, exhibits, and other activities that encourage individual or group learning.

DCPL recognizes that lifelong learning begins at birth and that the library should help parents and caregivers encourage preschool children to develop a love of reading and learning so children can enter school with the skills they need to succeed.

### Best Practices

#### Brooklyn Public Library

The Brooklyn Public Library (BPL) recognizes that lifelong learning does not end when one retires from a job or reaches a certain age. BPL has developed a Web site that helps seniors learn about issues and topics of interest to them. The Web site provides information such as:

- Internet tutorial with information on how to browse the Internet, set up an email account, and use electronic resources available through the library

- Links to information on City Services, Fun and Games, Health and Living, Housing, Money and Legal Issues, Transportation, and Travel
- Listing of free programs for older adults at libraries and other locations throughout the borough. Programs include events such as author presentations, book discussion groups, chess club, English-as-a-second-language discussion groups, Literacy tutor training, computer classes, Internet training, video programs, and health fairs
- Collection of poems and short stories written by participants in the library sponsored Creative Writing Workshops
- Reading list, issued monthly, on a topic of interest to older adults



SENIOR SECTION, BROOKLYN PUBLIC LIBRARY WEBSITE

## Miami-Dade Public Library System

Throughout the year, the Miami-Dade Public Library presents a series of exhibitions at the Main Library and at various branch libraries. Designed to appeal to the diverse interests of community residents, some of the exhibitions are created from items in the permanent art collection of the Miami-Dade Public Library while others are presented in cooperation with local artists, organizations or traveling exhibits. In 2005-2006, the Miami-Dade Public Library will host the following exhibitions:

- Tools and Shrouds: Recent Photographs by Stephen Althouse
- Robot: Vintage Toys from the collection of Fred Snitzer
- Gerald Winter, Homemade Fantasies: Paintings, Sculpture and Other Things
- African American Visions from the Permanent Collection of the Miami-Dade Public Library System
- Wings of Man: Paintings of Vintage Airplanes by Roberto Suarez

The Miami-Dade Public Library also provides online exhibitions on subjects of interest to community residents. In the fall of 2005, two online exhibitions are scheduled:

- Reefs, Wrecks and Rascals: The Pirate Legacy of the Spanish Main, which was created in support of an exhibition that was on display in the Main Library in 2002
- Dresden Treasures: The Special Collections of the Saxon State and University Library

## Nashville Public Library

The Nashville Public Library (NPL) promotes lifelong learning by providing exhibits, programs, and collections that help Nashville residents and visitors from all over the world learn about the central role that Nashville played in the Civil Rights movement. Exhibits, lectures, panel discussions, and other special events are presented on a regular basis. An adjacent classroom and video presentation room are used with groups of up to 40 people, and other meeting venues are available in the library for larger groups. Large photographs depicting some of the most dramatic events in this period of Nashville's history are displayed on the walls of the Civil Rights Room, and a circular table in the center of the room is symbolic of the lunch counters where nonviolent protesters engaged in the historic sit-in demonstrations.



CIVIL RIGHTS ROOM, NASHVILLE PUBLIC LIBRARY

The NPL is building an extensive collection documenting the Civil Rights period in the history of Nashville, the South, and the nation. One very unique and central portion of this collection is the Civil Rights Oral History Project, in which the experiences and memories of people who took part in or witnessed the events of the 1950s and 1960s are being recorded for use by learners today and for generations to come.

## Phoenix Public Library

The Phoenix Public Library (PPL) recognizes that lifelong learning begins at birth and the library is partnering with families to encourage parents and caregivers to be a child's first, best, teacher, as part of a program called From the Start: Reading Begins Here and Now. PPL has created a Web site with resources for parents and caregivers with age appropriate suggestions for books and activities for teaching reading to children as young as newborns through four and five-year olds before they enter school.

Parent and caregiver workshops are the centerpiece of the Phoenix service plan for families. These workshops are based on the Every Child Ready to Read @ the Library program developed by two divisions of the American Library Association. Staff are being trained in English and Spanish so that parent education will be as commonplace as storytimes.



PHOENIX PUBLIC LIBRARY  
PHOTO COURTESY: PHOENIX PUBLIC LIBRARY

Another innovation is transformation of public spaces into interactive family learning areas. The Central Library’s “First Five Years” area features an infant/toddler area, learning stations, and special displays for marketing the best books for both parents and preschoolers. Branch libraries are being designed and retrofitted with similar spaces and activities.

The Central Library and every branch offer storytimes for young children. Of special note is the Bonding with Baby, a program that aims to introduce book sharing between parents and their infants at an early age. The program promotes the positive, bonding interactions created between parents and infants when reading together.

### Salt Lake City Public Library

The Salt Lake City Public Library (SLCPL) offers speakers, demonstrations, training, and programs that provide a means for adults, especially those who are no longer in school, to continue their education. Examples of topics on which programs have been offered include: writing classes, civic and contemporary events discussions, films, speakers on a wide variety of topics, gardening classes, and technology training. Many of the programs are offered in partnership with local organizations or in partnership with local businesses including those that are located on the Library Plaza.

SLCPL, which also serves as the Utah Center for the Book, provides a clearinghouse for information about programs and events of interest and importance to Utah’s readers and writers. The library sponsors or co-sponsors author programs, lectures, public readings, and book discussions. It is also an active partner in the Great Salt Lake Book Festival.

One of the many creative activities of the Utah Center for the Book is the Letters about Literature program. The Utah Center for the Book, in cooperation with the Center for the Book in the Library of Congress and in partnership with Target Stores, invites readers in grades four through twelve to enter Letters about Literature, a national reading-writing contest. To enter, readers write a personal letter to an author, living or dead, from any genre, fiction or non-fiction, contemporary or classic, explaining how that author’s work changed the student’s way of thinking about the world or themselves.

### San Francisco Public Library

The San Francisco Public Library contains a historical photograph collection of more than 250,000 photographs of San Francisco and California scenes ranging from 1850 to the present. The collection includes views of San Francisco street scenes, buildings, and neighborhoods, as well as photographs of famous San Francisco personalities. The collection also includes the photo morgue of the San Francisco News-Call Bulletin, a daily newspaper. The collection may be viewed in two ways: through the online catalog on the San Francisco Public Library Web site, which contains only a selection of photos from the collection, or in person during photo collection open hours.



SFPL HISTORICAL PHOTOGRAPH COLLECTION, SAN FRANCISCO PUBLIC LIBRARY WEBSITE

To prevent damage to the images, the library does not permit photocopying of photographs. Photographs may be reproduced through a photo lab of the library's choice, through the library scanning service or through a scheduled photo shoot. When copyright allows, the library will provide copies of images and permission to publish the image upon receipt of the appropriate permission forms.

## Sno-Isle Regional Library System

The Sno-Isle Regional Library System (SIRLS), located in Marysville, Washington, encourages library customers to create a personal version of the SIRLS Web site. Customers are able to identify the information they wish to see when they log onto the SIRLS Web site. Library customers can include any of the following elements on their personal Web page:

- News of various types, including local (Seattle), top stories, business, book reviews, consumer, entertainment, and health
- Popular titles, best sellers, and award winners, including lists such as the Caldecott Awards, Independent Bookstore Bestsellers, National Book Awards, New York Times Bestsellers, Newbery Awards, Oprah's Book Club, Pulitzer Prize, and Staff Picks
- Weather, by entering a zip code
- Topics of interest by selecting a maximum of five topics from a list of categories identified by library staff. Topics include biographies, computers/Internet, cookbooks, fantasy fiction, gardening, health/fitness, history, home décor, investing, mystery, parenting, pets, politics, romance, science fiction, small business, sports, and travel. If customers select any of the listed topics, they will receive an email when new items on that subject are added to the collection of SIRLS
- Customized searches which appear as a link on the customer's personal page. When the customer clicks on the link, the search is launched against the library catalog
- Web site links which can be stored and used to access the Internet

Customers can select the color scheme, font sizes, and arrangement of the elements on their personal page which are saved until the customer decides to make changes.

## Lifelong Learning Services to be Provided and Activities to be Performed

To offer improved Lifelong Learning services DCPL should:

- Develop and maintain non-fiction collections of books and non-print materials on topics of most interest to residents of all ages
- Develop and maintain one or more special collections on subjects of historical or cultural significance to the residents of the District
- Offer or co-sponsor programs and exhibits on a wide variety of topics that are of interest to local residents
- Promote library programs via the DCPL Web site, email, and printed flyers



- Develop and maintain a Web site that assists customers in identifying and obtaining materials and information of interest to them
- Create in each library a warm, welcoming, and child-friendly toddler area that includes a collection of attractive picture books, board books, and media materials of interest to preschool children
- Provide computers for toddlers, complete with educational software to encourage vocabulary development and motor skills, and to stimulate the imagination
- Provide story times for children, at the library and at other locations, on a regularly scheduled basis
- Encourage local daycare providers to bring pre-school children to the library for a tour and story time
- Partner with other organizations serving pre-school children and/or their parents and caregivers to provide programs of interest to the intended audience

## Resource Implications

### Facilities

DCPL should provide spaces that are conducive to study, reading, and use of the library's collections. Some facilities should provide individual and small-group study spaces. DCPL should provide meeting spaces for programs and events of interest to community residents. Consideration should be given to providing exhibit space in some libraries.

Almost every facility should contain a bright, colorful area designed for pre-school children and their parents or caregivers.

### Collections

While the entire collection can be seen as supporting Lifelong Learning, the non-fiction collections, in print and digital formats, are typically the most critical. DCPL should provide in-depth resources in areas of special interest to District residents. For adults, areas of particular interest include information about medicine and health care, employment opportunities, and operating a small business.

DCPL needs to provide books and other print materials in large-print for library users who have difficulty reading standard size print. Audio-books should also be provided. Whenever possible, DVDs should be purchased with closed-captioning that can be turned on by library users who are deaf or hard-of-hearing.

DCPL should also develop Web pages that organize and present information on topics of sustained interest to local residents.

One or more special collections of historical or cultural significance to the residents of the District should be developed and maintained. These collections should be located at the new Martin Luther King, Jr. Memorial Library.

Collections for preschool children should also be available at every DCPL facility. These collections should include picture books, media, computers with educational software, and educational toys.

## Staffing

DCPL staff should have a broad-based education that prepares them to assist independent learners as they explore a wide range of topics. Staff should also have good organizational skills and technical skills that would allow them to develop resource guides, Web sites, or booklists for using library resources on topics of interest to large numbers of people.

## Technology

Customers of all ages should have access to user-friendly Web sites that enable them to locate materials in the DCPL's online catalog, search licensed databases, locate relevant Web sites, and access the Internet. Online public access computers should be located in and near the collections to provide easy access to the collections.

All computers should be configured for speed and graphics so that users can have easy access to electronic resources. They should also permit the downloading of licensed digital content to a customer's personal storage device, such as a PDA or MP3 player. The telecommunications infrastructure should be robust and flexible to adequately support the number and type of current computers and allow for expansion and technological development.

## Lifelong Learning Measurement Options

To effectively monitor Lifelong Learning services offered by DCPL, the following performance measures should be implemented:

- Number of people who have a valid library card
- Percent of District residents who have a valid library card
- Number of reference transactions
- Reference transactions per capita
- Number of visits to the DCPL's home page
- Number of database queries
- Number of full-text articles accessed
- Number of items circulated
- Circulation per registered borrower
- Number of people who attended lifelong learning programs or exhibits
- Percent of people who used library materials who indicated on a survey that the materials were useful to them in meeting their personal lifelong learning goals
- Percent of people who used lifelong learning services who indicated on a survey that the information was provided in a timely manner

- Percent of people who attended lifelong learning programs who indicated on a survey that the programs were very good or excellent
- Percent of people who indicated on an outcome measurement survey that using library materials, attending a library program, or requesting assistance from staff helped them to:
  - Learn more about a topic of personal interest (consumer information, health care, cooking, car repair, job or career information, personal finance, child care, etc.)
  - Learn more about a legal, political, or social issue (civil rights, employment rights, Social Security, education, environment, etc.)
  - Learn more about their cultural heritage or the heritage of others

## Public Spaces

### General Description

DCPL has a responsibility to address the need of residents to meet and interact with others in their neighborhood, to participate in public discourse about local and national issues, or to simply enjoy a book and a cup of coffee. There is a great need for the library to provide inviting and safe public spaces for meetings, programs, and gatherings.

This need for public gathering spaces can be addressed by designing libraries that have interior spaces such as a meeting room, auditorium, story room, conference room, study/tutoring room, computer laboratory, a gallery, or café where one can obtain something to eat or drink. There could also be exterior spaces that provide opportunities for public programming or events.

### Best Practices

#### Cerritos Library

The Cerritos Library in Cerritos, California is recognized nationally as having created a dynamic learning experience for their users. The entire library is also a museum, with exhibit spaces and museum-quality exhibits throughout.

The children's area is a learning destination offering educational opportunities through an extensive book collection, educational exhibits, and electronic and on-line resources. The area also includes an Arts Studio where children engage in various arts and crafts activities and a Little Theater for presenting storytimes and



COMPUTER WORKSTATIONS, THE CERRITOS LIBRARY WEBSITE

a wide variety of programs for children of all ages.

The children's area is united by a theme of saving the planet, and it includes educational exhibits such as:

- a 40-foot long, 12-foot high authentic tyrannosaurus-rex replica
- a ceiling painted with a sky that depicts different atmospheric conditions through lighting effects
- a scale-model NASA Space Shuttle called the "Spirit of Cerritos"
- a deep space mural
- a 15,000 gallon saltwater aquarium teeming with colorful fishes and sharks. Presentations about the sea life in the aquarium are offered when the tank is maintained by a specialist in scuba gear
- a rainforest tree in this area helps children learn about the rainforest's healing properties and how trees help clean the air. Children can sit under the tree and read books. The area also features a geologic core model with strata depicting eras of geologic time
- a lighthouse and dock, including a seating area
- a blue screen placed next to the children's area entrance is used during special events to take photographs of children in front of scenes from literature



ART STUDIO, THE CERRITOS LIBRARY WEBSITE

## Los Angeles Public Library

There are many areas in the Central Library in Los Angeles that provide patrons with inviting spaces including:

- Auditorium that seats 235 for public programs with adjoining courtyards that can be used for receptions before or after events. Both courtyards and the auditorium are accessible from the street, allowing them to be used when the library is closed
- Story theater that seats 62 for children’s programs and puppet shows
- Four-story rotunda in the historic portion of the library and a seven-story atrium in the new wing that can be used for receptions and events
- Two exhibition spaces for rotating exhibits, and a gallery highlighting the library’s special collections
- Meeting rooms of various sizes
- Gift shop operated by the Library Foundation
- Mini-food court with three eating options inside the library
- Maguire Gardens, a 1.5 acre public park adjoining the library

## Nashville Public Library

The areas of the Main Library of the Nashville Public Library that demonstrate the importance of public spaces in libraries include:

- Large lobby with mezzanine and art gallery
- Auditorium with theater seating for 230 includes a green room, sound system, and videoconferencing equipment
- Multi-purpose room with seating for 250. This divisible space is equipped with videoconferencing equipment, a public address system, and a service kitchen
- Small conference rooms with seating for 15–20 people
- The Civil Rights Collection, with an adjacent video presentation room and classroom
- Grand Reading Room, used for receptions and special events
- Art gallery managed by a full-time curator
- Children’s theater with stage, lighting, and sound equipment for marionette shows and other performances for children
- Courtyard with outdoor gardens, a fountain, and seating
- Café

All the meeting rooms, courtyard, and lobby can be rented for events. There is a two-tier pricing structure – one for non-profit groups and one for commercial groups.



ENTRY HALL, NASHVILLE PUBLIC LIBRARY

## Salt Lake City Public Library

The Main Library of the Salt Lake City Public Library system is designed to encourage the use of the library as a meeting place. These features include:

- Urban Room between the library and the crescent wall is an active public space where people gather, read, eat, and frequently attend receptions or other events
- Auditorium which seats 300 and is used for lectures, readings, film showings, and other activities
- Tutoring rooms for use by 2–3 people
- Meeting rooms with seating capacities ranging from 15–175, depending on the room
- Browsing library and café
- Canteena for young adults with diner-style comfortable booths where teens can gather to read, study, or talk with friends
- Spiraling fireplaces on four floors surrounded by casual seating
- Gallery featuring work by local artists
- Friends of the Library book sale area
- Roof-top garden, accessible by walking the crescent wall or the elevators, offers a 360 degree view of the Salt Lake Valley and is used for many public events
- Public Plaza, including water features and gardens, which can be

used for community festivals, events, and celebrations

- Community shops, in the Urban Room and on the Public Plaza, which in the fall of 2005 included:
- The Library Store: this shop is owned and operated by the Friends of the Library. Sales benefit the library, the English Garden, Joy's Deli, the Salt Lake Roasting Company, Night Flight Comics, the SLC Film Center, broadcasting 24 hours each day from National Public Radio.

More than one percent of the facility construction costs were dedicated to public art, which has been integrated throughout the entire library complex.

Many of the public spaces can be rented for meetings or events. Rental fees depend on a variety of factors including; time of day, whether the event is open to the public or open only to invited participants, whether the group who wishes to use the room is a non-profit, commercial, or governmental entity, and whether the group is local.



PUBLIC PLAZA, THE SALT LAKE CITY PUBLIC LIBRARY, JUNE GARCIA

## Seattle Public Library

The public space areas of the Central Library in Seattle includes:

- The Living Room where people can relax, read, enjoy a beverage or snack, play chess, talk with one another, and also attend events (capacity of 350+ people)
- Auditorium that seats 275, with 100 overflow seats
- Meeting rooms with seating capacities ranging from 8 to 160
- Technology Training Center labs with capacity of up to 25 computers
- Story Hour Room with a capacity of 100 children
- Gift shop operated by the Friends of the Seattle Public Library
- Coffee cart

After a national search, three artists were selected to develop site-integrated artwork in the Central Library. Funds were provided for the artwork accordance with City's One Percent for Art Policy; these funds were supplemented by allocations from other public and private sources.

The auditorium and meeting rooms are available for rent. There is a two-tier fee structure - one for non-profit organizations and another for commercial entities. It is even possible to rent the entire Central Library or the Living Room area for after-hours events.



LIVING ROOM, CENTRAL LIBRARY, SEATTLE PUBLIC LIBRARY

## Public Spaces Services to be Provided and Activities to be Performed

To include the enjoyment of Public Spaces DCPL should:

- Provide at least one meeting room or conference room in every library larger than 7,000 square feet
- Install cable access in the each library meeting room for public viewing of major national events and other events of local interest
- Partner with the Department of Parks and Recreation and other District departments to promote and provide programs of interest to children, teens, adults, and seniors
- Partner with local clubs and community organizations to present topical and current interest programs
- Develop a plan, in cooperation with the District and community organizations, to hold impromptu public discussions on national and local issues when they arise
- Publicize the availability of library meeting rooms to local clubs, community organizations, and others
- Publicize library services and programs on the District's Web page and provide a link from the District's Web page to the DCPL Web page to promote library activities
- Partner with the District to include library events in the publications listing community events taking place in District



- Partner with the District to utilize the District's Web site and cable television station to promote and broadcast meetings, programs, and events that occur in the library
- Install directional signs leading people to library locations
- Ensure that libraries are clean and inviting

## Resource Implications

### Facilities

DCPL should create welcoming, attractive, and safe public spaces in all of its facilities. It is essential that all DCPL facilities be properly maintained.

Meeting rooms and conference rooms of various sizes designed for a variety of purposes should be provided. Whenever possible, meeting rooms should be designed to allow for their use after library hours without compromising the security of the rest of the facility. Adjoining kitchenette and catering staging space should be provided adjacent to large meeting rooms.

As new branch libraries are designed, consideration should be given to providing a meeting room, spaces where students and tutors can meet, a story room for children's programs, a computer lab, and perhaps a café or area with vending machines.

### Collections

DCPL should create displays of library materials to support library programs or community events, whenever it is feasible to do so.

### Staffing

DCPL staff should be familiar with the library's policies for the use of meeting rooms, conference rooms, and other public spaces. Staff should have a thorough knowledge of the technology and media equipment available for the public so they can respond to questions or requests for assistance. DCPL should provide sufficient support staff to prepare spaces for library programs and for public use and to clean rooms between meetings and events.

DCPL should determine whether or not designating a staff member to serve as an events or meeting facilities coordinator would be beneficial.

### Technology

DCPL should provide media equipment such as DVD players, televisions, data projectors, microphones, and sound systems. These are heavily used items in a library providing meeting and conference rooms for programming and public use meeting rooms should be equipped with adaptive technologies to help the visually and hearing-impaired fully participate in meetings.

DCPL should provide videoconferencing equipment in some of its facilities.

## Public Spaces Measurement Options

To effectively measure the success of DCPL Public Space services, DCPL should measure:

- Number of public service hours per week
- Number of library visits (number of people entering the library)
- Library visits per capita
- Number of people who attended programs in library meeting rooms
- Number of people who attended exhibitions in library galleries
- Number of meetings or events presented by staff
- Number of meetings or events offered by other organizations or groups
- Number of community organizations that used library meeting rooms
- Percent of organizations using library meeting rooms that indicated on a survey that the spaces, equipment, etc., met their needs
- Percent of individuals attending events in library meeting rooms who rated the event as very good or excellent
- Percent of people surveyed who indicate that the library is a pleasant place to visit



## Section III. Vision to Reality

### Introduction

Moving successfully from vision to reality will require important implementation steps by the District of Columbia Public Library (DCPL) system. This section outlines many, but not all, of the implementation steps. Included are recommended strategic initiatives and activities, overviews of models for future branch libraries and a new central library, and the general financial implications for implementing recommendations of the Mayor's Task Force on the Future of the District of Columbia Public Library System (Task Force).

To provide the services that District residents need and deserve their public library must be overhauled. Fundamental changes are required in DCPL's facilities, service priorities, collections, technology, procurement processes, financial reporting systems, and support of staff efforts to well serve the public.

The Task Force recommendations for future service priorities were discussed in the previous section of this report. In this section, 16 strategic initiatives are recommended. These strategic initiatives and their related activities are basic requirements if the DCPL is to be transformed into an outstanding library system. Some of these strategic initiatives and activities will be new to DCPL. Many of the services already exist in some form within the DCPL. All of the services are necessary if the DCPL is to become a state-of-the-art library system.

Because facilities and technology are critical elements for library competency and success, facilities and technology are the focus of many of the strategic initiatives and activities. Facilities and technology require major transformation, not facelifts.

The Task Force recommends that the Martin Luther King, Jr. Memorial Library be replaced. Renovation of the District of Columbia central library is not a cost-effective solution for this fundamentally outmoded building. Basic problems of the current central library facility include:

- Inefficient use of space
- Inflexible interior brick walls that prevent space reallocation
- Inappropriate location of spaces such as the auditorium
- Ineffective vertical transportation due to the location of elevators and stairs
- Inadequate sight lines throughout the building, hampering visual supervision and security

- Technology-unfriendly building design
- Inappropriate lighting levels in many areas
- Sterile, formal interior spaces
- Inefficient arrangement of staff work areas
- History of poor maintenance of basic building systems as well as furnishings and equipment

It is also possible that many current branch libraries cannot be remodeled in a cost-effective manner to address the new service priorities. In such cases, many branch libraries will need to be replaced with new facilities.

Overviews of models for a future central library and for branch libraries are provided in this section. Also included are recommendations about service programs, human resource topics, and facility spaces that support public services and staff efforts. More specific recommendations are provided in Appendix F. “21st Century Branch Library – Functional Requirements” and Appendix G. “21st Century Central Library – Functional Recommendations.”

General financial implications for implementing the recommendations of the Task Force are also outlined in this section. Capital costs for identified projects are provided for general budget discussion purposes, but not for purposes of budget preparation. Major additional operating costs linked to recommended operational changes are also identified.

This section does not include service goals or objectives. Service goals or objectives will be developed by the DCPL through a strategic planning process. This section of the Task Force report focuses on the organizational capacities that will be necessary for DCPL to support the recommended service priorities. It is anticipated that the following list of proposed strategic initiatives and activities will inform the strategic planning process and result in organizational improvements.

## Strategic Initiatives

Strategic initiatives will help the DCPL achieve the service goals that will be developed and adopted by the Board of Trustees of the District of Columbia Public Library (Library Board) during the strategic planning process. While service goals provide direct benefits to the library users, strategic initiatives provide indirect, but essential, benefits to the local residents by improving the library system service effectiveness and efficiency. Strategic initiatives include efforts such as policy review and adoption by the Library Board of Trustees. They also support projects, for example: the reworking of interior building layouts, assessing and addressing staff needs, fundraising, and implementation of a new or upgraded library automation system.

This section lists 16 key strategic initiatives and related activities. They are grouped into 11 functional areas:

- Human Resources
- Planning, Measurement, and Evaluation
- Policy Development
- Facilities
- Technology

- Financial Resources Management
- Fund Development
- Procurement
- Collections (Physical and Electronic)
- Marketing, Branding, and Public Relations
- Partnerships

The strategic initiatives were developed with consideration of the service priorities recommended by the Task Force, current circumstances of the DCPL, and other issues that are important to the success of DCPL. Again, some of these strategic initiatives and activities will be new to DCPL. Many others already exist in some form within the library. All of the initiatives are necessary for success.

For quick reference, the 16 strategic initiatives necessary for transforming the Task Force vision are grouped together immediately below without their related activities.

#### **Strategic Initiative 1**

The DCPL will hire, develop, and deploy a knowledgeable staff that will provide and support the delivery of quality customer service to all library users.

#### **Strategic Initiative 2**

The DCPL will develop a strategy to address workload issues and staffing allocations to support the service goals of the strategic plan.

#### **Strategic Initiative 3**

The DCPL will operate within a framework of a current strategic plan that guides the direction of the library, identifies service priorities for program development and the effective allocation of resources, and establishes a mechanism to measure progress toward the service goals of the library.

#### **Strategic Initiative 4**

The DCPL will operate within a policy framework that reflects the values of the library and promotes effective and efficient service delivery.

#### **Strategic Initiative 5**

The DCPL will provide attractive, welcoming, safe, and technologically advanced facilities with spaces and space allocations that support established service priorities.

#### **Strategic Initiative 6**

The DCPL will protect taxpayer investments in existing library facilities through timely replacement of major building components such as air conditioning units, roofs, electrical systems, plumbing, carpets, elevators, and technology.

#### **Strategic Initiative 7**

The DCPL will utilize technologies that improve access to information, enhance customer service, and maximize efficient service delivery.

**Strategic Initiative 8**

The DCPL, in conjunction with the Office of the Chief Financial Officer, must use the District's financial management system to generate accurate, up-to-date, and usable information on all funds for which it has responsibility, and to provide DCPL managers with the information they need to allocate resources and administer programs effectively.

**Strategic Initiative 9**

The DCPL will allocate and expend its fiscal resources in support of approved service goals and strategic initiatives.

**Strategic Initiative 10**

The DCPL will partner with the District of Columbia Public Library Foundation and the Federation of Friends of the District of Columbia Library to create a comprehensive, multi-year fundraising plan that supports the service goals of the library.

**Strategic Initiative 11**

The DCPL will work with the District of Columbia government to obtain the authority necessary to operate an effective and efficient procurement program for the library.

**Strategic Initiative 12**

The DCPL will establish and maintain responsive physical and electronic collections throughout the library system.

**Strategic Initiative 13**

The DCPL will make District residents aware of the services and materials that are established as high priorities in the strategic plan of the library.

**Strategic Initiative 14**

The DCPL will have a brand that is recognized and respected in the District by customers, stakeholders, and partners.

**Strategic Initiative 15**

The DCPL will maintain effective public relations through well-planned, ongoing efforts that aid the library in its relationships with governments, institutions, agencies, organizations, and businesses.

**Strategic Initiative 16**

The DCPL will establish mutually beneficial partnerships with other organizations and agencies to facilitate the ability of the library to accomplish its service goals and meet the needs of District residents.

In the following text, the context for each strategic initiative is briefly discussed. Related activities are listed with each strategic initiative. The activities identify projects needed to help accomplish their respective strategic initiative. During the DCPL strategic planning process, each activity must be given a date for completion, within three years. However, some activities require immediate implementation and must not be delayed.

## Human Resources

Every successful library achieves excellence by building on the strengths of existing staff. This is true even for libraries that must recruit additional staff with knowledge, skills and abilities to help implement a new strategic plan. Also critical to improving service success is: filling vacant needed positions, recruiting and retaining a diverse workforce, and helping staff gain the knowledge and tools necessary for digital service delivery.

Ongoing improvement of key competencies is a critical success factor in implementing a strategic plan and achieving library excellence. It is essential that existing staff skills be maintained and updated as necessary, and new staff be trained, in areas that support the priorities adopted in a new strategic plan.

Key competency areas for many libraries include, but are not limited to, the following topics:

- customer service skills
- an understanding of library policies statements, regulations, procedures, and guidelines
- knowledgeably serving customers of all ages (especially for staff in the branch libraries).
- knowledge of the types and content of material the public is requesting and that might be recommended, including books, DVDs, CDs, etc.
- knowledge of how people seek and process information.
- skills in evaluating information resources.
- awareness of how students learn and about the topics that they are studying.
- knowledge of the challenges and problems faced by adult new readers, individuals learning English as a second language, and other learners enrolled in a literacy program.
- language expertise to provide service to customers who speak languages other than English
- technical skills to assist customers with locating online information and to provide assistance with accessing e-books, digital audio books, video-on-demand, and other digital media.
- skills in merchandising the collection, including creating and maintaining displays that highlight library materials in an attractive manner.
- a range of excellent computer skills and familiarity with different types of software products.
- a thorough knowledge of the technology and media equipment available for public use.
- organizational skills and technical skills to contribute to the DCPL Web site, and other guides to using library resources, on topics of interest to large numbers of people.
- project management skills and, as needed, familiarity with related software tools

- skills in networking and communication, when working with library partners.
- knowledge of skills and techniques required to be a literacy tutor, for staff supervising literacy volunteers.
- knowledge of how to develop and present effective training, for those staff assigned to create and/or present course content.

## Strategic Initiative 1

The DCPL will hire, develop, and deploy a knowledgeable staff that will provide and support the delivery of quality customer service to all library users.

### Activity 1.1

The DCPL should hire a new/permanent director with leadership, experience, and organizational skills necessary to transform the library.

### Activity 1.2

The DCPL needs to review current job classifications and revise as necessary, and update periodically to ensure that they reflect DCPL needs.

### Activity 1.3

The DCPL needs to review the current organizational structure and revise as necessary, and update periodically to ensure that it enables the achievement of DCPL goals, objectives, and strategic initiatives.

### Activity 1.4

The DCPL needs to create and implement a staff development plan, and update periodically.

### Activity 1.5

The DCPL needs to develop and implement a staff performance appraisal system that recognizes the knowledge, skills, and abilities needed for library services and update periodically.

### Activity 1.6

The DCPL needs to develop and implement a staff recruitment and retention strategy, and update annually.

## Strategic Initiative 2

The DCPL will develop a strategy to address workload issues and staffing allocations to support the service goals of the strategic plan.

### Activity 2.1

The DCPL needs to review current procedures to ensure that staff are performing essential tasks in the most efficient manner.

### Activity 2.2

The DCPL must develop and implement a staffing model for all facilities to determine which position classifications are needed to address library goals, and update periodically.

### Activity 2.3

The DCPL must prepare an implementation plan for staff allocation based on workload levels and update annually.



## Strategic Planning, Measurement, and Evaluation

Planning, implementation, and measurement are required if any vision is ever to become a reality. The Library Board should update the current DCPL vision statement during the strategic planning process.

Many libraries begin their strategic planning process by reviewing what needs to happen to improve the quality of life for all of their residents. They then examine ways the library can collaborate with other government services and not-for-profit agencies to help meet those needs. These steps provide the information required for validating library service priorities and establishing service goals. After this step, the staff develops objectives that describe how the library will measure its progress toward meeting the service goals.

The planning process outlined in Sandra Nelson's *The New Planning for Results* (American Library Association, Chicago: 2001) includes the following useful planning steps:

- Comprehensive data and information are obtained through assessments of the community, library services, and library resources.
- Community needs and interests are addressed by the mission statement and the development of appropriate service priorities and other important planning outcomes.
- Goal and priorities are linked to measurement and evaluation tools.
- Pertinent and realistic objectives and activities are set.
- Available resources are reviewed for reallocation.

In this planning process, addressing the needs of residents is the focal point of library planning. Establishing goals and setting priorities enables the allocation of resources to address those needs. Implementing a meaningful measurement system gives information about progress and allows appropriate adjustments in resource allocation.

Most library strategic plans emphasize overall priorities and goals for the entire library system. However, following library system adoption of a strategic plan, service priorities need to be tailored at the branch level to address the specific needs of residents in each service area. Resources available to each branch need to be allocated so as to address these local needs, within the overall service priority framework adopted by the library system. Because of their unique, system-wide roles, many central libraries address most, if not all, service priorities and goals.

### Strategic Initiative 3

The DCPL will operate within a framework of an up-to-date strategic plan that guides the direction of the library, identifies service priorities for program development and the effective allocation of resources, and establishes a mechanism to measure progress toward its service goals.

#### Activity 3.1

The DCPL must complete a strategic planning process for the library, including a review of the recommendations of the Task Force.

#### Activity 3.2

The DCPL must identify service priorities for each branch library responsive to the needs of local residents, within the context of the service priorities established for DCPL during the strategic planning process.

**Activity 3.3**

The DCPL must allocate sufficient resources to have the skills, knowledge base, and data collection and processing ability to maintain accurate information to track and analyze progress against established measurable objectives.

**Activity 3.4**

The DCPL must, on an ongoing basis, analyze progress toward its measurable objectives.

**Activity 3.5**

The DCPL must, on an annual basis, adjust the allocation of available resources to reflect the priorities established in the strategic plan.

**Activity 3.6**

The DCPL must review processes by which library-use data is collected, compiled, and distributed, with the processes being revised as necessary to provide relevant, accurate, and timely management data.

**Activity 3.7**

The DCPL must develop and implement a process by which staff workload measurement data is collected, compiled, and distributed, with the processes being revised as necessary to provide relevant, accurate, and timely management data.

**Activity 3.8**

The DCPL must adjust its strategic plan every three to five years, or more often as necessary, to maintain responsiveness to changing needs of District residents.

## Policy Development

One of the primary responsibilities of a library board of trustees is to establish and maintain the policies within which the library operates. This responsibility usually requires significant attention after a library completes a strategic planning process and begins to implement the resulting plan.

Library policies define what a library values. This means that library policies must be integrally connected to the library's priorities, mission, goals, and objectives. When the priorities, mission, goals, and objectives change through a planning process it is probable that policies will need revision as well. In many cases, existing library policies must be changed in order to actually implement new programs and services that support the new priorities.

Library systems can face potentially serious problems when there is a significant gap between policy and practice. Disparities can create both formal and informal impediments to the successful implementation of new service priorities, and possibly generate legal issues.

### Strategic Initiative 4

The DCPL will operate within a policy framework that reflects the library's values and promotes effective and efficient service delivery.

**Activity 4.1**

The DCPL must conduct a policy audit to determine what policy statements, regulations, procedures, guidelines, and operational practices currently exist.

**Activity 4.2**

The DCPL must develop a schedule and process to revise library policies to ensure that they support the library's values and goals.

**Activity 4.3**

The Library Board should promptly adopt new policies on the following subjects: library site selection, co-location of library facilities, joint-use library facilities, and naming of library facilities.

**Facilities**

Well-designed and maintained facilities are essential for successful service delivery. They house the staff, collections, computers, and other key resources of library service. As important, effective library facilities with superior locations provide inviting and welcoming spaces that are appropriately laid out and furnished for easy use by customers.

Many existing library facilities are being replaced across the nation because of the need to adapt to—if not embrace—the opportunities afforded by rapid, radical, and on-going technological advances in the fields of computers and telecommunications. These changes have engendered electronic databases and publications, increased digital storage capacities at decreasing costs, and access to the Internet. Customer expectations demand the advantages of electronics-based services, while most buildings designed more than 25 years ago cannot be easily adapted to meet modern needs.

Another important factor in library facility replacement and major upgrading has been changes in customer expectations based on their retail experiences. Today's customers want and increasingly expect easy and very quick access to items of interest. Prompt, competent, and friendly service is a requirement, as well.

When “take-out” is not the order of the day, customers want an environment that is welcoming and comfortable while using the facility, for short and long periods. Convenient placement of service points, goods, and services are a must. Also expected are efficient layouts with easy-to-understand signs and other way-finding guides and cues.

These and other important factors are applied in summary form to branches and a central library later in this section. Also, these topics are discussed at length in two appendices of this Report, Appendix F “21st Century Branch Library – Functional Requirements” and Appendix G “21st Century Central Library – Functional Recommendations.”

**Strategic Initiative 5**

The DCPL will provide attractive, welcoming, safe, and technologically advanced facilities with spaces and space allocations that support established service priorities, in locations that are readily accessible to District residents.

**Activity 5.1**

The DCPL needs to prepare a master long-range facilities plan (updated periodically) that addresses the need for replacing, remodeling, and renovating facilities, including layout modifications to improve customer service, service environments, maintenance, safety, and self-service options and operational efficiency opportunities.

**Activity 5.2**

The DCPL must open and operate interim branches in neighborhoods where branches have been closed due to replacement construction.

**Activity 5.3**

The DCPL must develop and implement a process to monitor all facilities projects.

**Activity 5.4**

The DCPL needs to initiate planning for the construction of a new central library, including the development of a building program statement and the identification of a preferred site.

**Activity 5.5**

The DCPL must develop a cost-effective plan for improving the current Martin Luther King, Jr. Memorial Library's interior layout, service environment, space allocations, and operating efficiency during the planning and construction period for a new central library.

**Activity 5.6**

The DCPL must undertake and complete a system wide initiative to revise and freshen interior layouts and finishes, improve signage, install bookstore-type display fixtures, and provide self-service options.

**Activity 5.7**

The DCPL needs to install branding graphics on the exterior of all branch libraries.

**Strategic Initiative 6**

The DCPL will protect taxpayer investments in existing library facilities through timely replacement of major building components such as air conditioning units, roofs, electrical systems, plumbing, carpets, elevators, and technology.

**Activity 6.1**

The DCPL must prepare cost projections for an aggressive life-cycle maintenance program for all major building components, and update annually.

**Activity 6.2**

The DCPL must budget sufficient funds to maintain library facilities at a high-quality level, including all major building components, public areas, support areas, and grounds.

**Technology**

Today's successful public libraries have robust, flexible, and well-maintained telecommunications networks, computers in sufficient quantities and locations, and up-to-date software. This equipment fully supports on-site and off-site user access to a wide range of library services and information resources. These successful libraries also have staffs that are comfortable with and knowledgeable about information technology. These staffs are skilled in the use of computers and software products licensed by the library and able to assist customers with locating online information and with accessing e-books, digital audio books, video-on-demand, and other digital media. These characteristics will be minimum competencies for all public libraries by 2010.

The service vision of 21st century libraries must fully incorporate digital content and services. These are no longer "add-ons" or things to be considered if additional funds become available. They are essential, not optional services. They are foundations for the future of public library service and must be embraced.

Effective libraries have a technology plan based on the library's service vision and priorities. The library technology plan evaluates the functionality, deployment, maintenance, upgrade needs, and costs for the telecommunications network, software, computers, and peripheral equipment.

Modern public libraries have automation systems that support their service priorities. Such systems provide enriched catalog content and facilitate the online placement of reserves by

customers. Library automation systems should also allow customers to create personal profiles and be notified electronically (by phone, text message, email, etc.) of new library acquisitions, upcoming library programs, and notice of overdue materials. Accurate and up to date bibliographic and patron databases also are important to effective service.

A “virtual branch” is fast becoming a necessary “facility” for successful public libraries serving large populations. The DCPL is taking the first step by redeveloping its Web site to give the site more eye appeal, make it easier to navigate, provide multiple languages, provide consistent content, and ensure ADA accessibility. However, a virtual branch is so much more than a user-friendly Web site that only provides access to the online catalog and information about library hours, locations, and programs. A virtual branch can be a full-service location for searching licensed electronic databases, getting answers through an interactive reference service, downloading digital books and audio-visual content, using learning software, and participating in online programs such as presentations and discussions about books and topics of current interest. Also, items in the library’s physical collections can be reserved and, when available, shipped to the user—with any fees charged to the user’s account or credit card.

## Strategic Initiative 7

The DCPL will use technologies that improve access to information, enhance customer service, and maximize efficient service delivery.

### Activity 7.1

The DCPL must create, and annually update, a Library Technology Plan that addresses telecommunications and electronic service delivery and implement recommendations as promptly as possible.

### Activity 7.2

The DCPL needs to monitor the development, costs, and benefits of technologies such as RFID (Radio Frequency Identification) for possible application to library services and operations.

### Activity 7.3

The DCPL must design and implement a virtual branch library based on resident needs and the strategic plan as approved.

### Activity 7.4

The DCPL must evaluate the current library automation system against library needs and acquire additional functionality from the current vendor or replace the system as appropriate.

### Activity 7.5

The DCPL must immediately undertake a database “clean up” project to eliminate unneeded, outdated, and inaccurate records from library databases including but not limited to patron registration files, discarded and missing materials, and circulation transactions.



Queens Borough Public Library  
Photo courtesy: Queens Borough Public Library

**Activity 7.6**

The DCPL must design and construct computer laboratories in those facilities designated in the strategic plan to provide this service.

**Activity 7.7**

The DCPL needs to provide wireless access in all facilities for users who have their own computers or Web-enabled devices, and so that laptop computers can be used for training in those facilities without a computer lab.

**Activity 7.8**

The DCPL needs to provide media equipment for public use in public meeting spaces, including items such as DVD players, televisions, data projectors, microphones, sound systems and adaptive technologies to help the visually and hearing-impaired fully participate in meetings and programs.

**Activity 7.9**

The DCPL needs to provide videoconferencing equipment in selected facilities in accordance with the strategic plan.

## Financial Resource Management

Every competent organization requires the ability to know how much money has been received, is on hand, and how much has been committed and spent. The absence of these basic financial competencies causes disaster.

Every successful organization has the ability to allocate financial resources, follow through with their expenditure, and produce timely and useful financial reports and analyses. This requires a well-defined plan for collecting useful data, timely and accurate data collection, and qualified staff for preparing trend analyses and communicating the implications of findings. The absence of this critical success factor creates ineffective use of financial resources and undermines the accomplishment of established goals and priorities.

### Strategic Initiative 8

The DCPL, in conjunction with the Office of the Chief Financial Officer, must use the District's financial management system to generate accurate, up-to-date, and usable information on all funds for which it has responsibility, and to provide DCPL managers with the information they need to allocate resources and administer programs effectively.

**Activity 8.1**

The DCPL needs to work with the District of Columbia government to obtain and maintain access to accurate, complete, and timely access to financial data generated by the District related to the DCPL.

**Activity 8.2**

The DCPL will annually allocate sufficient resources to have the skills, knowledge base, and processing ability to effectively and efficiently track, report, and analyze all financial resources (including appropriations, gifts, grants, etc.) for which DCPL is responsible.

### Strategic Initiative 9

The DCPL will allocate and expend its fiscal resources in support of approved service goals and strategic initiatives.

**Activity 9.1**

The DCPL must develop annual operating budget requests that reflect the priorities identified in the strategic plan, including subsequent modifications approved by the Library Board.

**Activity 9.2**

The DCPL must allocate and expend available monies for, staffing, collection, technology, and facility resources so as to reflect the priorities identified in the strategic plan, including subsequent modifications approved by the Library Board.

**Activity 9.3**

The DCPL must perform multi-year financial planning that reflects the priorities identified in the strategic plan.

## Fund Development

Many successful public library systems have fund development programs for requesting and receiving gifts and grants that enhance services and facilities beyond the levels possible with parent government funding. These fund development programs must augment, not replace, funding from the D.C. government. In these libraries, development energy is focused on efforts that support library system priorities. Acceptance of gifts and grants by the library system is consistent with established policy.

### Strategic Initiative 10

The DCPL will partner with the District of Columbia Public Library Foundation and the Federation of Friends of the D.C. Public Library to create a comprehensive, multi-year fund-raising plan that supports the service goals of the library.

**Activity 10.1**

The DCPL will partner with the District of Columbia Public Library Foundation and the Federation of Friends of the D.C. Public Library to prepare a plan for soliciting grants and gifts in support of the library's strategic plan, and update as needed to maintain consistency with library priorities.

**Activity 10.2**

The DCPL will partner with the District of Columbia Public Library Foundation and the Federation of Friends of the D.C. Public Library to educate existing and potential donors and grantors about the DCPL's challenges and accomplishments.

**Activity 10.3**

The DCPL will partner with the District of Columbia Public Library Foundation and the Federation of Friends of the D.C. Public Library to create a robust endowment fund.

**Activity 10.4**

The DCPL will partner with the District of Columbia Public Library Foundation and the Federation of Friends of the D.C. Public Library to complete a successful major gifts campaign for specific projects that support library priorities.

## Procurement

Libraries require an effective procurement system for the efficient acquisition of services and material, such as equipment, supplies, and items for the collection. The under-spending of funds allocated for necessary resources, due to ineffective procurement policies, regulations, practices, and insufficient staffing, is an impediment to effective service delivery. Also, under-spending can

suggest an over-abundance of funds, incompetence, or both.

### **Strategic Initiative 11**

The DCPL will work with the District of Columbia government to obtain the authority necessary to operate an effective and efficient procurement program for the library.

#### **Activity 11.1**

The DCPL must address the need for an effective and efficient procurement process for the library.

#### **Activity 11.2**

The DCPL needs to partner with appropriate D.C. government agencies to address the inefficiencies in the current procurement process which inhibit the ability of the library to purchase items for the library collection in an efficient and timely manner.

## **Collections (Physical and Electronic)**

Supplying access to print, media, and digital resources is a core function of public libraries. Successful public libraries acquire materials and digital resources that are responsive to user interests. Their staffs enhance the efficiency of collection budgets by continually adjusting acquisition priorities, selection and processing procedures, and, as needed, loan periods. Such changes are made in support of the goals and priorities in their library system's strategic plans.

To reach and maintain a high level of collection effectiveness, it is necessary that library staff members are highly competent in developing print and media collections (including weeding collections of worn, outdated, and unused items), managing available funds for their purchase, and tracking collection performance. In addition, these competencies must be fully supported through the availability of an effective financial management system, the purchase of sufficient copies and their timely availability to the public. Timely availability for best sellers, whether they are books, DVDs, or CDs, is the same day that the item first appears in book and media stores. Further support is provided through a well maintained collection development policy and frequently staff-updated collection development plans.

### **Strategic Initiative 12**

The DCPL will establish and maintain responsive physical and electronic collections throughout the library system.

#### **Activity 12.1**

The DCPL must review existing procedures for collection development, weeding, and maintenance and, as needed, develop, adopt, and implement new policies and procedures.

#### **Activity 12.2**

The DCPL must implement an organizational plan, including staff allocations, to effectively maintain collection development and maintenance functions.

#### **Activity 12.3**

The DCPL must establish a collection management information system to improve collection responsiveness and performance on a continuing basis.

#### **Activity 12.4**

The DCPL staff must allocate the materials budget after reviewing existing assumptions, examining prior resource performance, and assessing strategies for implementing established





Seattle Public Library  
Photo courtesy: Seattle Public Library

service goals and objectives, and update annually.

#### **Activity 12.5**

The DCPL must fully integrate the development of physical and virtual resources, including physical acquisitions, licensed electronic databases, and Web site links.

#### **Activity 12.6**

The DCPL must have high demand materials on library shelves the same day they appear in local book stores and video stores.

#### **Activity 12.7**

The DCPL must establish and maintain fresh supplies of popular materials in languages preferred by residents in each branch library's service area.

#### **Activity 12.8**

The DCPL must increase the availability of high interest

media holdings and formats to meet customer demand, including DVDs.

#### **Activity 12.9**

The DCPL must ensure that electronic resources supporting K-12 curricula are licensed for off-site use, as well as for on-site use, so as to permit students to use them from home or other remote locations.

#### **Activity 12.10**

The DCPL must ensure that electronic literacy resources are available for in-library use, and whenever possible, licensed for off-site use so as to permit students to use them from home or other remote locations.

#### **Activity 12.11**

The DCPL must ensure that electronic resources to help people learn the English language are available for in-library use, and, whenever possible licensed, for off-site use so as to permit students to use them from home or other remote locations.

## **Marketing, Branding, and Public Relations**

Every successful retail and non-profit organization markets its services to customers, keeps its brand before consumers, and tends important relationships with its customers, shareholders, local communities, and staff. Successful public libraries also tend these very important necessities—because they know that public libraries are retail services, although operated by governments and usually without charge to individuals for their use.

Without effective marketing, residents remain unaware of library services and products. Without effective branding, residents and other decision-makers do not recognize how, when, and where the library provides a service. Without effective public relations, the library misses opportunities for information and perspective sharing, strategic alliances, and formal partnerships.

### **Strategic Initiative 13**

The DCPL will make District residents aware of the services and products that are established as high priorities in the DCPL strategic plan.

#### **Activity 13.1**

The DCPL needs to ensure that it has sufficient organizational capacity and focus to implement effective marketing activities supporting service and strategic priorities, including the relevance of the library's role in the District.

#### **Activity 13.2**

The DCPL needs to develop and implement a marketing plan based on a review of previous efforts and the implementation of established service goals, and update annually.

#### **Activity 13.3**

The DCPL needs to market library services in various forms and languages so as to attract new and repeat customers and help them be aware that high quality services and products, relevant to their needs and user-friendly, are available to District residents without charge.

### **Strategic Initiative 14**

The DCPL will have a brand that is recognized and respected in the District by customers, stakeholders, and partners.

#### **Activity 14.1**

The DCPL needs to adopt brand elements such as a slogan and a logo (and related text, type faces, and color scheme) that will be incorporated into all library facility façades, stationery letterhead, Web pages and digital content, advertisements, publications, and other appropriate locations.

### **Strategic Initiative 15**

The DCPL will maintain effective public relations through well-planned, ongoing efforts that aid the Library in its relationships with governments, institutions, agencies, organizations, and businesses.

#### **Activity 15.1**

The DCPL must provide on-going information to residents and stakeholders about Library efforts to improve services and facilities and spend taxpayer funds wisely.

#### **Activity 15.2**

The DCPL must develop and implement a communications plan for sharing information about the Library's efforts and organizational needs, with elected and appointed officials and representatives of pertinent institutions, agencies, organizations, businesses, and the media and update annually.

## Partnerships

Library systems seek partnerships to further library system goals and help accomplish objectives, often with less resources and more success than would be otherwise possible. As important, needed successes can be achieved in instances where unilateral library action would not be practical or desirable. Potential partners include departments of various governments, independent agencies and authorities, not-for-profit organizations, and for-profit corporations.

### Strategic Initiative 16

The DCPL will establish mutually beneficial partnerships with other organizations and agencies to facilitate the District's ability to accomplish its service goals and meet the needs of District residents.

#### Activity 16.1

The DCPL needs to explore areas for creating formal partnerships with the District of Columbia Public Schools and public charter schools in support of student success.

#### Activity 16.2

The DCPL must explore opportunities for partnerships with non-profit organizations in support of literacy.

#### Activity 16.3

The DCPL needs to create strategic partnerships with organizations such as the Library of Congress, the Smithsonian Institution, and the National Gallery of Art in support of program services.

## Facility Models

The following text provides overviews of models for a future central library and for branch libraries to serve District residents. Also included are recommendations about service programs, human resource topics, and facility spaces that support public services and staff efforts. More specific recommendations are provided in Appendix F and G, "21st Century Branch Library – Functional Requirements" and "21st Century Central Library – Functional Recommendations," respectively.

### 21st Century Library

Washingtonians deserve an outstanding public library system that reflects the values of the residents. Achieving this goal will require a transformation of the District of Columbia Public Library system. Replacing the obsolete Martin Luther King, Jr. Memorial Library with a new state-of-the-art central library is a critical step in the transformation process.

A new structure and new technology will create a 21st century foundation for a strong, vibrant, and relevant public library system. The revitalized central library will be a magnet for people of all backgrounds. It will create new spaces for civic life. It will be a destination and contribute to the development of downtown DC.

The new central library will be a center of learning and discovery. It will be a place for gathering and discussing, reading and viewing, researching and recreating, and in-person and wireless connectivity. It will be a bridge that will lead to useful knowledge and improved skills. The new central library will be a place for learning to read and reading to learn.

The new central library will serve everyone. Branch library users will have a new universe of online resources available to them through digital-age services from the new central library. Online subject specialists at the central library will be able to guide branch users in real time to electronic resources, while the users are in their local branch library—or in their home or office.

## A Few Questions

The new central library will benefit everyone—when it is established. Before the new central library is created, much planning must be completed.

Many factors affect decisions about which services and spaces are provided in a central library. Primary factors include service priorities and programs. Some of the factors include site size and shape, building height regulations, size of collections, future growth needs, options for locating support functions in a different facility, operating costs, and the available capital budget.

Before firm decisions can be made regarding a new central library to replace the present Martin Luther King, Jr. Memorial Library, many questions must be answered and incorporated into a detailed building program statement for use by planners and designers. A few of the hundreds of questions to be asked are included in the following list.

1. Which service priorities will have highest ranking in allocating space within the new building?
2. Will the adult non-fiction collection be organized by subject or in a continuous sequence in accordance with the Dewey Decimal Classification scheme?
3. What special collections should be established and maintained? Local history? Genealogy? Government documents? If so, will they be placed in distinct departments or integrated into the reference collection?
4. Are audiovisual materials, such as CDs and DVDs, located in a centralized media department or are these items housed in different locations within the building, such as in areas for children, teens, and adults?
5. Will computer laboratory, homework help, and tutoring spaces serve all audiences or be duplicated and located as needed to serve specific target audiences such as children, young adults, and adults?
6. Should a “branch library” be included to serve residents and workers in the immediate area?
7. Will the central library be a “destination” for school groups? If so, will spaces be available for storage of personal items and eating lunch?
8. What kinds of public spaces, such as performance theaters and display areas for art and exhibitions, should be provided for use by the library and outside organizations?
9. Are food courts, cafés, bookstores, and shops important to the new central library? If so, should they be located within the library, but also with direct street access, or be located in an adjacent building designed as a companion to the library?
10. Should library-related organizations, such as the Federation of

Friends of the D.C. Public Library and the District of Columbia Public Library Foundation have offices within the central library?

11. Should non-library organizations, such as literacy groups, have designated space within the central library? If so, would the space be administrative or service-oriented in focus?
12. Will system-wide administrative and support functions be located on-site or off-site?
13. Will an on-site or adjacent parking garage be available for library users?
14. What criteria will be used in selecting a preferred site?
15. How will the new central library be funded and how much money will be available for the project?

### Service Priorities and Programs

The Task Force recommends six service priorities for the District of Columbia Public Library. These six service priorities are: Basic Literacy, Best Sellers and Hot Topics, Homework Help, Information Literacy, Lifelong Learning, and Public Spaces. Numerous services can address these six service priorities. Some services that should be offered in a new central library could include, but not necessarily be limited to, those in the following list.

- In-depth collections in various formats and languages
- Popular collections in various formats and languages
- Special collections in selected subjects of local interest
- Assistance with selecting and locating library materials for adults, young adults, and children
- In-depth information services (reference) for children, young adults, and adults
- Programs and activities for older children, young adults, and adults
- Story hours and other activities for pre-school children and their caregivers
- Homework help for students in grades K-12
- Spaces for literacy classes and for learners and tutors to meet
- Training classes in the use of computers and software applications
- Access to the Internet
- Places for reading, viewing, and listening
- Individual and small-group study spaces
- Performances, programs, topical discussions, events, classes, and meetings sponsored by local groups and organizations or the library
- Receptions sponsored by local groups and organizations or the library
- Beverages, snacks, and light entrees for purchase and consumption by library users

## Kinds of Spaces

The kinds of spaces usually found in modern central libraries include spaces such as lobbies, circulation and registration areas, service desk areas, shelving areas (stacks) for collections, special collection rooms, study areas, casual seating areas, copy centers, computer areas for catalog access and Internet use, computer laboratories, story and activity rooms for children, conference rooms, multipurpose rooms, auditoriums, art galleries, patios, gardens, gift shop, beverage and snack areas. Some central libraries also include literacy centers, a branch library, archives, performance theaters (adult and children's), exhibition halls for artwork and other displays, a café or restaurant, a book store, and a parking garage.

Major support spaces often include those required for library system support as well as those needed to support the central library's public service functions. Central library support areas usually include staff work areas, rest rooms and lounge, storage rooms, and shipping and receiving areas. Primary areas in support of the library system include administrative offices, technical service units that procure and process library materials, spaces for automation and telecommunications equipment and staff, and maintenance shops and equipment.

Some of these spaces are enclosed "rooms" such as auditoriums, meeting conference rooms, and computer laboratories. Other spaces are open areas defined by their furnishings and fixtures or distance from other areas, such as groups of study chairs and tables interspersed among several smaller collections on sets of open shelves.

Library spaces are arranged to make them convenient for users and efficient for operations. Usually, these spaces are grouped in the building according to their purposes or audiences, or both. Urban central libraries have many rooms and spaces.

## Recommended Spaces

Major spaces that should be included in a new central library for the District of Columbia, and outlined below, include the following groups:

- Public entrance and lobby
- Circulation area
- Adult reference collection
- General adult non-fiction collection
- Adult periodicals collection
- Adult fiction collection
- Popular adult collections
- World Languages
- Special collections
- Young adult services
- Children's services
- Rooms for programs, meetings, and events
- Computer laboratories
- Literacy Center with rooms for training and tutoring
- Displays and exhibitions areas

- Food and beverage areas
- Retail shops and spaces for other organizations (as priorities permit)
- Service support areas

More information about each of these spaces is provided in Appendix G, 21st Century Central Library – Functional Recommendations.

## Public Entrance and Lobby

The public entrance, vestibule, and lobby are important spaces. They set the tone for and introduce users to an enjoyable and productive library experience.

The public entrance is visually prominent and inviting to customers and passersby. Its doors allow easy access and egress for all.

The vestibule and lobby operate together as one space with two distinct areas for specific activities. The vestibule includes security stations for monitoring persons and items entering the building. Both serve as “arrival spaces” for customers, allowing them time to move psychologically into the library experience and begin orienting themselves to the building and its services. Both spaces feature warm colors, radiant lighting, and comfortably high ceilings. The lobby is an especially inviting space that welcomes the public to the library and introduces the building’s theme. The lobby should be spacious enough for easy traffic flows in and out of the building. These include access to the auditorium and other public spaces.



Queens Borough Public Library  
Photo courtesy: Queens Borough Public Library

## Circulation Area

The circulation area is a busy center for checking materials in and out of the library, and many other activities. This area provides spaces for returning materials, staffed service counters, and self-charge machines for borrowing and returning materials. In nearby convenient locations are the “just-returned shelves” for customer browsing and the self-service reserve pick-up shelves for items placed on hold by users.

This area also includes the main pathway into and out of the library. The circulation area is located between the lobby and interior public service spaces.

## Adult Reference Collection

This space houses the library’s reference books, public access computers for using the online catalog and licensed electronic content and databases, study tables and chairs, and a service desk. Reference books include dictionaries, directories, encyclopedias, almanacs, government documents (sometimes located in a separate department), and other research-oriented material. The reference staff assists the public with their information searching in electronic and print



Salt Lake City Public Library  
Photo courtesy: John Hill

formats.

This relatively quiet space is arranged for easy public access to the service desk, as well as to the reference materials. Study tables and chairs are adjacent to the print collection for convenient use by researchers.

A few enclosed spaces are available for small-group work sessions and long-term research projects.

Many public access computers, with access to the Internet and licensed electronic content, are located near the service desk so the staff can

easily help researchers who need assistance. Because reference print publications are increasingly available in electronic format, over time some reference shelving will be replaced with computer workstations.

The adult reference collection is in proximity to the general adult collection and periodicals collection. These relationships enable researchers to supplement the materials in the reference collection. At least one photocopier is located in proximity to the reference service desk to provide convenient customer access and increase security of reference materials.

### General Adult Non-fiction Collection

This space houses the adult non-fiction collection, study seating, and a service desk. This collection is central to the central library's role as a resource library for District residents. The materials can be used within the building, borrowed for outside use, or requested for shipping to a branch library for their use onsite or borrowing.

The service desk is an important service point because customers frequently need assistance in the selection of books from the non-fiction collection. The desk is located for easy access by customers entering the area and using the collection. A cluster of online catalogs is located near the service desk so that staff can easily help users who need assistance. Other online catalog stations are located at the ends of shelving aisles for easy access by customers while in the stacks.

Groups of study tables and chairs are interspersed among the stacks and adjacent to the stacks for the convenience of users who want to sit and peruse items selected from the non-fiction collection.

The non-fiction collection is located in proximity to the adult reference collection and the periodicals collection. These relationships assist customers who need to use all three collections as they research topics. Copy equipment is easily accessible as well.



## Adult Periodicals Collection

The adult periodicals collection provides magazines and newspapers for users to browse and read. Current and recent issues are available on display shelving. Back issues are stored in a stack area close to the display shelving. Public access computers provide access to periodicals in electronic form. Casual seating, as well as study chairs and tables, are adjacent to the display shelves for readers of printed magazines and newspapers. The staff at a service desk assists users with locating needed items from the shelves and on public access computers. Copy equipment is located within the area.

The space is comfortable for users who use the collection for long periods. Lighting is appropriate for reading print, using computers, and using microform readers, each of which has their own lighting requirements.

The adult periodicals collection is in proximity to the adult non-fiction collection and the adult reference collection. These relationships assist customers who need to use all three collections as they research topics.

## Adult Fiction Collection

The adult fiction collection area houses the library's fiction and large-print collections, in various formats. This large collection is organized so that genre books, such as westerns, science fiction, mysteries, and romance novels, as well as the large-print collection, are shelved in separate sub-collections for easy use by customers.

The staff at the service desk assists users in selecting and finding items in the collection. Casual chairs are located adjacent to the collection, along with a few study tables and chairs. A cluster of online catalogs is located near the service desk so that staff can easily help users who need assistance. Other online catalog stations are located at the ends of shelving aisles for easy access by customers while in the stacks.

The adult fiction collection area is easily accessible from the entrance to the library. The collection is in proximity to the popular adult collections for the many customers who will use both collections.

## Popular Adult Collections

This space houses a variety of new and heavily used materials, in a variety of formats. The staff at the service desk assists customers with access to books, media, and digital content. Online catalogs are located near the service desk so staff can easily assist users. Computer workstations are available for viewing and listening to media, as well as downloading digital content. Other seating includes casual chairs and a few tables and chairs for browsers who want to peruse items of interest.

Attractive display shelving is used throughout the popular adult collections. As many items as possible are shelved face-out to increase their visibility and appeal to users. The lighting, graphics, furniture, fixtures, and overall ambience communicate the upbeat freshness and vitality of this constantly evolving, demand-responsive collection.

The popular adult collections are easily accessible from the entrance to the library. The collection is also in proximity to the adult fiction collection for the many customers who use both collections.

## World Languages

The world languages area houses materials in community languages. The several sub-collections are arranged separately on the shelves for easy use. Study tables and chairs, and casual seating, are adjacent to the collection for those wanting to read or peruse their selections. Online catalogs are located at the end of aisle for easy user access.

The collection and seating are in proximity to a service desk, whose staff is available to assist users in the selection of materials and finding wanted items.

## Special Collections

This space houses special materials that require a protected environment, staff assistance with their use, and security. Special collections in public libraries often include local history, genealogy, and/or government documents. A service desk is staffed at all times that the special collections are available to the public. As needed for service quality and security, appointments may be required of users.

Depending on the collection, some of the materials may be shelved in closed stack areas with access only by keycard. The stack areas may have special temperature and air quality controls. Security may require that some special collections materials may be used only within clear view and under the active supervision of library staff. The placement of individual study tables or glass-enclosed carrels helps ensure the security of special collection items.

The online catalog, along with advanced finding aids prepared by staff, are available to researchers. The staff assists the researchers with their document and information seeking, whether the item is in print, electronic or microform format.

The special collection is located in a secure area and where direct sunlight never reaches the materials. Photocopies, if permitted, are made by staff for security and protection reasons.

## Young Adult Services

Young Adult Services is a special place for teens, most of whom are middle school or high school students. This space provides collections in a variety of formats, special study areas, and casual seating that is well designed for them. In this space, the needs of young adults are met with media materials, public access computers, listening and viewing stations, age-appropriate collections, limited privacy, and the ability for young adults to exchange ideas conversationally without disturbing customers in other areas of the library.

Staff members who are familiar with the interests of young adults will assist teens with selecting and finding materials. The staff also assists teens with the use of the online catalog, public access computers, and with viewing and listening stations.

Young Adult Services is designed to feel unique and be special to teens. The area is “decorated” with items such as current posters, casual furniture in up-to-date colors, and contains equipment with a popular “high-tech” appeal that is useful for viewing DVDs and listening to music of interest to this audience.

The space is located for easy accessibility from the entrance to the library. Young Adult Services is also in proximity to the popular materials collection, which will be used by teens to supplement materials available in the young adult services collection.

## Children’s Services

Children’s Services includes a number of spaces specially designed for use by children. In these spaces, children browse through picture books and other materials, study, receive homework assistance, and participate in programs. Library staff will provide guidance in the choice of books and media materials, and present story hours and programs for children. They also assist the children with use of the online catalogs, public access computers, computers with educational software, and listening and viewing stations.

The children’s services area is not a scaled-down adult library. It is a learning and discovery center with an environment that encourages children to linger in the area and have fun while developing an interest in books, reading, and information seeking skills. In designing the children’s services spaces, special attention is given to providing wall displays, distinctive carpeting, and color treatment. This area is exciting and interesting to young children, with colors, shapes and patterns, and treatments that welcome and delight children. Displays and activities change frequently to provide fresh discoveries for the children.

Included in the children’s services areas are the service desk, a toddler area for pre-school children, an area for older children, a children’s rest room. Specially designed rooms are available for children’s programs and activities.

Children’s Services is located for easy accessibility from the entrance of the library, but with security measures to help ensure the safety of children.

## Rooms for Programs, Meetings, and Events

The central library provides four kinds of spaces for group activities, including an auditorium, multipurpose rooms, conference rooms, and study rooms.

### Auditorium

The auditorium is used for lectures, musical events and performances, movie and video screenings, meetings, and other activities. This space is not a professional performance hall, but does have tiered seating, a stage, and appropriate technology such as acoustical systems, digital projectors, and large ceiling-mounted screens. A greenroom and storage spaces are adjacent to the auditorium.

The auditorium is easily accessible from the entrance to the library, and may be designed for use when the library is not open. Public restrooms and a lobby space provide essential amenities for the auditorium. Nearby multipurpose rooms can be used for receptions before or after events in the auditorium.



Nashville Public Library  
Photo courtesy: Nashville Public Library

### **Multipurpose Rooms**

Multipurpose rooms of various sizes are designed for a variety of activities such as lectures, classroom visits, formal and informal group meetings, exhibits, and receptions. They are used for programs sponsored and co-sponsored by the library, as well as for community meetings and events as policies permit.

The multipurpose rooms may be divided temporarily into smaller spaces by using moveable acoustical panels. Kitchenettes may adjoin one or more multipurpose rooms.

The multipurpose rooms are easily accessible from the entrance to the library and are in proximity to public rest rooms.

### **Conference Rooms**

Conference rooms of various sizes also serve a variety of purposes. They can be used as small group meeting rooms, literacy tutoring spaces, spaces for work on collaborative projects, and multimedia viewing rooms. The conference rooms are located and designed for easy supervision.

### **Study Rooms**

Study rooms are used as areas for quiet study or as literacy tutoring spaces. These spaces also are located and designed for easy supervision.

### **Computer Laboratories**

The computer laboratories provide permanent spaces to teach classes on the use of the library's online catalog, databases, Internet searching, and various software applications (including those for literacy). These rooms are also available for staff training. Computers in the laboratory may be used by library customers when classes are not in session.

Computer laboratories are located for easy use by children and young adults, as well as by adults.

### **Literacy Center**

Specially designed rooms are available for family and adult learning, including classes and spaces for small groups and one-on-one learning activities. Learning laboratories include instructor stations, computer workstations, digital projection equipment and ceiling-mounted projection screens. Multipurpose spaces support small group instruction and presentations to a range of group sizes. Learning stations provide space for individual learners using computer software for language and reading practice. Two-person stations enable one-on-one tutoring. Shelving houses and displays materials for new adult readers and other learning items. Acoustical treatments minimize noise in the Literacy Center and reduce noise pollution from these spaces into adjoining and nearby spaces within the library.

Excellent graphics assist everyone, including new readers and learners of English as a second language in locating the training and tutoring rooms, which have easy access from the entrance of the library. Public restrooms are conveniently located in proximity.

### **Displays and Exhibitions Areas**

The central library has areas designed for displaying artworks and exhibits on a variety of topics. These areas are equipped with lighting fixtures and controls, security systems, and HVAC systems appropriate to the areas' purposes. The displays and exhibition areas are easily accessible from the entrance to the library.

## Food and Beverage Areas

Two food and beverage areas are located inside or immediately adjacent to the library. One is a vending area. The other is a café. Both are designed for use by customers while using the library. Wireless connectivity is provided for customers who want to use their laptop computers.

## Retail Shops and Spaces for Other Organizations

Spaces for retail shops and offices for other organizations are located within or adjacent to the central library. All spaces made available for other organizations should be viewed as future expansion space for DCPL, with leases structured with possible future library use in mind.



## Service Support Areas

The service support functions for the central library are located within the facility.

Nashville Public Library

Photo courtesy: Nashville Public Library

This includes the building manager and related office staff, as well as maintenance, shipping, and information technology staff essential to daily operations of the central library. Other central library service support spaces include a number of non-public work areas for staff to perform clerical and administrative duties, such as staff workrooms, telecommunications rooms, staff rest rooms and break room, and storage rooms.

Major system-wide support functions housed in the central library or in a remote location include:

- administrative staff, including the office of the library director, finance, human resources, public relations, and similar units
- intra-system materials sorting and shipping
- information technology

Other system-wide support activities such as maintenance, storage of supplies and equipment, and technical services could be located away from the central library. Technical Services is the unit where the library books and materials that have been purchased are processed for use by the public and staff.

## 21st Century Branch Libraries

For most children and many adults, branch libraries are gateways to a lifetime of personal learning, exploration, and delight. District residents deserve branch libraries that are easy to and use and comfortable.

Branch library facilities must be designed for flexibility and ease of maintenance. Over the

decades branch libraries should be modified to support new service priorities and programs that address the changing needs of local residents. Branch facilities must also be designed to accommodate the rapidly growing and changing service opportunities afforded by computer and telecommunication technologies.

Interior layouts and furnishings will change as service needs change. However, the overall purpose of a branch library will remain constant—that of providing a facility to house services that respond to needs of local residents.

## Service Priorities and Programs

The Task Force recommends six service priorities for the District of Columbia Public Library system. These six service priorities are: Basic Literacy, Best Sellers and Hot Topics, Homework Help, Information Literacy, Lifelong Learning, and Public Spaces.

Within the overall framework of priorities adopted by the DCPL, each branch must emphasize services that respond to the needs of local residents. For example, one branch might have Basic Literacy and Homework Help as its primary service priorities, while another branch might have Lifelong Learning and Best Sellers and Hot Topics as its service priorities—with both decisions based on local needs. Another example is that in some facilities local needs might be best served if the Non-fiction Collection for adults and the Children’s Non-Fiction Collection are interfiled..

Numerous services can address these service priorities. A number of the services should be provided in DCPL’s branch libraries—again, which services depends on the needs of local residents. Some services offered in DCPL branch libraries could include, but should not necessarily be limited to, those in the following list.

- Collections in various formats and languages
- Assistance with selecting and locating library materials for children, young adults, and adults
- Information services (reference) for children, young adults, and adults
- Story hours and other activities for pre-school children and their caregivers
- Homework help for students in grades K-12
- Spaces for learners and tutors to meet
- Training classes in the use of computers and software applications
- Access to the Internet
- Places for reading, viewing, and listening
- Individual and small-group study spaces
- Programs, events, classes, and meetings sponsored by local groups and organizations or the library
- Beverages and snacks, for purchase and consumption by library users

## Kinds of Spaces

Libraries contain many spaces. Some are enclosed rooms such as meeting and conference rooms. Other spaces, such as those with chairs and tables or with shelving for collections, are open areas

defined by their furnishings and fixtures or distance from other areas. These spaces are arranged to make them convenient for users and efficient for operations. Usually, these spaces are grouped in the building according to their purposes or audiences, or both.

Primary factors affecting which services and spaces are included in a specific branch include: the library system's priorities—tailored to the needs of local residents, limits on the size of the facility due to service delivery guidelines, the site, and funding. The Task Force recommends a general size of approximately 20,000 square feet for a typical full-service branch library. Smaller, special purpose facilities also can be useful in certain situations.

Major spaces found in most modern 20,000 square-foot branch libraries, and outlined below, include the following groups:

- Circulation area
- Rooms for meetings, events, tutoring, and training
- Children's services
- Young adult services
- Adult services
- Service support

More information about each of these spaces is provided in Appendix F, 21st Century Branch Library – Functional Requirements.



Lincoln City Libraries  
Photo courtesy: The Clark Enersen Partners

## Circulation Area

The circulation area is a very active hub for checking materials in and out of the library, and many other activities. This area provides spaces for returning materials, staffed service counters, and self-charge machines for borrowing and returning materials. In nearby convenient locations are the “just-returned shelves” for customer browsing and the self-service reserve pick-up shelves for items placed on hold by users.



Lincoln City Libraries  
Photo courtesy: The Clark Enersen Partners

This busy area also includes the main pathway into and out of the library. The circulation area is located between the lobby and interior public service spaces such as adult, young adult, and children’s services. Nearby are the entrances to the public restrooms and, where possible, the multipurpose room. Also nearby are online catalog stations and displays of new materials.

## Rooms for Meetings, Events, Tutoring, and Training

Four kinds of rooms for group activities are provided: multipurpose room, conference room, study room, and computer laboratory. The number and size of each depends on service priorities.

### Multipurpose Room

A multipurpose room is designed for a variety of activities such as lectures, classroom visits, formal and informal group meetings, exhibits, and receptions. It is used for programs sponsored and co-sponsored by the library, as well as for community meetings and events as policies permit. In branches without a separate Story Room, the multipurpose room can be used for children’s programs.

The space may be divided temporarily into two smaller spaces by using moveable acoustical panels. A kitchenette may adjoin the multipurpose room. Where possible, the multipurpose room is accessible through the lobby and is convenient to the public rest rooms.

### Conference Room

The conference room also serves a variety of purposes. It can be used as a small group meeting room, a literacy tutoring space, a space for library users to work on collaborative projects, a multimedia viewing room, or a staff conference room. The space is located and designed for easy supervision.

### Study Room

The study room is used as an area for quiet study or as a literacy tutoring space. The space is located and designed for easy supervision.



## Computer Laboratory

The computer laboratory provides a permanent space to teach classes on the use of the library's online catalog, databases, Internet searching, and various software applications (including those for literacy). This room is also available for staff training and library programming. Computers in the laboratory may be used by library customers when a class is not in session.

## Adult Services

Adult Services houses a variety of collections and a staff who provide information services. The adult services desk is a base of operation from which the staff helps adults and young adults find materials and assists them with information searching and access to books, media, digital content, electronic databases, and the Internet. Public access computers are easily available to users.

There are several groups of adult study seating in adult services, with most being adjacent to shelves containing adult materials. Study spaces include individual tables as well as larger ones for several persons. Adult seating may include a "quiet room." Casual seating also is provided near the magazines and newspapers and other locations.

When possible, Adult Services is located so that its users are away from noisy, high-traffic areas. This arrangement helps create appropriate study and reading environments for adults.

## Young Adult Services

The intended audience for this space is teens, most of whom are middle school or high school students. This space provides collections, special study areas, and casual seating that is well designed for them. In this space, the needs of young adults are met with media materials, computers for locating materials and accessing electronic resources and learning software, listening and viewing stations, age-appropriate collections, limited privacy, and the ability for young adults to exchange ideas conversationally without disturbing other customers or staff.

The young adult area is designed to feel unique and be special to teens. The area is "decorated" with items such as current posters, casual furniture in up-to-date colors, and contains equipment with a popular "high-tech" appeal that is useful for viewing DVDs and listening to music of interest to this audience.

## Children's Services

Children's Services includes a number of spaces designed for use by children. In these spaces, children browse through the picture books and other materials, use computers to locate materials and access electronic resources and learning software, study, receive homework assistance, and participate in programs. Library staff provides guidance in the choice of books and media materials, and present story hours and programs for children.

The children's services area is not a scaled-down adult library. Its environment encourages children to linger in the area and have fun while developing an interest in books, reading, and information seeking skills. In designing the children's services spaces, special attention is given to providing wall displays, distinctive carpeting, and color treatment. This area must be exciting and interesting to young children, with colors, shapes and patterns, and treatments that welcome and delight children.

Included in the children's services areas are the service desk, a toddler area for pre-school children, an area for older children, a children's rest room, and a story room for children's programs

and activities, if space permits. (Alternatively, part of the toddler area can be designed to accommodate a storytelling area). Easy access to children's services is provided from the lobby or circulation area.

## Service Support

Service Support includes a number of non-public areas for staff to perform clerical and administrative duties. These areas include a staff workroom, shipping and receiving area, and a manager's office. Other support areas include a telecommunications room, mechanical equipment room, staff rest room and break room, and storage spaces.

## Financial Implications

The major financial implications of the Task Force recommendations include two categories: capital project costs and operational costs. The capital project costs cannot be accurately calculated until a new master facilities plan has been prepared. Changes in operating costs cannot be determined until a strategic services plan has been created. Both of these important tasks are in the purview of the Library Board.

However, general estimates can be given in several areas. These general estimates, however, are provided for discussion purposes only. They should not be used for budget preparation. More accurate figures, based on the strategic services plan and the master facilities plan, will be available after these plans have been prepared.

- **Materials Collection Costs:** Rebuild outdated and worn collections poorly maintained for many years by replacing 50 percent of branch collections and popular materials in the Martin Luther King, Jr. Memorial Library over a three-year period for a total of \$3.5 million, in addition to funds proposed for the capital project budgets: FY 2006-2007 - \$1.1 million; FY 2007-2008 - \$1.15 million; and FY 2008-2009 - \$1.25 million.

In addition, annual purchases to maintain the collections should be increased by \$350,000 beginning in FY 2006-2007, with annual adjustments for price increases.

- Central library capital costs, without site acquisition and development:  
\$280 million, in 2005 dollars
- Branch library capital costs, without site acquisition and development:  
\$167 million, in 2005 dollars

## 4

## Path to the Future

Mayor Anthony A. Williams charged The Mayor’s Task Force on the Future of the District of Columbia Public Library System (Task Force) to create a vision for a 21st century library system in Washington, D.C. The primary tasks of the Task Force were to understand the current state of the District of Columbia Public Library (DCPL) system, shape the creation of a redevelopment plan for facilities, technology, programming and the acquisition of new materials, and develop recommendations to implement the redevelopment plan.

The members of the Task Force visited the Brooklyn Public Library, the Los Angeles Public Library, the Miami-Dade Public Library, the Nashville Public Library, the Phoenix Public Library, the Queens Borough Public Library, the Salt Lake City Public Library, the Seattle Public Library, the San Francisco Public Library, and the Vancouver, Canada Public Library to learn first-hand how successful libraries revitalized their services and facilities and to experience the excitement created by these systems. The Task Force analyzed the DCPL system, reviewed the best practices of libraries, considered options for renewal, and prepared recommendations.

The path to the future for the D. C. Public Library system will be challenging and exciting. For the results to be realized, the process must be inclusive. Implementing the recommendations of the Task Force will require a coalition of stakeholders, including the residents of the District, District of Columbia Library Board of Trustees, The Office of the Mayor and the Executive Branch of the District Government, the Council of the District of Columbia, District of Columbia public and charter schools, the District of Columbia Public Library Foundation, the Federation of Friends of the District of Columbia Public Library, the staff of the District of Columbia Public Library, to work together to create a renaissance in the public library system.

Achieving the remarkable results that other cities have had, depends on the commitment of each resident, ranging from current library patrons to adults who are just learning how to read, to demand improved service levels from the DCPL making it a more responsive, vibrant entity and DCPL reaching out to its constituents to make sure it is meeting their needs. To create a world class library system, residents must share their hopes and vision for DCPL. The goals that residents establish for DCPL combined with well-designed facilities, state-of-the-art technology, and sufficient funds for collections, equipment, staff, and maintenance will result in a transformed library system for the District of Columbia and a better city for its residents and visitors.

The key steps for transforming the District of Columbia Public Library System are:

- Share the recommendations of the Task Force with District of Columbia Library Board of Trustees, the Council of the District of Columbia, District of Columbia public and charter schools, the

District of Columbia Public Library Foundation, the Federation of Friends of the District of Columbia Public Library, the staff of the District of Columbia Public Library, and residents of the District

- Launch a listening campaign to learn the response of residents to the Task Force recommendations and to solicit public comments about the next steps
- Allocate sufficient resources for the implementation of library service priorities
- Implement, monitor, and evaluate progress

## Share the recommendations of the Task Force

The Task Force report and companion technical report outlines the wide disparity that exists between the programs, facilities, technology, and materials that are available at exemplary libraries and the programs, facilities, technology, and materials that are currently available at DCPL. It is important that the organizations that will be vital partners in the library transformation process understand the current state of the DCPL and also understand the best practices of state-of-the-art libraries. Each stakeholder, residents of the District, including the District of Columbia Board of Library Trustees, the Council of the District of Columbia, District of Columbia Public Schools, District of Columbia Public Charter Schools, the District of Columbia Public Library Foundation, the Federation of Friends of the District of Columbia Public Library, the staff of the District of Columbia Public Library, will play a unique role in creating a 21st century library system. To do so, each stakeholder must understand the elements of an effective library system. In addition to providing copies of the Task Force report and technical report to the stakeholders in the library transformation process, there must be a series of discussions with stakeholders to review the findings of the Task Force and begin the process of planning for a revitalization of the DCPL. While the reports are comprehensive, they cannot replace the interactive sharing of ideas.

Although, the Task Force technical report contains descriptions of programs offered at excellent libraries, the written word cannot replace the excitement that is generated by a conversation about programs such as, the Dog Day Afternoon program offered at the Salt Lake City Public Library. The excitement of stakeholders is essential to the revitalization of the District's public libraries. Even though a stakeholder reads the Task Force technical report and learns that the Dog Day Afternoon program encourages new readers by providing an opportunity to read to dogs, it would be more effective to engage stakeholders in a conversation about literacy programs that are offered by DCPL and literacy programs that are offered at exemplary libraries. An effective way to begin the transformation process is to exchange ideas with stakeholders about innovative programs that DCPL can offer to residents. Meetings with stakeholders will provide an opportunity to discuss programs like Dog Day Afternoon and the mechanics of implementing a similar program in the District. As stakeholders understand the kinds of services that world-class libraries provide, they will take the necessary actions to improve DCPL.

It is important to note that residents are arguably the most important stakeholders. Since it is impossible to schedule one-on-one meetings with each resident, it is necessary to take a different approach to sharing the findings of the Task Force with residents. A campaign should be mounted to share the findings and recommendations of the Task Force with residents, and to elicit public response and comments about the next steps in the library transformation process. Numerous community meetings should be held in each ward of the District to discuss the report and to learn the views of residents about services that they want from their libraries. Additional details about community meetings are included in the listening campaign section of the Path to the Future.

Copies of the Task Force report and technical report should be made available in District libraries, the DCPL website, and the District government website. The Task Force report should also be distributed to:

- Boards and administrators of universities and colleges located in the District
- Boards and administrators of non-profit agencies and organizations serving District residents
- Members of the business community
- Advisory Neighborhood Commissions
- Labor Unions
- Newspaper, television, radio, and other media outlets
- Non-profit organizations
- Neighborhood and homeowner associations
- Organizations that promote literacy
- City government

There should be an effort to distribute the Task Force report using the mass media. Members of the editorial boards of local newspapers should be contacted. Copies of the report should be distributed to reporters who focus on education issues and the District of Columbia government. Mayor Williams, Task Force members and Library Trustees should be available for interviews to discuss the Task Force's findings and underscore the importance of transforming the libraries of the District of Columbia. Mayor Williams frequently states that, "A capital city, deserves a capital library" This quote could be used as a recurring theme in interviews since it provides a good sound bite and it is a catchy media hook.

## Launch a listening campaign to learn the response of residents to the Task Force recommendations and to solicit public comments about the next steps

In order to build a library system that is responsive to the needs of District residents, it is vital that residents be given an opportunity to discuss the recommendations of the Task Force and express their expectations of the public library. DCPL needs to know if residents want the library to focus on helping to prepare children for school or offering the latest Harry Potter novel. Residents must have an opportunity to articulate their vision of the 21st century library. The vision will vary from resident to resident. For a recent immigrant, the vision may include newspapers that are in his native language or classes in English as a second language.

For a senior citizen the vision of a state-of-the art library could include an exhibit of photographs of Washington, D.C. during the 1950's or a weekly book discussion group. The sharing of ideas between patrons and the library is a process of give and take. For a library to be vital, it must respond to the needs of patrons. Without input from patrons a library cannot know the needs of its patrons.

To revitalize the District's public libraries, an orchestrated listening campaign must be launched. During the listening campaign, citizens should receive information about best practices in library services. Information on the types of services that are offered by exemplary libraries will provide residents with a framework for articulating the types of services that DCPL should provide. The

views of residents should be used to shape the programs, facilities and technology that are offered in the District's public libraries.

Listening sessions should be held throughout the city. Listening sessions should not be limited to a one-time event that is held in each ward in the District. The Task Force learned that the Seattle Public Library conducted more than one hundred listening sessions throughout the city of Seattle. The planning process for the Salt Lake City Public Library included more than one hundred and fifty listening sessions with residents. The District of Columbia should conduct a similarly aggressive listening campaign. Listening campaigns will provide DCPL with the information to tailor services to the needs of residents.

In addition to the listening sessions, there should be focus groups to ensure that a representative sampling of District residents has an opportunity to express their views on desired library service.

The report of the Mayor's Task Force on the Future of the District of Columbia Public Library System summarizes recommendations on the types of services, programs, technology and facilities that the DCPL should provide. (The technical report of the Mayor's Task Force on the Future of the District of Columbia Public Library System includes more detailed information on these topics.) After the conclusion of the listening campaign, the Task Force's recommendations should be revised to reflect the views of residents. Without a recalibration of the Task Force's recommendations, the plans for revitalized DCPL will not result in the establishment of a library system that accurately reflects the interests of District residents.

It is also recommended meetings of the District of Columbia Board of Library Trustees include time for public comment on the Task Force report and the views of residents on their goals for the DCPL. The discussion of the Task Force recommendations should be incorporated into the strategic planning process of the Board of Library Trustees. This can be easily accomplished through library sponsored open meetings in every library. These discussions would include the library service needs of local residents, as well as the capital projects and organizational improvements recommended by the Task Force.

This discussion phase should close with the Board of Library Trustees adopting a draft set of service goals and strategic initiatives. The service goals and strategic initiatives will form the basis of the new strategic plan for DCPL. The new strategic plan will also include measurable objectives for gauging progress.

It will be important to develop a strategic plan, a master facilities study, and a technology plan. Despite the fact that various versions of each of these documents currently exist, new plans are necessary to incorporate the recommendations of the Task Force and the views of residents. The strategic planning process will determine service goals and objectives for DCPL. The DCPL staff should be involved in strategic planning sessions and discussions on the Task Force's recommendations. Most transformation changes will involve the DCPL staff. The staff of DCPL will play an essential role in the development and implementation of the strategic plan. The master facilities study will provide a comprehensive long-range plan for current and future branch libraries. The technology plan will document the telecommunications and equipment required to support the library services identified in the strategic plan. The District of Columbia Board of Library Trustees responsibility will be to ensure that the strategic plan, the master facilities study, and the technology plan are developed.

The new strategic plan, the master facilities study, and the technology plan will drive the allocation of library resources and govern the requests of the Board of Library Trustees for funding. Along with the recommendations of the Task Force for improvements in organizational effectiveness, the new master facilities study and the technology and strategic plans will create a complete transformation plan for the District's public libraries.

## Allocate Required Resources

The allocation of resources is the next major step in the strategic planning process and in the transformation of the DCPL system. The allocation of resources will follow public discussions about service needs, facilities, and organizational improvements.

First, current resources should be allocated to address the highest priorities of DCPL. Library staff will be integrally involved in developing strategies and services responsive to priorities adopted by the Board of Library Trustees. DCPL staff also will help prepare budget information for review by the Board of Library Trustees, the Mayor, and Council of the District of Columbia.

Next, the Board of Library Trustees should request resources for priorities that cannot be funded through the allocation of existing resources in the DCPL budget. Such priorities will include capital projects for replacing the new central library and the replacement or improvement of branch libraries. The Library Enhancement, Assessment, and Development Task Force Establishment Act of 2005 (Act) puts funding for revitalizing the DCPL system on a fast track. Within 120 of the appointment of members to the Library Enhancement, Assessment, and Development Task Force (Task Force), the Task Force will submit a development plan to the Council of the District of Columbia and the Mayor. The development plan will outline a strategy to assess and adopt methods of generating revenue involving DCPL to raise funds to enhance and develop the DCPL system. The Task Force will review the DCPL Capital Construction/ Renovation Master Plan for Branch Libraries, the DCPL Strategic Business Plan 2005-2006, and the recommendations of the Mayor's Task Force on the Future of the District of Columbia Public Library System. The Act also establishes the Library Development Trust Fund for revenue generated from LEAD projects. Within 60 days of approval of the development plan by the Library Board of Trustees, the Act requires the Mayor to issue a Request for a Proposal for a developer.

These resource issues will require the collaboration with the Mayor, the Council of the District of Columbia, and the Board of Library Trustees. By working together, the Task Force firmly believes that sufficient funding can be allocated to create the public library facilities and services that District residents need and deserve.

## Implement, Monitor, and Evaluate Progress

While recommendations, plans, and resource allocation are essential steps toward progress, it is important to remember that this will be a gradual process. Adopted plans will need to be implemented, item-by-item. Each activity must be monitored for timely and effective completion. Objectives need to be measured to determine the pace and quality of the planning process. Continual evaluation is necessary to address impediments and recognize accomplishments.

The transformation of the District of Columbia Public Library requires hard work and significant resources. The results will be worth the effort as improved libraries change the lives of Washingtonians.







## Appendix A: Library Summaries, Task Force Minutes, and Subcommittee Minutes

**Brooklyn Public Library  
Central Library  
Grand Army Plaza  
Brooklyn, NY 11238**

The Central branch of the Brooklyn Public Library opened on February 1, 1941. The Central Library is the major reference center for the Brooklyn Public Library System. The library's notable architecture was created to resemble an open book, with the spine on Grand Army Plaza and the building's two wings opening like pages onto Eastern Parkway and Flatbush Avenue.

As an independent system, separate from the New York City and Queens libraries, the Brooklyn Public Library serves the borough's 2.5 million residents, offering thousands of public programs, millions of books, and use of more than 850 free Internet-accessible computers.

In December of 2004, the Board of Trustees and the Executive Director of the Brooklyn Public Library System issued the Brooklyn Public Library's Plan for Public Services (The Plan). The Plan is designed to improve and increase the ways in which the Brooklyn Public Library is used, make the Brooklyn Public Library more important in the lives of children, and become a place that is easier to do business for staff, vendors, and library users. The Plan includes a renovation of the Central Library Plaza and the construction of an auditorium beneath the Plaza. In addition, the Plan includes the expansion of Adult Instructional Services and enhanced Public Programs. The Plan is far reaching and includes the reorganization of the Information Technology function of the Brooklyn Public Library.

Under the Plan, children's services will be redesigned to include all aspects of work with children from ages 0-12. A new children's "First Five Years" department will emphasize the importance of reading to young children.

The renovation of the Central Library Plaza of the Brooklyn Public Library is designed to make the Plaza an inviting, active destination for the public. The Plaza's new incarnation is envisioned as a giant outdoor reading room and performance space, with an outdoor café and retail/information kiosks to extend the library experience. A channel of running water and landscaping

will provide a soothing natural backdrop to this cornerstone of the famed Grand Army Plaza. The new design will integrate elements of the Plaza's original historic features. Under the Plaza, the large-scale auditorium will have multi-purpose meeting rooms and exhibition space.

Construction of the Plaza is scheduled to be completed in August of 2006. Other new additions to the Plaza will include lighting, furniture, Americans with Disabilities Act (ADA)-compliant ramps, granite plaza paving, and the restoration of the entrance's gold-leaf figures and bronze doors.

Brooklyn Public Library is in the process of creating a bold and precedent-setting Visual & Performing Arts Library (VPA) that will be a physical and virtual gateway to arts resources of all kinds. As the first library in New York City devoted to the visual and performing arts, Brooklyn's VPA will foster artistic and economic growth for emerging and established arts communities. Artists, performers, and the general public will be able to enjoy a wide array of arts resources, library services, and performance spaces.

The Visual and Performing Arts Library will cost approximately \$75 million. Construction is expected to commence in 2006, with completion projected for 2008. The facility will include reading rooms and books; electronic and traditional resources; collections, programs, amenities, and creative spaces for children and teens; a multimedia lounge with 24/7 online access; a state-of-the-art auditorium; a black box theater; artist studios; practice and study rooms; viewing and listening rooms; a café; and retail space. The VPA collections will cover the subjects of art, theater, dance, music, film, photography, architecture, and more. Archives will house the records of Brooklyn's arts communities and chronicle the borough's history of dance, music, and other visual and performing arts.

The Brooklyn Public Library System offers an assortment of programs. The Multilingual Center is located at the Brooklyn Public Library Central Library, the Center houses approximately 150,000 books, magazines, and newspapers in the major languages spoken in Brooklyn, including Chinese, Russian, Spanish, Hebrew, and Haitian Creole. Materials in French, Yiddish, Hindi, Bengali, Polish, Italian, and Arabic are also prominent among the 30 languages represented. The Center is equipped with computer workstations that feature software in languages other than English. Special programs including lectures, films, and performances as well as social service information are offered on a regular basis.

Brooklyn Public Library participates in CLASP (Connecting Libraries and Schools Project), a library-based partnership that links elementary and intermediate schools with libraries to make reading and books an integral part of the lives of Brooklyn schoolchildren. The many services CLASP provides include library cards for children, trips to libraries, librarian visits to schools, workshops for teachers, family reading activities, after-school and weekend programs for youngsters, and great graded booklists.

Brooklyn Public Library offers a wide variety of cultural programs from around the world. Diverse offerings at the Central Library and neighborhood libraries include Russian, Italian, Latino, and Caribbean author readings, Brooklyn Writers for Brooklyn Readers author talks, film series, walking tours, and day trips. Compelling exhibitions have ranged from Brooklyn fashion designers, to the history of pre-Civil War African-American homesteaders, to the history of the pop-up book. BPL recently created the Willendorf Division for Programs, Events & Exhibitions to increase the breadth and caliber of the Library's cultural and educational offerings.

The Brooklyn Public Library Foundation sponsors member programs. Some of the programs offered by the Foundation include: Books for Breakfast – over breakfast, authors including Russell Banks, David Levering Lewis, and Linda Fairstein, talk about their work and books that have influenced their lives; Walking Tour: Brooklyn Heights–Northern Exposure with Francis Monroe;

Behind the Scenes at Central: Music and Art; and Literary Green-Wood: A Book Banter with Jeff Richman.

The Brooklyn Public Library System collections includes a 30-language Multilingual Center with a repository of approximately 150,000 books, magazines, and newspapers including Chinese, Russian, Spanish, Hebrew, and Haitian Creole.

Ginnie Cooper became Executive Director of the Brooklyn Public Library in January of 2003. Prior to joining the Brooklyn Public Library, Ms. Cooper was Director of the Multnomah County Library in Portland, Oregon, serving 750,000 people. At Multnomah County, she oversaw the renovation of the Central Library and all the branch libraries. As a result of several specific tax elections, library funding was increased. Under her leadership, Multnomah County Library became one of the busiest libraries in the country. From 1981 to 1990, Ms. Cooper served as Director of Alameda County Library in Fremont, California, where she built new funding sources and strengthened community partnerships. Ms. Cooper has worked in libraries and schools in Minnesota, Wisconsin, and South Dakota.

The members of the Mayor's Task Force on the Future of the District of Columbia Public Library System toured the Central branch of the Brooklyn Public Library on April 7, 2005. The members of the Task Force were particularly interested in the First Five Years program which will foster early literacy in very young children and models reading and verbal interaction for parents and caregivers. Initially, the First Five Years will be a pilot program in the 15 branches of the Brooklyn Public Library System that have the largest at-risk population. Task Force members were also impressed with efforts of the Brooklyn Public Library to work with school-age children and to expand the collaborative relationship between the Brooklyn Public Library and the New York Department of Education. Services to school-age children will include an improved web presence, upgraded training for staff, and an enhanced level of public programming for children, parents,

**Los Angeles Public Library  
Central Library  
630 W. 5th Street  
Los Angeles, California 90071**

The Central Library was renovated and expanded from 260,000 square feet to 540,000 square feet and re-opened in 1993. Two bond issues in 1989 and 1998 funded the renovation and expansion, replacement of branches and added nine new libraries to change 90% of the library system infrastructure within a 15 year period. The 1998 bond issue was for \$178 million to fund the final stage of the construction program.

The Restoration and Expansion Project, with Hardy Holzman Pfeiffer as architects, was completed at a cost of more than 200 million dollars. When the Restoration and Expansion Project is completed the Los Angeles Public Library System will have renovated or rebuilt nearly all of the 67 branches and the Central Library.

The multi-leveled Central Library is one of the largest library facilities in the country and serves the largest population in the nation. The Central Library houses nine subject departments with more than 2.2 million books that are offered in many languages and dialects. The Los Angeles Public Library System subscribes to 7,000 newspapers and periodicals. The Central Library is the headquarters for the Los Angeles Public Library, which includes 66 branch libraries. In 2004 more than 15 million people visited the Los Angeles Public Library and 80 million logged on to the library's website. Over 2,500 volunteers give an average of 21,000 hours of service per quarter.

The International Languages Department of the Central Library has one of the largest non-English language public library collections. The auditorium in the Central Library is used for special educational and cultural programs featuring authors, actors, and artists.

The Los Angeles Public Library offers email notification for holds, PC reservation system at all branches, free public wireless access at the Central Library and 10 branches, ZoomText for the sight impaired at selected locations, and an enriched catalog with author notes, annotations, and book jacket art. The library also provides an online reference service, online photo collection and 150 subscription database.

Los Angeles Public Libraries offer three different Literacy programs. The Adult Literacy program allows students to work one on one with an adult tutor to improve reading and literacy skills. The Limited English Proficiency program is a self-guided program for adults with limited English skills. Students use books, videos, or electronic teaching tools. Families for Literacy offers free books to the children of parents who are enrolled in the Adult Literacy or the Limited English Proficiency program.

Fontayne Holmes became City Librarian in August 2004. Ms. Holmes career with the Los Angeles Public Library spans 30 years and includes positions as Assistant City Librarian, Director of Branches, Central Library Director, and Director of Library facilities.

The Members of the Mayor's Task Force on the Future of the District of Columbia Public Library System toured the Central Library of the Los Angeles Public Library System, the Hyde Park branch, and the Pico Union branch on May 13, 2005. Task Force members were particularly interested in the Los Angeles Times Literacy Center which is located in the Central Library. The staff of the Literacy Center develops individualized learning plans to help adults improve their reading and writing skills. Teen'Scape offers books, magazines, and videos chosen for the interest and education level of teenagers. Task Force members noted that the design of Teen'Scape is similar to Teen Central at the Burton Barr branch of the Phoenix Public Library. According to the staff of Teen'Scape, the Phoenix Public Library system modeled Teen Central on Teen'Scape.

Task Force members learned that the community played a key role in the planning of the Central Library. More than 182 community meetings were held over a two year period to learn the programs and services that residents wanted in the renovated or rebuilt libraries. Libraries were designed in response to the concerns of citizens. For example, the Pico Union branch reflects the Spanish Mission style of the surrounding neighborhood.

The Los Angeles Public Library System decided that the design of renovated branches should not be cookie cutter; rather each branch should be tailored for the surrounding environment and the needs of the patrons.

The Los Angeles Public offers 20,000 programs a year including knitting classes and origami classes, writers' groups, computer training, and Family Nights.

**Miami-Dade Public Library**  
**Main Library**  
**101 West Flagler Street**  
**Miami, Florida 33130**

The Miami-Dade Public Library System traces its origin to the late nineteenth century. In 1894 libraries were organized in the communities of Cocoanut Grove (original spelling) and Lemon City. In 1902 the Cocoanut Grove Library Association provided a structure, and that same year the Lemon City Library and

Improvement Association erected a building for its library.

Between 1976 and 1990, the “Decade of Progress” Bond Issue provided the funds to open 14 new libraries (South Dade Regional, West Dade Regional, North Dade Regional, West Kendall Regional, Northeast, Model City, Kendall, South Miami, Homestead, Miami Lakes, Coral Reef, Key Biscayne, North Central, and the new Main Library) and renovate other locations. On October 1, 1986, the Miami Beach Public Library and its two branches became part of the Miami-Dade Public Library System. On January 15, 1992, the world’s first library on an elevated transit system opened at the Civic Center Metrorail station.

The Civic Center Metrorail station is a pre-fab structure of 160 square feet opened to the public on January 15, 1992. Commuters on their way to work and school are able to stop in before catching their trains to make selections from a collection of five-thousand items which includes best sellers, paperback books, videos, audiobooks, cassettes, CDs, and children’s books. The Porta-Kiosk also has an online public catalog which allows patrons to request and reserve books, view other databases, and surf the Internet. The Porta-Kiosk is open 40 hours a week during the morning and afternoon rush hours.

The Doral Branch Library was dedicated September 28, 2000. The Country Walk Branch Library was dedicated August 28, 2001, followed by the Hialeah Gardens Branch on February 13, 2002. After an absence of a decade, bookmobile service returned to outlying suburban neighborhoods on April 25, 2002. 2003 saw new branches open in Naranja on May 1st and in Tamiami on May 29th and Lakes of the Meadow in September. 2004 saw library openings in Concord and Palm Springs North. Plans are now underway to open additional libraries in California Club, Elizabeth Virrick Park in Coconut Grove, Sunset Drive, and in Palmetto Bay.

In 2005, the Library System opened a new Regional Library on Miami Beach, a new branch in Sunny Isles Beach, and moved its South Shore and Fairlawn Branches to newly built facilities.

The Main Library in downtown Miami and its 39 regional and branch libraries serve a population of 1,939,775. Approximately 650,000 active cardholders borrow more than 5 million items annually, while reference librarians answer some 6 million questions each year, and 1 million internet sessions are provided free of charge.

The Main Library has a number of special departments that contain extensive collections in their subject areas. The Florida Department has information on the Sunshine State, with special emphasis on the South Florida region. In addition to rare books and documents, the Florida Department houses the Gleason Waite Romer collection of 17,500 photographic negatives and prints recording Miami’s history from pioneer days through 1950.

The Main Library shares its home in the Miami-Dade Cultural Center with the Historical Museum of Southern Florida and the Miami Art Museum. The buildings are grouped around a central plaza where people sit, eat, read, and participate in ongoing activities for all ages.

A federal Library Services and Technology Act (LSTA) grant of \$400,000 was secured to build two state-of-the-art computer training laboratories. In addition, the Miami-Dade Public Library has devices that range from simple hand-held magnifying glasses to closed captioned video decoders and complex computers that convert print into synthesized speech or Braille. Library materials for persons with visual, hearing, or speech impairments and their families include books, periodicals, closed-captioned videos for persons who are hearing impaired, and descriptive videos for persons who are visually impaired. The library’s on-line catalog may be searched by subject, title, or keyword for items in all formats. The Miami-Dade Public Library has a Saturday tutoring program in all branches that served 34,000 students in the first six months.

The Country Walk Early Childhood Public Library is a 1,000 square-foot mini-library that offers materials such as children's books, adult books, parenting books, cassettes, and videos for checkout. Parents and children also have access to all of the circulating materials within the library system through the Library's computerized catalog. Programs offered at this branch focus on baby, toddler, and preschool story times. Computers with software aimed at developing early literacy skills such as matching, color identification, word recognition, and preschool games are available.

The Hispanic branch serves an immediate population that is 90% Hispanic. The collection of 60,000 items is 80% Spanish with emphasis on literature, history, and linguistics. The juvenile collection focuses on student needs and literacy in Spanish and English. The adult collection includes special clipping and pamphlet files focusing on Hispanic culture. The Spanish reference collection is particularly strong and is used by students, general researchers, and scholars from throughout the community and the United States. Dictionaries and encyclopedias represent Latin American and European Hispanic culture. The Cuban collection includes a number of rare books.

The Hispanic branch also emphasizes English as a second language with books, audiobooks, videocassettes, and language instruction materials. Over fifty magazines in English and Spanish are available as well as a bilingual video and book/cassette collection. Free programs include language and citizenship classes, social security information services, and a variety of cultural presentations for all ages. The Hispanic Branch has access to the Internet and other computer programs in English and Spanish. The bilingual staff has close ties with the community.

The Model City branch is the largest and busiest branch within the inner-city area. In addition to its attractive decor, it houses a spacious meeting room, two literacy computers to enhance reading and writing comprehension, two multimedia computers with word-processing capabilities, the online catalog, Internet, and databases for newspapers and magazines. The Model City Branch Library is part of a governmental complex known as the Joseph Caleb Community Complex which houses an auto tag agency, driver's license office, court services, a Human Resource Services office, County Commissioner and State Senator offices, a daycare center, and a large auditorium for social and entertainment events.

The North Dade Regional Library has a large programming room and two conference rooms for family programs and special events. The Children's Story Theater provides comfortable seating for young patrons who attend many of the special programs. Puppet shows, story times, and creative dramatics are regular features in this Children's department.

The Miami-Dade library system is a depository for Federal, State of Florida, and local municipal government publications. Special collections include African-American History and Culture, Floridiana (including the Romer photograph collection), Genealogy (with a complete set of the U.S. Census from 1790 to 1920), Merrett Stierheim Urban Affairs Collection (public administration), and Children's Literature. The System also has an extensive Spanish language collection and purchases materials in a wide variety of other languages.

Soon after Raymond Santiago became director in 1998, he directed the library staff to develop an ambitious Strategic Plan for 2000–2004 entitled, "Seizing a Better Future." The staff used their own comprehensive study of community needs and the book *Planning for Results: A Public Library Transformation Process* (ALA, 1998) to develop the first Miami-Dade Public Library community-driven plan.

Miami-Dade Public Library runs an intern and staff training program. Many members of the staff are studying for their Masters of Library Science degrees. Anyone who works at Miami-Dade

Public Library can enter library school and become an intern at a salary that is slightly below the salary of an entry level librarian. When the individual receives 18 credits, they receive a salary increase. There is another salary increase when the individual receives the MLS degree.

The Miami-Dade Public Library scholarship fund raised about \$10,000 for nine staffers to attend school. Miami-Dade County provides reimbursement for about half of library school tuition. Miami-Dade Public Library gives enrolled students a flexible work schedule to accommodate their class schedule.

The Miami-Dade Public Library Foundation, Inc. was founded in January 2002 to enhance the services and programs of the Miami-Dade Public Library System. The mission of the Foundation is to serve as the fundraising arm of the library primarily for the endowment of major capital projects, and major educational, cultural community projects, as specifically approved by the library and the Foundation.

The Friends of the Miami-Dade Public Library was incorporated in 1974 as a non-profit organization seeking to create support for the county library system. Friends' activities focus on promoting library excellence through advocacy, volunteer opportunities, and outreach programming.

Mr. Santiago became Library Director in 1998. In 2003, Library Journal named him Librarian of the Year. In 2005, the Public Library Association awarded Mr. Santiago the Charlie Robinson Award, recognizing a public library director for implementation of innovative change.

The Members of the Mayor's Task Force on the Future of the District of Columbia Public Library System toured the Miami-Dade Public Library System on March 5, 2005. Mayor Anthony A. Williams joined the Task Force for the tour of the Main Branch of the Miami-Dade Public Library. In addition to the Main Library, Task Force members visited the following branches: Doral, Edison, South Shore, and North Dade Regional.

The members of the Task Force noted that the Miami-Dade Public Library System locates libraries in shopping centers. The Doral branch is located in the Doral Isles Shopping Center. The Doral Isles Shopping Center is a strip mall that includes a grocery store, a barber shop, and a coffee shop. Miami-Dade Public Library System believes that it is important to make it convenient for patrons to visit the library. The South Shore branch is located in an apartment building. While the South Shore branch is only 1,400 square feet, the space is effectively used, with most of the space allocated for computer terminals. Task Force members observed that the architecture of the Edison branch was similar to many of the branches of the D.C. Public Library System. The Edison branch was recently renovated at a nominal cost, with renovation focused on painting and installing computer terminals.

During the discussion with Task Force members, Mr. Santiago emphasized the importance of a library providing service. In Mr. Santiago's view a library is primarily a service organization that provides books. The number one priority of the library is to provide service to the customers. Project Lead – Literacy for Every Dade Adult and SMART – Science, Math, and Reading Tutoring are important programs that are offered by the Miami-Dade Public Library System. The SMART program includes Saturday tutoring sessions that are filled to their capacity with students.

### **Mission Statement of the Miami-Dade Public Library System**

The library mission is to maintain and improve public library services reflecting the informational, educational, and recreational needs of our diverse community.

**Nashville Public Library**  
**Main Library**  
**615 Church Street**  
**Nashville, Tennessee 37219**

In June of 1997, the Metropolitan Council, the legislative body of Nashville, approved a property tax increase that enabled the generation of \$115 million in bond funds for facility and collection improvements to the Nashville Public Library system. The Metropolitan Council approved funds to build five new branch libraries, renovate three branches, add materials and technology, and build a new Main Library downtown.

The new Main Library opened to the public on June 9, 2001. The Main Library is a modern classical building that was designed by Robert A. M. Stern. The project cost \$52 million. The Main Library is a 300,000 square foot facility with reader seating for 1,200, program seating for 800, and a book capacity of 1,000,000 volumes. The exterior of the Main Library is cut limestone, granite, and brick. The interior of the Main Library includes marble floors, wrought metalwork, arched doorways, pediments, and vaulted ceilings. The design motif of the Main Library includes indigenous plants and animals. The Courtyard of the Main Library is based on an Italian piazza, with formal gardens and a fountain. As part of the building project, the library set aside funds to implement a public art program to enhance the building.

The motto of the Main Library is, "A city with a great library is a great city." The Main Library includes a Conference Center with a Multipurpose Room that seats 300, an auditorium with theatre seating for 230, Small Conference Rooms, and an Art Gallery. There is a café that can be entered from the street or from the library. The Nashville Room houses the Nashville Banner Archives and the Civil Rights Collection.

The Children's Services section of the Main Library includes collections and information services for children and parents; orientation and study rooms; craft and story space; special assistive equipment for disabled children; and the Children's Theater. Marionette shows and other library performances are presented in the Children's Theater. The Reference Collection/Information Services section includes the Center for Entrepreneurs.

The Main Library offers a wide variety of programs ranging from Movies@Main which offers a showing of movies like the 1962 version of the Manchurian Candidate followed by a discussion of the 2004 version of the Manchurian Candidate. The Great Books Discussion provides a forum for adults to read and discuss significant works of fiction, philosophy, political science, poetry, and drama. The Great Books Discussion Group considered the following works: Politics - Aristotle, Of Commonwealth - Hobbes, Barn Burning - Faulkner, Of Civil Government - Locke, In Exhile - Chekhov, Tocqueville - Why Americans Are Often So Restless, The Overcoat- Gogol, and Habit - W. James.

The Bringing Books to Life! Program is a preschool literacy program that was designed around the Children's Theatre marionette shows. Bringing Books to Life! takes a "whole" approach to learning - one that is developmentally appropriate and offered to the widest possible audiences. The program is designed to foster preschool literacy and reading readiness. Bringing Books to Life! also provides teachers with strategies for implementing developmentally appropriate practices in the classroom.

In addition to the Main Library, the Nashville Public Library System consists of 20 branch libraries, Metropolitan Government Archives, Special Services for the Deaf and Hard of Hearing and the Talking Library, a reading service for the print disabled. Special features include; a collection of more than 1.5 million circulating items and access to other libraries' collections through InterLibrary Loan and the virtual library catalog Athena; more than 600 public use



computers; an image collection and periodicals indexes; reference assistance by e-mail, fax, and telephone.

The library system has a staff of 351 full-time and part-time workers. The Nashville Public Library's operating budget was more than \$19 million during the 2003-04 budget years.

Since opening of the new Main Library in 2001, the library system has set new records for activity each subsequent year. The library system averages more than 10,000 visits and close to 13,000 checkouts per day.

In fiscal year 1999-2000, a year in which new branch libraries began opening as part of a \$155 million library building program, circulation was approximately 2.5 million. As of the end of Fiscal Year 2004, circulation increased by nearly sixty percent.

Donna Nicely is the Director of the Nashville Public Library system. Ms. Nicely joined the Nashville Public Library in 1995. Prior to that, she was Director of the DeKalb County Public Library in Georgia. Ms. Nicely has served on the Urban Libraries Council Executive Board, including the position of Executive Board Chair. She has also held leadership positions in the American Library Association, the Public Library Association, and the Georgia Library Association.

Donna Nicely received her Master of Librarianship and Diploma for Advanced Study in Librarianship from Emory University. She is an active member of several local organizations, including the board of the Nashville Downtown Partnership, NashvilleREAD, African American History Foundation of Nashville, Inc., Nashville Alliance for Public Education, Online Computer Library Center, Country Music Foundation, and the Frist Center for the Visual Arts Council of Partner Institutions. She was awarded the 1985 "Ten DeKalb Women Who Have Made a Difference" YWCA award, and the 2002 Kiwanis Club of Nashville "Outstanding Nashvillian Award."

The Mayor's Task Force on the Future of the District of Columbia Public Library System toured the Main Library of the Nashville Public Library System on March 4, 2005. The members of the Task Force noted the prominent role that ceremonial spaces played in the design of the Main Library. The ceremonial spaces are used for a variety of functions. During the holiday season the marble foyer of the Main Library was the scene of a tuba concert by one hundred tubas. The National League of Cities held a dinner in the Reading Room of the Main Library.

The Nashville Public Library System believes that it is important for a Central Library to address a unique mission. The Civil Rights Room of the Main Library chronicles the history of the civil rights movement in Nashville. The design of the library includes serendipity, like a mouse house for Buttercup the Mouse. Buttercup was a resident of the old Central Library.

The members of the Task Force embraced the motto of the Nashville Public Library System, "A city with a great library is a great city."

**Phoenix Public Library  
Burton Barr Central Library  
1221 North Central Avenue  
Phoenix, Arizona 85004**

The Burton Barr Central Library, received the Urban Libraries Council Highsmith Award in 2002. Burton Barr Central Library covers 280,000 square feet. This five story facility

accommodates a collection of nearly one million volumes. Burton Barr opened on May 20, 1995.

The Phoenix Public Library system recently built two branches and a third is in design. The system is about to buy land for a fourth building and is planning to purchase additional acreage for six more as the city grows.

The growing population of the city of Phoenix is nearing 1.5 million. Of note, Phoenix is geographically the size of Los Angeles and growing more rapidly.

The Cesar Chavez Regional Branch is the most recent addition to the Phoenix Public Library System. The branch opened in July 2005. An estimated 900,000 books and materials will circulate per year from the 25,000 square foot building. Construction began during the summer 2004. Architects are Line and Space, LLC. Features will include: Children's story room, community meeting room, Teen Center, Internet access, computer training lab, newspapers and magazines, books, DVDs, and CDs. The branch abuts a park and will add 60 new parking spaces. The funding for the building of the Cesar Chavez Regional Branch came from the 2001 Citizens Bond Program.

The building is inspired by both its functional requirements and its special park setting near a lake with views of South Mountain. The floor plan, narrowing at its center like an hourglass, allows one to find the central service desk easily. The curves are a direct response to the powerful geometry of the nearby lake. The wing-like roof is a reminder of the historical importance of the flowering fields in Laveen. In response to climate, the west side of the library is protected against the harsh afternoon sun. Both the north and south walls of the building are constructed of glass, rising in counterpoint to the building's low profile. These welcoming window walls bring reflected natural light into the space, but do not allow direct sun to enter.

The Phoenix Public Library surveys the public constantly, online, through its web site, and through traditional focus groups or individually. Supported by a federal Institute of Museum and Library Services (IMLS) grant, Phoenix Public Library conducted its first online survey in 2001. It showed an 85 percent level of satisfaction with the library's then 56 subscription databases. Now the Phoenix Public Library subscribes to more than 90 databases, all available remotely.

The Phoenix Public Library presents solo and group art exhibitions featuring the work of emerging and established Arizona artists at Burton Barr Central Library. Each exhibit is sponsored by the Friends of the Phoenix Public Library. First Mondays are an educational, entertaining, and unique art lecture where the public is invited to "mingle and have coffee and cookies with the artist." The library's website provides links to monthly city-sponsored art tours, gallery walks, and opportunities to interact with local artists.

The Phoenix Public Library teamed with the Arizona Diamondbacks and the Arizona Republic in the countywide summer reading program involving nearly 33,000 Phoenix children. Some 12,000 families participated in a winter reading program, which was the result of a partnership with the Phoenix Public Library, Casino Arizona, an enterprise of the Salt River Pima Indian Community, and the University of Phoenix. Phoenix Public Library partners with the city's human services department to make a caseworker available for consultations with Teen Central patrons.

Phoenix Public Library partners with other organizations to include titles from their libraries in the Phoenix Public Library's online catalog. The library has partnered with the Phoenix Museum of History to digitize photo collections in both institutions and with the Arizona Science Center to hold 128 Satellite Science Workshops.

Toni Garvey is Director of the Phoenix Public Library. She's managed branches and systems, children's work and reference services, huge building programs, and major technology upgrades. In 2001 Garvey served as president of the Public Library Association (PLA), the world's largest organization of public libraries and librarians, and she is active in the Urban Libraries Council, the organization of North America's largest public libraries. Ms. Garvey was selected to be Library Journal's 2004 Librarian of the Year.

Members of the Mayor's Task Force on the Future of the District of Columbia Public Library System toured the Phoenix Public Library on April 15, 2005. In addition to Burton Barr, Task Force member toured the Cholla branch. Members of the Task Force were impressed with Teen Central at the Central Library. Over 400 teens visit Teen Central each day. The furniture is inviting, computer terminals are placed on attractive stands with stools. Movies are shown, music plays, and there is a snack area. The area is so inviting that adults have to be asked to leave Teen Central since adults do not meet the Teen Central age requirements.

Task Force members noted that every branch of the Phoenix Public Library system, including the central library, is open seven days a week, for 66 hours. This schedule, which provides more hours of service than most city libraries, includes long hours on Sunday. Before budget cuts, the Phoenix Public Library offered 75 hours of service a week. When Toni Garvey became the Director of the Phoenix Public Library she was concerned that branch library schedules varied widely. Some branches were open 40 hours, others up to 55. Ms. Garvey believes that uniform schedules are critical to the success of a library system.

### **Queens Borough Public Library**

**89-11 Merrick Boulevard,  
Jamaica, NY 11432**

The Queens Borough Public Library serves a population of more than two million in the most ethnically diverse county in the United States. The Queens Borough Public library serves a population of 2.2 million from 63 locations plus 6 Adult Learning Centers. Queens is the most ethnically diverse county in the United States. Since 1994, the Queens Borough Public Library has had the largest circulation of any public library system in the United States. It has circulated more books and other library materials than any other library system in the country since 1994, and is the second largest public library in the U.S. in terms of size of collections. In Fiscal Year 2004, Queens Library circulated 50,000 items each day to 45,000 patrons.

In 1998, the Flushing Library opened. The 76,000 square foot facility houses a branch library, an Adult Learning Center, the International Resource Center, a state-of-the-art auditorium, and exhibit space. It is the busiest branch library in New York State.

Queens Library receives the majority of its operating funds from the City of New York. In Fiscal Year 2003, total support was \$87 million: City of New York (86%), New York State (7%), the United States of America (2%), and the balance from contributions and other sources.

Queens Public Library is collaborating with the New York Hall of Science, the Brooklyn Children's Museum, and the San Francisco Exploratorium to design the Children's Library Discovery Center. The Center will foster children's literacy and teach principles of science, math, engineering, and technology. The Center will include interactive exhibits for children that do not learn through traditional means.

The Queens Library will share movable exhibits with libraries in Boston, Philadelphia, Detroit, Dallas, and San Francisco.

Queens Library has focused on using technology to improve both information delivery to customers and back-office operations. In 1978, Queens Library had New York's first computerized circulation system. Computer Output Microfilm (COM) catalogs supplanted the card catalog. Later, standalone CD-ROM catalogs became the norm. In 1990 a second generation circulation system was installed. With a newer data communications network, a few reference databases such as the World Book Encyclopedia were provided to the branches as early as 1991. In 1992, the circulation system was linked to a network of other, similar systems for the purpose of exchanging cataloging records.

The library's catalog became available on the Internet in May 1993, and was accessible from anywhere in the world. In September, 1993 a text-based Online Patron Access Catalog (OPAC), dubbed InfoLinQ™, was installed in Central Library to test its feasibility. Support by the City Council made it possible to expand the OPAC system-wide, and in 1996, Internet access was available at every branch.

In 2000, the Queens City Council allocated funds to upgrade equipment. As a result, library customers can access Queens Library's catalog and research databases from their homes, schools, or offices; can take workshops in computer and software use; can read a selection of electronic books in English or Chinese without ever coming into the library; and more.

In January 1999, the Cyber Center opened at the Central Library. It features 48 workstations for customer use, closing the gap between technology "haves" and "have-nots" in Queens. Partnering with corporations and foundations permitted expansion of this valuable service throughout the system. Grants from the Gates Foundation, for instance, funded the Far Rockaway Small Business Resource Center which opened in 1997, as well as smaller Cyber Centers in the Laurelton, Steinway, and other branches, which opened in 2000 and 2001.

In Fiscal Year 2004, Queens Public Library provided more than 22,000 programs to the public. The programs include the Immigrant Family Literacy Program; the Library Youth Empowerment Initiative – which provides a youth counselor, a social worker and literacy development; Toddler Learning Centers; the Latchkey Enrichment Program; and the Second Chance Program - in partnership with the Queens District Attorney's Office, youngsters arrested for misdemeanors receive court orders to participate in a 12 week Queens Library program which offers career counseling, computer training, self-esteem seminars, and resume writing and interviewing skills workshops.

In 1995, Queens Public Library began a strategic planning process. The process incorporates staff from all levels of the library's operations. Its purpose is to drive library operations in a concerted way across all levels, to analyze potential threats, and to maximize opportunities so that Queens Library can continue to serve its customers to the best of its ability, in the present and future, while at the same time being flexible enough to respond to quickly-changing circumstances. The strategic planning team's first job was to define a mission statement, the library's vision and values, and to identify strategic directions from which all other actions flow.

In 1998, a Leadership Team was formed to study goals and directions for the organization as a whole, while simultaneously, multiple Strategic Planning Teams work on specific aspects of the plan.

To further guide the library's planning initiatives, Queens Library periodically has market research surveys conducted by independent research groups. The findings inform communications and service strategies.

Thomas Galante was appointed Interim Director in 2003 and Director in July of 2005. Mr. Galante has been with the Queens Borough Public Library for the more than 18 years, most recently as Deputy Director for Finance and Administration. Mr. Galante was the Queens Library Business Manager from 1987 to 1995 and became the Assistant Library Director in 1995 until his appointment as Deputy Director.

Members of the Mayor's Task Force on the Future of the District of Columbia Public Library System toured the Queens Borough Public Library System on April 7, 2005. Task Force members visited the Langston Hughes branch, the Corona branch, and the Flushing branch. At the Langston Hughes branch, Task Force members learned that the library provides the primary auditorium space for the community. The Langston Hughes branch serves two functions. It is a library and a cultural center. The Corona branch recently installed a Radio Frequency Identification (RFID) system. The RFID system supports the automatic book check in – check out process. The same company, Tech Logic, installed the RFID system at the Seattle Main Library. The Flushing branch serves a primarily Asian population that relies heavily on the Family Literacy programs that are offered by the library.

### **Queens Library Mission Statement**

The mission of the Queens Borough Public Library is to provide quality services, resources, and lifelong learning opportunities through books and a variety of other formats to meet the informational, educational, cultural, and recreational needs and interests of its diverse and changing population. The Library is a forum for all points of view and adheres to the principles of intellectual freedom as expressed in the Library Bill of Rights formulated by the American Library Association.

### **Queens Library Vision**

The Queens Borough Public Library represents a fundamental public good in our democracy. It assures the right, the privilege, and the ability of individuals to choose and pursue any direction of thought, study, or action they wish.

The Library provides the capital necessary for us to understand the past and plan for the future. It is also our collective memory, since history and human experience are best preserved in writing.

As Queens Library enters its second century, it will be universally recognized as the most dynamic public library in the nation. This recognition will arise from: the Library's dedication to the needs of its diverse communities; its advocacy and support of appropriate technology; the excellence of its collections; the commitment of its staff to its customers and the very highest ideals of library service.

We at Queens Library believe deeply in equity and that libraries are fundamental in empowering people to take charge of their lives, their governments and their communities. In this way, Queens Library has an essential role to play in the new millennium. The collections we build, the access we provide, and the technologies we embrace will carry the people of Queens into a productive and creative future.

### **Queens Library Values**

#### **Service**

- We believe that library and information service is essential to a learning society because information and knowledge are indispensable to the development of human potential, the advancement of civilization, and the continuance of enlightened

self-government.

### **Customers**

- We believe that meeting the needs of our diverse customer base is first and foremost.

### **Quality**

- We value the importance of providing rapid and comprehensive access to knowledge and information and strive to constantly improve the services we provide to our customers.

### **Technology**

- We believe the Queens Library must be an active partner in the development and implementation of technology to ensure that access to knowledge and information will be equitably available to all.

### **Individuality**

- We respect the individuality and integrity of each customer and each employee, and foster an environment in which creativity, productivity, and individual responsibility are encouraged, recognized, and rewarded.

### **Teamwork**

- We believe that each individual is a member of the team, working together to serve our customers.

## **Queens Library Strategic Directions**

Queens Library has identified the following four strategic directions, which will carry it into the next century of service:

- QBPL serves as a destination for the informational, educational, cultural, and recreational needs and interest of our diverse customers and communities.
- The Queens Library celebrates the legacy of the printed word by fostering and promoting the understanding of the vital role of books, reading, libraries, and literacy in society.
- People in Queens consistently receive quality library service provided by dedicated, knowledgeable, experienced, and diverse customer oriented staff.
- Children and Teens in Queens access the educational and informational resources they need to be successful.

**Salt Lake City Public Library**  
**Main Library**  
**210 East 400 South**  
**Salt Lake City, Utah**

On November 3, 1998, voters overwhelmingly approved an \$84 million library bond. The bond covered the cost of a new 200,000 square-foot main library; parking for 600 vehicles; an outdoor plaza; and replacement of the heating and cooling plant.

The Salt Lake City Library Board of Directors voted unanimously to build a new building after a thorough space needs study conducted in 1997 revealed that the Main Library was deficient in numerous ways. It was determined that the most cost-effective solution was to build a new Main Library. Sixty-eight percent of Salt Lake City voters cast their ballots in favor of the bond. In early 1999, the Board of Directors selected the architectural firm of Moshe Safdie and Associates in conjunction with Salt Lake City architects, VCBO Architecture, to design the new Main Library. The staff of the Salt Lake City Public Library was heavily involved during the planning and design phase of the project. The ground-breaking ceremony was held on October 21, 2000. The new library opened to the public on February 8, 2003.

In addition to the new Main Library, the bond provided funding for the expansion of the Anderson-Foothill Branch Library and the Sprague Branch Library.

The Sprague Branch Library expansion was designed to be below grade level in order to preserve the building's architecture. The completed project included a community meeting room, renovated space on the lower level for the children's area, and expanded collection space on the main floor. Remodeling of the east entrance along with the addition of plaza space and landscaping integrated the branch into the Sugar House Commons.

The Anderson-Foothill Branch Library expansion and remodeling added 5,700 square-feet to the building provided an expanded children's area and a community meeting room.

The new Main Library in Salt Lake City embodies the idea that a library is more than a repository of books and computers - it reflects and engages the city's imagination and aspirations. The building is double the previous space with 240,000 square feet for more than 500,000 books and other materials, and room to grow the collection. The six-story curving, walkable wall embraces the public plaza, with shops and services at ground level, reading galleries above, and a 300-seat auditorium. A multi-level reading area along the southern facade of the building looks out onto the plaza with stunning views of Salt Lake City and the Wasatch Mountains beyond. A roof-top garden, accessible by walking the crescent wall or by using the elevators, offers a 360 degree view of the Salt Lake Valley. Spiraling fireplaces on four floors resemble a column of flame.

The architects sought to link the Main Library and City Hall as companion buildings in support of civic engagement. A granite water wall provides a cooling atmosphere and flows into a wedge-shaped garden. The public plaza was designed to create opportunities for community festivals, events, and celebrations.

In the Main Library, natural light is introduced into all of the spaces where people sit and work. Infused with light from all sides, steps were taken to protect library materials and technology from direct sunlight. Indirect lighting fixtures reflect off the painted, arched ceilings to cast even light, reducing glare on computer screens, desk surfaces, and book pages.

During the planning process for the Main Library, patrons expressed the desire for the Main Library to include more materials. The Collection Development staff of the library selected and acquired more than 80,000 new items for the Main Library. The collection size for the new Main

Library includes 500,000 items and the total library system collection includes 750,000 items.

The Children's Library is a light-filled, five-story atrium which may be observed from all of the floors above. Moveable, translucent "clouds" may be pulled across the space to provide shade when necessary. Along the outer edge of the Children's Library there is space for coats, backpacks, and strollers; a small room in which parents may attend to the needs of their babies; and an alcove filled with educational games and learning programs. A large craft and story room houses many of the children's programs. Two special spaces are tucked under the reflecting pool of the plaza. Designed to free a child's imagination, these rooms are places for dreaming, playing, reading, and inventing. Grandmother's Attic recreates the coziness of an attic with wood beams and a trunk of dress-up clothes. During the summer months, children can enjoy a terrace where gently flowing waterfalls cascade down the walls.

The Main Library includes the Canteena which was designed to appeal to teens, containing materials and literature that are designed for them. The media and technology in this area encourage group study as well as individual exploration. A cantilevered stair takes teens directly from the Canteena to the cafe.

The collection of the Salt Lake City Library includes not only books, but audiocassettes, compact discs, videocassettes, DVDs, and CD-ROMs, in addition to visual materials such as art prints and slides. There are rooms in the audiovisual area that are designed for patrons to preview these materials before checking them out. The technology center and training lab offer 42 computer stations with Internet access; an additional 121 Internet computers are located throughout the building. The computers in the technology center have been partially provided through a Gates grant, and staff is available to assist users as they write papers, work on resumes, and develop computer skills.

The Salt Lake City Public Library system has a wide variety of programs. The library hosts classes in English as a second language, meditation and Braille, as well as discussion groups about the latest nonfiction. Organizations from Weight Watchers to the Royal Court of the Golden Spike Empire to No More Homeless Pets have held meetings in the building, as well as Amnesty International, Single Moms, the Hispanic Dance Alliance, and the Utah Socialists. On Saturdays, a group meets to read to their dogs.

Growth of the Salt Lake City Public Library System has seen an increase in staff from seven in 1905 to more than 250 in 2004. Also by 2004, the volunteer program, initiated to supplement services provided by library staff, grew to 200.

Nancy Tessman has served as the director of the Salt Lake City Public Library System since 1996. She served as deputy director of the City Library from 1990-1996 and worked in many other positions since joining the system in 1976, including extension services director, branch manager, director of human resources, and community relations director. Ms. Tessman served as chair of the Utah Library Association's Legislative Committee from 1989-1994 and as a member of the Board of Directors of the Public Library Association and on the Board of the Metropolitan Library Section of PLA. Ms. Tessman also chaired the Intellectual Freedom and Strategic Planning Committees for the Utah Library Association (ULA). She received the 1996 ULA Distinguished Service Award for her contributions and dedication to libraries and in 2003, was named "Librarian of the Year" by the ULA.

The Mayor's Task Force on the Future of the District of Columbia Public Library System toured the Main Library of the Salt Lake City Public Library on June 9, 2005. The members of the Task Force noted that the design of the Main Library puts readers on the outside of the building and books on the inside of the building. The Main Library building embodies the idea that a library is more than a repository of books and computers - it reflects and engages the city's imagination and



aspirations. During the planning phase of the library, a listening tour was conducted to determine what citizens wanted included in the library. There was an assessment to determine if the branches were the correct size to effectively serve their communities. Focus groups were organized to determine what teens wanted in the new main library. As the building was being constructed, residents were invited to write their dreams on rocks. The rocks became part of the foundation of the Main Library.

Today the Main Library is a tourist attraction; it is representative of what is important to the city. The Main Library has encouraged economic development in Salt Lake City, including the building of a condominium building. The Main Library is a mixed use facility including headquarters for New Flight, a graphic magazine, the Salt Lake City Film Center, and KCPW a radio station. The radio station broadcasts all library events.

The Salt Lake City Public Library System offers a myriad of programs including English as a Second Language, meditation and Braille, discussion groups about the latest nonfiction, Dog Day Afternoon, which includes children reading to dogs, and the Library Goes Fourth, which puts 4th graders in touch with a librarian.

**Seattle Public Library  
Central Library  
1000 Fourth Avenue  
Seattle, Washington 98104**

On Nov. 3, 1998, Seattle approved the \$196.4 million “Libraries for All” bond measure to upgrade The Seattle Public Library with new facilities, technology, and books. The bond money, which could be used only for construction of libraries, funded the construction of the new Central Library and the renovation of branches. At the time, this was the largest library bond issue ever before submitted in the United States; it won an unprecedented 69 percent approval from voters.

Twenty-nine major national, international, and local firms sought the opportunity to design the Central Library. The Library Board’s architectural choice for the project was Rem Koolhaas and his Office for Metropolitan Architecture in Rotterdam, in partnership with the Seattle firm of LMN Architects. The Dutch architect had no major buildings built in America when the Library Board selected him over two other finalists, but the board’s choice seemed insightful a year later when Mr. Koolhaas was awarded architecture’s highest international honor, the Pritzker Prize. Mr. Koolhaas stated that, “the ambition is to redefine and reinvent the library as an institution no longer exclusively dedicated to the book, but as an information store, where all media—new and old—are presented under a regime of new equalities.” The Central Library provides views of Mount Rainier and Elliott Bay, a spiral bookcase designed to house the library’s entire nonfiction collection, and enough space for 1.45 million books. The Central Library has 11-floors and 362,987 square feet of space.

The new Central Library opened at 11 a.m. Sunday, May 23, 2004. Nearly 26,000 people visited the building on its first day of operation. The Central Library offers tours in both Spanish and English.

This 362,987 square-foot library replaced the 206,000-square-foot library, which opened in 1960 at the same location. The exterior “skin” of the Central Library is insulated glass on a steel structure. In January 2005, the Central Library received the American Institute of Architects (AIA) Honor Award for Outstanding Architecture.

The Central Library has: underground parking; spacious areas for children and young adults; a four-level “books spiral” to house the bulk of the non-fiction collection in a continuous run; an auditorium; a floor called the “mixing chamber” that contains information desks where patrons can ask librarians for help; multilingual and English-as-a-Second-Language areas; and a coffee cart.

The total budget was \$165.5 million, including \$10 million for the Temporary Central Library. The art budget for the new central library was \$899,101. There are 400 public computer workstations in the Seattle Central Public Library.

On opening day, the Seattle Central Public Library had 25,631 visitors, 9,231 books were checked out and 487 library cards were issued. The library averages between 10,000 and 16,000 visitors per day. (The library expected 8,000 people a day.) More than 1.5 million people visited the Central Library between opening day and the end of 2004 and more than 39,000 people have received library cards.

During the month of December 2004, door count was 287,700, a 416 percent increase over the previous December. Each month since opening the Central Library has seen an average 55 - 60 percent increase in materials borrowed, with the exception of August 2005 when circulation increased 104 percent.

Seattle has a cutting edge materials sorting and handling system and a high tech reference model. Wireless service is available throughout the building. The Seattle Public Library replaced its more than 20-year-old computer catalog with a new system called “Horizon” in February, 2005. To help ensure confidentiality and protect patron privacy, the new system does not track yearly holds placed by patrons. The Horizon system provides:

- Improved search and page loading times.
- A better interface for Central Library users with visual disabilities.
- Really Simple Syndication, RSS, which allows search feeds, e.g. new titles from favorite authors.
- Icons that clearly display the type of material (book, DVD, book on CD, etc.).

Citizens can reserve a computer up to seven days in advance on the library’s website. The maximum amount of time is one hour per day.

The Seattle Public Library offers a wide variety of programs. Dance, film, story telling, and music are part of the library’s special offerings. Programs are often arranged thematically. For example, after screenings of classic Frankenstein movies the library sponsored a discussion led by Kurt Andersen, host of “Studio 360” on Public Radio International, on “The Persistence of Frankenstein: Art, Science and Creation”.

- Each year the Washington Center for the Book at the Seattle Public Library hosts a major author for a series of free programs. Citizens are invited to participate in “Seattle Reads” by reading the featured selection, joining in a book group discussion, and attending the programs. “Seattle Reads” is now an annual program series of the Washington Center for the Book.
- Seattle Reads Julie Otsuka’s, “When the Emperor Was Divine” as part of “Reading Across the Map,” a multi-year project to foster

reading and discussion of works by authors from diverse cultures and ethnicities, made possible in part by the Wallace Foundation. Previous years included seven titles from Isabel Allende's body of work; "A Gesture Life" by Chang-rae Lee; 2002: "Wild Life" by Molly Gloss; "Fooling With Words: A Celebration of Poets and Their Craft" by Bill Moyers; "A Lesson Before Dying" by Ernest Gaines; and "The Sweet Hereafter" by Russell Banks.

- The library offers free tax assistance.
- The Central Library school tour program brings students to the Central Library to meet with children's and teen librarians.

The Seattle Public Library has a collection of approximately 2,000,000 items. The collection includes books, audio books, music CDs, videos and DVDs, books in large type, and magazines and newspapers - for all ages. The Library also subscribes to numerous online databases including a small collection of ebooks. Ebooks are listed in the Seattle Public Library's online catalog.

The Seattle Public Library has five specialized collections: the Seattle Collection of local history materials; the Genealogy Collection enabling Seattle residents to research their American family history; the Aviation History Collection recording aviation from its birth to the present, especially focusing on the period from 1930 to 1950; and the Washington Author Collection showcasing books by Washington authors - all housed at the Central Library. The African-American Collection at the Douglass-Truth Branch includes material on the African-American experience in the United States especially in the Northwest.

The Seattle Central Library has a staff of 600 (442 full-time equivalents) From May 23, 2004, to December 2004, trained docents and staff provided tours to 20,000 people from more than 741 countries (Brazil, Belgium, Australia, Philippines, Poland, Tahiti, Taiwan, South Africa, Thailand United Kingdom, Cyprus, India, and Ireland).

The Seattle Public Library Foundation was established in 1980, the Foundation generates private-sector support to supplement tax-based funding. The President of Friends of Seattle Public Library is on the board of the Foundation. The United Way of King County conducted an administrative review of the Foundation. They evaluated the Foundation's infrastructure, board of directors, personnel, resource stability, and fiscal systems. The Foundation received a high rating of 3.8 out of a possible 4.0.

To ensure the efficient use of private funds, the Foundation has established a Financial and Investment Committee to:

- Provide financial oversight for the accounting, management, and investment of all funds.
- Arrange an annual audit conducted by a professional firm.
- Establish an internal management control system.
- Review and approve the proposed operating budget before presenting it to the board for adoption.
- Monitor the use of restricted funds.

Since 1941, the Friends of the Seattle Public Library has sponsored projects and expenditures that extend "beyond the command of the ordinary library budget." The Friends of the Seattle Public Library has a membership of 13,000. The Friends organization promotes awareness of the library

in the community and raises money for library projects through the semi-annual book sales held in the spring and fall of each year. The Friends group also operates a retail shop at the Central Library.

Deborah L. Jacobs has been City Librarian since 1997. Ms. Jacobs came to Seattle in 1997 from Corvallis, Oregon where she served as Library Director of the Corvallis-Benton County Public Library. There she built a new central library ahead of schedule and under budget. She successfully championed increased funding for libraries across Oregon and gained national attention for building library services and connecting with the community.

Under Jacobs' leadership, The Seattle Public Library Foundation raised \$82 million for library construction and endowments. More than 22,000 people have made donations to the Foundation, including gifts of \$22.5 million from Paul Allen and \$20 million from Bill and Melinda Gates. Paul Allen and Bill Gates grew up using the North East Branch of the Seattle Public Library.

In 2004, Engineering News Record named Deborah Jacobs, Newsmaker of the Year for “engaging citizens and inspiring designers.” In 2003, she was named an honorary member of the Seattle American Institute of Architects. In 2001, Jacobs was named one of Governing Magazine’s Public Officials of the Year, becoming the first librarian ever to receive the honor. She also was named Intellectual Freedom Champion of the Year by the Oregon Library Association and Librarian of the Year by the Library Journal.

The Mayor’s Task Force on the Future of the District of Columbia Public Library System toured the Central Library on April 27, 2005. The members of the Task Force focused on the Libraries for All campaign that the Seattle Public Library System conducted. Through the Libraries for All program, the Seattle Public Library System learned about what the residents of Seattle wanted to include in the Central Library. There were several factors that were essential for the building of the new Central Library. The factors were a Mayor who was committed to building a new library, union support, a strong economy, and the fact that Seattle had recently hired a new City Librarian.

The Central Library includes a book spiral. The Books Spiral is a series of flat tiers, connected by gentle ramps. A gradual slope of about 2 degrees winds through the four floors of book stacks. The majority of the nonfiction collection — 75 percent of the entire collection — is located on the Books Spiral. This allows the nonfiction collection to be housed in one continuous run, and avoids the problem of having to move books into other rooms or floors when various subject areas expand. The spiral is an architectural organization that allows all patrons — including people with disabilities — the freedom to move throughout the entire collection without depending on stairs, escalators, and elevators.

The Central Library has an Automated Book Check in System. When a book, CD, or other item is returned to the Central Library, it is placed onto an automated conveyor system that carries materials through the ceiling of the Central Library to a sorting area near the loading dock. The book is actually checked back in to the Library’s circulation system by Radio Frequency Identification (RFID) technology - an RFID antenna detects an RFID chip on the returned book.

### **Mission Statement of the Seattle Public Library:**

Our mission is to become the best public library in the world by being so tuned in to the people we serve and so supportive of each other’s efforts that we are able to provide highly responsive service. We strive to inform, enrich, and empower every person in our community by creating and promoting easy access to a vast array of ideas and information, and by supporting an

informed citizenry, lifelong learning, and love of reading. We acquire, organize, and provide books and other relevant materials; ensure access to information sources throughout the nation and around the world; serve our public with expert and caring assistance; and reach out to all members of our community.

## **Aims**

### **We intend to provide:**

1. Services that are understood and valued by the community and result in library use and involvement from the broadest possible spectrum of residents.
2. A caring, welcoming, and lively cultural and lifelong learning center for the community.
3. Outstanding reference, readers' advisory, and borrower services that are barrier free for users of all ages, regardless of ethnic background, educational level, economic status, or physical condition.
4. Collections of enduring value and contemporary interest that are relevant to user needs and readily accessible from every service point.
5. A highly trained and competent staff that reflects the rich diversity of our community and that works together to provide responsive service to all users.
6. Appropriate technology to extend, expand, and enhance services in every neighborhood and ensure that all users have equitable access to information.
7. Facilities that are inviting, safe, and well maintained and that are available during hours of greatest convenience to users and equitably distributed throughout the City.
8. Careful stewardship of the public trust, which ensures accountability and makes the most efficient and effective use of funds, both public and private; fosters collaboration, cooperation, and co-location where possible with other agencies; and builds public/private partnerships to enhance services to our users.

### **Seattle Public Library Organizational Values**

1. Service to our users is our reason for being. Those who need us most should be our highest priority.
2. All employees, volunteers, and friends of the Library are valued as human beings and for their important contributions to our service.
3. We are a learning organization that is open, collegial, and risk-taking; we nurture our talents and each other and constantly reassess our services and methods to adapt to the changing needs of our community.
4. We support and defend intellectual freedom and the confidentiality of borrowers' and inquirers' use of the Library.
5. All Library services are provided in a nonpartisan and

non-judgmental manner that is sensitive to and supportive of human differences.

6. Both staff and patrons are encouraged to laugh often and out loud.

### **Timeline Seattle Central Library:**

- July 2004: The Seattle Public Library Board of trustees selected a third artist to create permanent artwork as part of the “Library Unbound” project.
- May 2004: The Central Library opened at 11 a.m. Sunday, May 23. Nearly 26,000 people visited the building on its first day of operation.
- January 2004: Glass exterior installation completed. Overall construction 91 percent completed. The Library Board selected two artists to create permanent artwork as part of the “Library Unbound” project.
- November 2003: The Central Library received its first award – a Steel Design Award of Excellence from the British Columbia Region of the Canadian Institute of Steel Construction for innovative use of steel.
- June 2003: The Library Board selected four artists to present proposals for permanent artworks as part of the “Library Unbound” project.
- May 2003: On May 7, workers raised the last piece of structural steel (a four-ton piece of seismic grid steel) topped by the traditional tree and American flag. Construction 50 percent completed.
- December 2002: Steel erection began. The steel structure will support the insulated glass and metal mesh exterior “skin.” Subcontractor bidding substantially completed.
- October 2002: Concrete structure completed. Permitting completed.
- July 2002: Construction 13 percent completed.
- April 2002: Excavation and shoring work completed.
- March 2002: Construction documents completed.
- October 2001: Construction crews finished salvaging and recycling interior materials.
- September 2001: Contractors finished removing asbestos and other hazardous materials.
- August 2001: Contractors completed the final landscape removal plan, the first visible sign of the start of demolition.
- June 8, 2001: The existing Central Library at 1000 Fourth Ave. closed for good to make way for construction of a bold and exciting new facility. The Library began moving its books and materials to a temporary location at 800 Pike St.
- May 2001: Hundreds of people attended an open house to see

images of the final design of the new library and learn more about how the innovative building will look and function.

- March 2001: The Library and its architects finished the design of the new Central Library.
- February 2001: William B. Meyer Inc. was hired to move the books, furniture and equipment from the Central Library to temporary quarters at 800 Pike St.
- Throughout 2000: Members of 37 Library staff work groups gave architects feedback on the library design.
- December 2000: The Library Board selected four artists to propose artwork to be integrated into the new library.
- September 2000: Library users tested mock-ups of two “books spiral” floor designs to house the library’s non-fiction collection in a continuous run. The Library Board selected Jessica Cusick and Rick Lowe to be art planners, following the recommendation of an advisory committee that evaluated 14 applications.
- May 2000: Dutch architect Rem Koolhaas of the Office for Metropolitan Architecture reviewed progress on the library design for 1,500 people at a public presentation at Benaroya Hall. The Library Board selected Hoffman Construction Co. to be general contractor/construction manager. Four firms applied for the job.
- January 2000: Members of the public joined 10 work groups - including services for children, older adults, young adults, and people with disabilities - to share their hopes and dreams for the new library.
- December 1999: More than 1,000 people attended public events at which architect Rem Koolhaas described his early vision for the library.
- May 1999: The Library Board selected architect Rem Koolhaas and Seattle-based LMN Architects to jointly design the new library after 1,700 people attended presentations put on by three finalists. An advisory panel reviewed the qualifications of the 29 firms that applied for the job. The Library selected The Seneca Group to be project manager. Ten firms applied for the job.
- November 1998: Seattle voters passed the \$196.4 million “Libraries for All” bond measure, which included money to build a new central library on the existing site at 1000 Fourth Ave.

**Vancouver Public Library  
350 West Georgia Street  
Vancouver, British Columbia**

In November 1990 a referendum ballot addressed two questions to Vancouverites: was there a need for a new Central Library and a new branch in the Renfrew/Collingwood community. Sixty-nine percent of the population supported the building program.

- The cost of the library, retail, daycare, and parkade: \$106.8 million.
- The cost of the Federal Tower: \$50 million.
- The cost of the move from 750 Burrard to Library Square: \$300,000.

The architects for Library Square were selected on the basis of a two-stage open competition. From 28 expressions of interest submissions comprising 50 local, national, and international architects, 10 consortia were placed on a short list to be interviewed. From this list, the following three teams were selected in December 1991 to participate in an anonymous competition:

- Kuwabara Payne McKenna Blumberg Architects with James K.M. Cheng Architects and Musson Cattell Mackey Partnership.
- Hardy Holzman Pfeiffer Associates with Waisman Dewar Grout Carter Inc.
- Moshe Safdie & Associates with Downs/Archambault and Partners.

Each team received \$100,000 to produce an “Expression of Vision” of Library Square.

On August 14th, 1992, the winning submission of Moshe Safdie & Associates Downs/Archambault Partners was announced by Vancouver City Council. Safdie designed Habitat in Montreal, the National Gallery of Canada, the Montreal Museum of Fine Arts addition, Quebec City’s Museum of Civilization, the Ottawa City Hall and most recently the Ford Centre for the Performing Arts.

Downs/Archambault designed Canada Place, Kwantlen College in Langley, International Village in Vancouver, the YWCA Hotel in Vancouver, additions to Langara College, and the Britannia Community Services Centre among other projects.

Just outside the Preschoolers’ Lounge is a fountain which is a part of the Public Art Project. The installation of the fountain is the first phase of Vancouver’s Public Art for Library Square. A Public Art Endowment constitutes the second phase of the Library’s Public Art Plan. Approximately \$475,000 in funds designed for public art at Library Square will be placed in an endowment created to fund a bi-annual public art competition.

Ten facts about the Vancouver Public Central Library:

1. In 1991, Library Square was selected as the site for the new Central Library.
2. Excavation began at the Library Square site in January, 1993.
3. It took 26 months to complete the project.
4. The structure is a rectangle within an ellipse.
5. The library building has 9 floors, 7 of which are occupied by the library. Levels 8 and 9 will be leased by the Provincial Government for 20 years. This allows for further expansion of the library.
6. The library building is 37,000 square meters (398,000 square feet) of which 32,500 square meters (349,100 square feet) are occupied by the library.



7. Books and materials are moved through the building by vertical and horizontal conveyors provided by Translogic.
8. 51 kilometers of cable were laid in the library, including a vertical fibre-optic backbone.
9. The seating capacity of the new library is 1,200.
10. There are 700+ parking stalls; bicycle racks are available around Library Square.

As of January, 2005, the Central Library's hours are 10 a.m. to 9 p.m. Monday to Thursday, and 10 a.m. to 6 p.m. Friday and Saturday, and Sunday 1 to 5 p.m. For three of the past five years, the city's entire library system has closed for a week in August to save \$150,000, or about three per cent of its annual operating budget. But in 2004 the Board of the Vancouver Public Library voted to extend the hours after the City Council agreed to add that amount to the library's current budget of \$34 million. The Library Director stated that because summer is one of the busiest seasons for the library, it was frustrating to close branches for a week, especially since the Central Library is a tourist attraction.

**The Vancouver Public Library believes that library programs should:**

- Promote the communication of ideas and information and extend Readers Advisory and reference service to both children and adults. Library programs are often a first contact with books and reading.
- Stimulate interest in and use of the Library.
- Promote interest in reading. Children's programs should emphasize the role of the Children's librarian as educator.
- Promote an awareness of contemporary issues while continuing to maintain impartiality and sensitivity.
- Attract non-users and reflect the need to connect programs with library resources as part of the process of creating lifetime library users.
- Provide an entertaining, enjoyable, and educational experience.
- Be freely available to the public.

**The following are Vancouver Public Library Programs:**

- Patrons can get free, one-on-one advice from a Business Librarian by appointment to help with starting a business; identifying prospective clients and competitors; locating financing sources; tracking industry trends; and researching domestic and foreign markets
- For Children, Teens & Families there are Babytime, Toddler, Preschool, and Family Storytimes. There is also a Summer Reading Club, which encourages summer reading and public library use by school-age children and families encouraging them to set and meet their own reading goals; Summer Bookcamps for kids 9-12 and 13-15 including workshops like writing for television and film; a competitive "Open Mic Night" for adults "tired of singing in the shower or reading poetry to your cat" with a special portion for teens; a "Readalong Program" where kids with reading problems can visit the library twice a week and spend time reading with a tutor

and listening to stories.

- Recent examples of special programs include origami workshops, Lego workshops, kids events for Easter and Chinese New Year, and an Easter event where the library's Multilingual Division's Chinese Outreach librarians prepared stories, songs, crafts, and games for children to be offered in Cantonese and Mandarin simultaneously.
- "Techno Tuesdays" are a series of hands-on programs exploring electronic research tools. There are also courses in using the library, using the card catalogue, researching and evaluating health information, and legal information online. The library offers free classes in Computer Basics, Internet Basics, and E-mail Basics. The basics courses are offered in English, Chinese, and Spanish.
- The library's website offers links and contact information to a number of other adult education centers.

The Vancouver Central Library maintains a collection of 1.4 million items and acts as a system wide resource. The collections are subject divided into 11 public service units, either by broad subject or by user base or format. A substantial amount of material is retained for reference only use in the Central library; this includes periodicals, newspapers, and government documents. The Central Library maintains specialized indexes, databases, and an extensive website, as well as subscribing to a growing number of electronic resources, some of which are distributed to branches and to library card holders for offsite use. A key mandate of the Central Library is to provide improved interfaces between print and electronic collections. The Special Collections department (reference only materials) maintains a very strong local history collection, in print and photos, as well as children's materials and rare books.

The Vancouver Public Library Foundation is an autonomous organization directed by a volunteer board. Friends of the Vancouver Public Library is a non-profit, volunteer organization founded in 1995 to support Vancouver Public Library.

Paul Whitney is the City Librarian at Vancouver Public Library. He has been involved in various professional activities throughout his career, including serving as President of the Canadian Library Association and the British Columbia Library Association. Presently, he is Chair of the National Library of Canada Council on Access to Information for Print-Disabled Canadians. In 2002, Paul Whitney received the Canadian Library Association's Outstanding Service to Librarianship Award and the British Columbia Library Association President's Award for contributions to the Association.

The members of the Mayor's Task Force on the Future of the District of Columbia Public Library System toured the Vancouver Public Library on April 28, 2005. Task Force members were impressed with the fact that the Vancouver Public Library is a mixed used facility. Government offices, bookstore, and a flower shop share space with the library. The combination of tenants increases traffic to the library and creates a sense that the Vancouver Library is a destination. Task Force members remarked on the excellent signage that directs patrons to the variety of services and the cleanliness of the facility. The feature that most impressed Task Force members was the staff area of Vancouver Library includes a library of resources that are tailored to the interests of library staff. In addition the staff area includes a private gym for staff members. Task Force members noted that while the exteriors of the Vancouver Public Library and the Salt Lake City Public Library are similar, the allocation of space is different. This difference underscores the importance of flexibility in designing library facilities.

# The Mayor's Blue Ribbon Task Force on the Future of the D.C. Public Library System

441 4th Street, NW  
Room 1117  
Washington, D.C.

March, 9, 2005  
2 PM – 5 PM

## Task Force Members in Attendance

Mayor Anthony Williams,  
Chair

Susan Fifer Canby  
Jean Case  
Bonnie Cohen  
Linda Cropp  
Terence Golden  
Martha Hale  
John Hill  
Charlene Drew-Jarvis  
Susan Kent  
Richard Levy  
Willee Lewis  
Terry Lynch  
Leo O'Donovan  
Miles Steele III  
Thomas Susman  
Joslyn Williams  
Nina Zolt

## Also in Attendance

Gail Avery  
Yolanda Branche  
Susan Cheng  
Dan Gildea for Catherine Reynolds  
Richard Jackson  
Jason Juffras for Kathleen Patterson  
Betsy Harvey Kraft  
Tabitha Lamquist for Richard Moe  
Angela London  
James Lewis  
Carolyn Luckensmeyer  
Deanna Marcum for James Billington

Guirele Nicoleeau  
 Leslie Pinkston  
 Kendrinna Rodriguez  
 Crystal Simon  
 Joe Sternlieb  
 Rita Thompson-Joyner  
 Laura van Straaten

## **Welcome**

Mayor Anthony Williams, began the meeting by welcoming the attendees and thanking the Task Force members for their work on the Task Force.

## **Introduction**

John Hill led the meeting participants in introductions. He reviewed the time line for the Task Force, noting that the first meeting that was held in December of 2004 was an overview of the D.C. Public Library System, the Task Force was scheduled to conduct best practice tours in January and February 2005, the March 2005 meeting was scheduled to focus on the D.C. Public Library System Redevelopment Approach, the D.C. Public Library System Draft Plan is to be completed in June 2005 with the D.C. Public Library System Final Redevelopment Plan completed in September of 2005.

John Hill presented photos that were taken during the March 5, 2005, tour of the Miami-Dade Public Libraries and the Nashville Tennessee Public Libraries. Task Force members met with the Director of the Miami-Dade Public Library System, Raymond Santiago, and the Director of the Nashville Tennessee Public Library System, Donna Nicely.

During the review of the photos, John Hill pointed out that the Miami-Dade library system includes kiosks in public transportation stations and branches in storefronts. The Miami-Dade Library system renovated branch libraries for less than \$150,000. The Children's Room in the Nashville Public Library system provides computers with toddler keyboards.

Terry Lynch noted that Miami established a separate taxing district 30 years ago to give the library system secure funding. The budget for the Miami-Dade Public Library has risen from \$27 million to \$80 million over the last 8 years. The goal of the Miami-Dade Library System is to construct 10 libraries by 2010 and open 8 mini libraries (3,000 sq. ft. each) by 2006. Voters approved a bond for \$43 million for the construction of three more libraries and to supplement existing renovations through 2019. The library system enjoys broad political support in the community. Raymond Santiago believes that it is more important for the Miami-Dade Public Library System to provide service rather than large circulation numbers.

## **Best Practices San Francisco Public Library, Nashville Public Library and the Miami-Dade Public Library**

### **Jean Case, Terry Lynch, Richard Levy**

Jean Case summarized her visit to the San Francisco Public Library.

The renovated Main Library of the San Francisco Public Library System is a beautiful structure that is removed from function. It is important to pay more attention to the flow of how people use the library. For example, to get to the Children's Room in the Main Library, children have to traverse the computer room where some adults view pornography. Library patrons and staff must be an integral part of the design and planning of a new facility. It is important to establish good

relationships with private donors and diverse constituencies. The San Francisco Public Library system failed to budget for ongoing operations and maintenance.

Public perception is an important element in the planning of a new library. In San Francisco, there was an emphasis on technology. This emphasis on technology led to the public misperception that books were not going to be an important element in the new facility. Similarly, when an investment is made in the central library, it is important to invest in the branches. When the new library opened, the library did not have sufficient staff to handle the large number of people that visited the library.

Terry Lynch reviewed the March 4 tour of the Central Library of the Nashville Public Library System and the Green Hills branch. Task Force members met with Donna Nicely, Library Director. Ms. Nicely also serves as the Chair of the Urban Libraries Council of the American Library Association. Nashville opened the new central library in 2001. Ms. Nicely worked closely with the architect to ensure that the new library was attractive and functional.

Political support was important to the success of the effort to build the new central library. The political champion for the Central Library was the Mayor of Nashville, Phil Bredesen. In 2001, the Mayor worked with the City Council to pass a \$115 million bond for new the Central Library and for the renovation of five branch libraries.

Nashville's Central Library has various features that attract visitors: a puppet theater; a conference center; a grand ceremonial entertaining space, a hall for author talks and a café.

The Nashville Central Library houses several unique collections. Ms. Nicely emphasized the importance of developing a collection that is unique. An unusual collection will attract visitors and distinguish the library.

The Nashville Central Library has strict rules to address the homeless population. These rules include a prohibition on loitering and sleeping. In addition, there are rules regarding personal hygiene.

The gift policy at the Central Library addresses the issue of maintenance. For example, money is set aside from donations for seats in the theatre to replace worn cushions.

Richard Levy stated that the architecture of the Central Library in Nashville would be compatible with many of the buildings in Washington, D.C. Visiting with Raymond Santiago and Donna Nicely reinforced Richard Levy's belief that the Library Director sets the tone for the library system. Richard Levy underscored the importance of Task Force members participating in the library tours.

Terry Golden stated that D.C. Public Library System should follow the practices of Marriott, the federal government and the convention center. Before bonds are issued, a group of engineers conducts a site visit to outline the shelf life of various aspects of the facility. A bond indenture is created to address the maintenance costs.

## **Transforming a Large Urban Public Library System**

### **Susan Kent**

Susan Kent, now Director and Chief Executive of Branches at the New York Public Library, led a discussion of her work as City Librarian for the Los Angeles Public Library.

Susan Kent stated that an urban public library transforms itself through the political will of elected leadership and the support of the Board of Trustees and the Director of the Library. Ms. Kent stated that, ten years ago the Los Angeles's Public Library system was acceptable, but not great. Mayor Richard Riordan wanted to improve the libraries. The Mayor appealed to the public for bonding authority to build or expand 32 branches. The bond passed with more than 10% of the required votes. Today, the Los Angeles Public Library serves the largest population in the country.

Ms. Kent noted that a meaningful partnership between the library system and the schools is an important aspect of community involvement. This can be a difficult partnership because the library system and the school system are two large, separate institutions.

As D.C. considers building new libraries it is important to ask citizens: What do you want from D.C. Public Libraries? Should the library serve as an after-school place, a center for arts and culture, a place for special collections or should the focus be popular materials?

According to Susan Kent, technology should not be separated from the function of libraries. Technology is the backbone of how libraries operate.

The Los Angeles Public Library System had to decide where the libraries should be located. Los Angeles relied on the retail model to select the sites. If a business would select the site because of parking, pedestrian traffic, public transportation then the location was acceptable for a library. Rather than creating a number of small libraries, it is better to have libraries in good locations, that are well staffed and offer needed services. One of hardest things to do is close a library, but proper planning can avoid this problem.

Susan Kent believes that changing leadership at the top does no good if there is no support throughout the system. Many staffers in public libraries have worked in the library for a long time and many staffers are not interested in change. As D.C. works to improve the public libraries it will be important to listen to the library staff.

Ms. Kent added that while architects may have ideas, D.C. is the client and D.C. should assert the importance of the desired functions. D.C. should consider how libraries will be used in the future. Beyond the costs of new buildings and one-time expenses, it is important to consider replacing and updating furniture, equipment, technology, books. Staff development is another key element. The library's collections should also be reviewed.

Susan Kent emphasized the importance of the web presence of the library. The web site of the library should be rich in content.

Mayor Williams asked Ms. Kent about the difference between central libraries and branch libraries. Susan Kent responded that central libraries are bigger and usually house significant collections. She noted that there is a trend to move away from central libraries and focus on branches. In urban areas, central libraries stimulate the economy. Susan Kent added that central libraries serve as centers for art and culture and performance and convention spaces. Branch libraries function like community centers providing a place to read or prepare homework.

In response to Susan Kent's presentation, Leo O'Donovan said that he admired the library-school partnership approach. He stressed that the "campaign of seduction" to rally people to fight for libraries they can love cannot begin soon enough.

Mayor Williams inquired about the branch libraries and schools working together. Susan Kent said that the Chancellor of the New York City school system, Joel Klein, recently received a grant from the Robin Hood Foundation to refurbish school libraries. Susan Kent stressed that strong

branch libraries and strong school libraries are compatible goals, not competing goals. Children should have assistance with school needs and learn to cherish reading and learning. NYC is figuring out now how the school libraries and the branches can align themselves in a more compatible way to meet the needs of the community.

Nina Zolt said she has been in 75% of the elementary schools in D.C. and few of the schools have a functioning library. Even fewer of the schools have a trained librarian.

### **Identifying the Critical Elements for Transforming D.C. Public Libraries**

#### **Carolyn Luckensmeyer**

Carolyn Luckensmeyer, of America Speaks, led the Task Force in a discussion of the critical elements for transforming D.C. Public Libraries. Task Force members identified the following as the critical elements that are necessary to transform DC's public libraries:

- Literacy
- Technology
- Customer Service
- Facilities
- Resource Development (Staff and Materials)
- Children's Needs and Services
- Educational Initiatives
- Public Outreach
- Fund Development
- Programs

After the critical elements for transformation were identified, Carolyn Luckensmeyer conducted a visioning session to help Task Force members outline the specifics of each of the critical elements. The list of specific critical elements is attached. She concluded the session by having Task Force members agree to participate in Working Groups. A list of the Working Groups assignments is also attached.

#### **Next Steps**

The Task Force members reviewed the timeline and agreed that the group needed additional time to complete the report. It was decided that the final report would be completed on November 30, 2005. The Task Force agreed to hold an additional meeting before the scheduled June meeting. The additional meeting will be held during the third week in May. It was also decided that at a future meeting there will be a discussion of a motto, mission and vision statements.

# The Mayor's Blue Ribbon Task Force on the Future of the D.C. Public Library System

## Critical Elements

### Literacy

- Center for life-long learning
- Capitalizing on existing programs
- Stimulating a love of reading
- Current technology services
- Promoting literacy for citizenry and democracy
- Making sure local branches have resources to achieve 100% literacy
- Literacy, including literacy in math and technology
- Being a portal to all literacy programs at other city institutions

### Technology

- Linking technology to employment opportunities
- Providing an adequate number of modern working computers for children and adults at central library and all branches
- Equitable and not infuriating handling of waiting/lines: Scheduled signups? First-come-first served? Express lanes?
- Fast reliable connectivity for all citizens
- Spending now on cutting-edge technology—e.g. buy flat panel, do not buy cheap dinosaurs
- Ensuring there is trained staff to serve both children and adults
- Ensuring staff can maintain equipment and troubleshoot
- Using technology as a line of communication with schools
- Linking home—library—world
- Libraries as portals to the world knowledge base
- Training citizens to use computers



## Customer Service

- Customer service including teaching
- Visitors loving the library
- Open libraries with long hours, weekend hours, evening hours
- Increasing circulation
- Bright, comfortable, attractive spaces
- Providing community meeting places
- Community outreach
- Library staff being welcoming and well-trained
- Everything about the library being user-friendly, fast, and efficient
- Establishing customer feedback loop
- Tutoring

## Facilities

- Mixed uses
- Expressive of programs contained within
- Convenient, attractive, safe, well-maintained
- Sites relate to recreational centers and schools
- Facilities as neighborhood community centers
- Out of school educational complement
- Built-in flexibility in terms of hours, physical plant, usage
- Security
- Open and light
- Air rights utilized
- The kind of place you would like to curl up with a good book, daydream, wait for your parents to pick you up
- Clean
- Coffee shop
- Copy shop
- Kid-friendly
- Conducive to constituencies
- Business center
- Central library as the building of the decade or century
- The capital's library system as a beacon to rest of country and world
- DC's library as inclusive of the amenities the Task Force will see in

other urban libraries

- Dynamic
- A website that is user friendly

## Resource Development

- Ongoing staff training
- Close affiliation with library science departments of universities
- Library scholarships
- Budget support
- Close connection with other big collections in D.C. like the Library of Congress, Smithsonian, National Geographic, Archives
- Staff exchange programs with other cities and other library services
- Electronic collections “so we do not have to own it all”
- Evaluating collections to figure out what stays and goes
- Opportunity for staff to define own developmental needs
- Fast and efficient delivery system
- Close ties with standards for schools system
- Clear staff goals
- Incentives for staff to learn and grow
- Citizen-centric staff

## Children’s Needs and Services

- Inviting environment for children
- Specialists for Children and Young Adults
- Partnership with the Children’s Museum
- Look at what works within and outside DC Public Libraries to avoid reinventing the wheel
- Make each branch librarian a goodwill ambassador to school libraries that are located in the neighborhood
- More homework centers
- Focus on fiction and imagination to teach writing
- Collections staff and programs for children in every branch
- Reach out to uniquely talented senior citizens to involve them in children’s programs
- Technology resources for children
- Help network needy children and families to other city services

like healthcare, food, immigration assistance, housing, protective services, legal service

- Famous writers leading workshops

## Programs

- ESL-teaching English
- College prep, financial aid
- Job search, resume writing
- Awards programs
- Authors
- Fun and diverse programs
- Book groups
- Accommodations for the differently abled
- Poetry, writing workshops
- Summer camp
- Showcase art and writing by local citizens
- Diverse attractions for all citizens
- Focus on family programs
- Storytelling slams
- Money management
- Homeless services

## Educational Initiatives

- Programs for new immigrants
- School-library partnerships
- Reading readiness
- Staff in tune with community needs for different services as neighborhoods change

## Public Outreach

- Identifying partners outside of the Task Force and D.C. Public Library to make these visions possible
- Understanding stakeholders and mobilizing them to make their needs heard
- Interim facility and collection improvement
- Ensuring public understands what we are doing, very simply

- Public buy-in
- Strategic institution building
- Call it a “listening tour” not just another community meeting or board meeting
- Library as a destination
- Making it cool to be a part of the revamping of the D.C. Public Library
- Make it as prominent an institution to be a part of as the Kennedy Center
- Library Ambassadors from every age group and ethnic background

## Fund Development

- Multi-sector, multi-year
- Dedicated stream of revenue from D.C.
- Pursuing grants: private, corporate, government
- Review the Task Force Vision with likely supporters
- Include donors to establish buy-in
- Naming rights
- Gifts
- Clear accountability
- Library Director should be involved with fund development on a daily basis
- Air rights
- Zoning/major neighborhood development
- Determine what other urban libraries cities are spending and how funds are raised (The Urban Libraries Council can provide this information)
- Creative financing
- Mixed use/commercial development combinations
- Consider asking for federal funding to compensate for the funds that other urban libraries receive from the state
- Have Laura Bush serve as Honorary Chair
- Coordinate the release of the Task Force report and raising the necessary funds
- Show accountability for the dollars that are currently allocated to D.C. Public Library already and use prudence to obtain additional funds
- Build public and private sector alliances

- Leadership and capacity to rejuvenate the D.C. Public library system and the facilities to transform the libraries into the District’s leading cultural asset
- Developing leaders within the D.C. Public Library system at all levels: staff, Board, Foundation, Friends Groups, Affinity Groups

## The Mayor’s Blue Ribbon Task Force on the Future of the D.C. Public Library System

### Working Groups

#### Technology

Jean Case, Chair  
Susan Kent  
John Hill  
Susan Fifer Canby

#### Children’s Needs and Services

##### *Literacy Educational Initiatives Programs*

Nina Zolt, Chair  
Willee Lewis  
Clifford Janey  
Jean Case  
Martha Hale

#### Facilities

##### *Fund Development*

Richard Levy, Chair  
Marshall Rose  
Terry Golden  
Linda Cropp  
Vartan Gregorian  
Richard Moe  
Thomas Susman  
Donald Graham  
Catherine Reynolds  
Leo O’Donovan  
Susan Kent  
Peter Wiley

##### **Public Outreach**

Charlene Drew Jarvis, Chair  
Miles Steele III

Ann Brown  
Mayor Williams  
Terry Lynch

**Customer Service**

***Resource Development (Staff and Materials)***

Martha Hale, Chair  
Richard Jackson  
Bonnie Cohen  
Joslyn Williams

## The Mayor's Blue Ribbon Task Force on the Future of the District of Columbia Public Library System

1156 15th Street, N.W.  
Suite 600  
Washington, D.C.

May 17, 2005  
12:30 PM - 4:30 PM

**Task Force Members in Attendance**

Mayor Anthony Williams

Dr. Marie Aldridge, Ann Brown, Claudine Brown, Francis Buckley, Susan Fifer-Canby, Bonnie Cohen, Ralph Davidson, Charlene Drew-Jarvis, Terrence Golden, Vartan Gregorian, Martha Hale, John Hill, Clifford Janey, Richard Levy, Terry Lynch, Miles Steele III, Thomas Sussman, Joslyn Williams, Nina Zolt

**Also in Attendance**

Neil Albert, Gail Avery, Yolanda Branche, Christian Doucette, Christian Kimberly Driggs, Dan Gildea for Catherine Reynolds, Jason Juffras for Councilmember Patterson, June Garcia, Mary Green for Chairman Cropp, Betsy Harvey Kraft -Trustee District of Columbia Public Library, Angela London - Trustee District of Columbia Public Library, Carolyn Luckensmeyer, Jacqueline O'Neil - Trustee District of Columbia Public Library, Pat Pasqual, Myrna Peralta, Leslie Pinkston, Victor Reinoso, Kendrinna Rodriguez, Crystal Simon, Joe Sternleib, Rita Thompson-Joyner, Laura van Straaten

## Welcome

Mayor Williams

Mayor Anthony Williams began the meeting by welcoming the members of the Task Force to the meeting. Mayor Williams reiterated his commitment to improving the libraries of the District of Columbia and he thanked Task Force members for their continued hard work on the Task Force.

## Update

John Hill

John Hill introduced the new Interim Director of the D.C. Public Library, Francis Buckley, to the members of the Task Force. John Hill reviewed the agenda for the meeting. After the report on the best practices that were viewed during the Task Force library tours, Nancy Tessman, Director of The City Library, Salt Lake City, Utah will lead a discussion of “Libraries as Vital Civic Spaces”. June Garcia of Dubberly Garcia will work with the members of the Task Force to understand Public Library Service Responses. John Hill noted that while it is important for the Task Force to model best practices, it is also important for the Task Force to identify trends. He stated that at the June 20, 2005 meeting, the Task Force will engage in some out of the box thinking to identify the next big thing in libraries.

## **Best Practices Queens Borough Public Library, Brooklyn Public Library, Phoenix Public Library, Seattle Public Library, Vancouver Public Library and Los Angeles Public Library**

Betsy Kraft reported on the Best Practices at the Queens Borough Public Library and the Brooklyn Public Library. Ms. Kraft noted that the Langston Hughes branch of the Queens Borough Public Library reflects the culture of the African-American community that surrounds the library. The Langston Hughes branch has a large community room that is constantly in use. The Corona branch of the Queens Borough Public Library has a state of the art Radio Frequency Identification System (RFID). The RFID system will permit the library to automate the process of checking books in and out of the library. With the RFID system the cost per book ranges from between fifty cents and one dollar. The Flushing branch of the Queens Borough Public Library has a large immigrant constituency; as a result the Flushing branch has a large international collection. The Flushing branch also has an English as a Second Language lab.

Terry Lynch reported on Best Practices at the Phoenix Public Library. Mr. Lynch noted that the Central Phoenix library is filled with light and high ceilings. The Central Phoenix library was designed to provide flexible space. The floor panels are raised to provide ready access to wiring. The Teen Center is a major draw because it contains a café and teens can play music and watch videos. Mechanical equipment is located on the perimeter of the facility. The washrooms were designed so that the fixtures are attached to wall instead of the floor. This facilitates cleaning. Mr. Lynch was concerned that the Phoenix Central Library does not have a pre-toddler reading area. He also was concerned that the library was not a mixed use facility.

John Hill reported on Best Practices at the Seattle Public Library. Mr. Hill noted that the Seattle Public Library hosted the Public Library International Network Conference during the time that the Task Force was in Seattle for a tour of the Central Library. The Seattle library is a unique facility that is a destination library. Initially the public voted against issuing a bond to support the building of the Central Library. After an intense public outreach campaign that was spearheaded by Deborah Jacobs, City Librarian, the bond issue was approved. The Central Library is a place for people to gather. Poor signage is one problem that the Central Library is working to address. Mr. Hill noted that in the process of designing the Central Library, the staff of the library worked

collaboratively with the architect.

Joslyn Williams reported on Best Practices at the Vancouver Public Library. Mr. Williams noted that the Central Vancouver Public Library is a prime example of a mixed use facility. The Vancouver Public Library served as a catalyst for development in the neighborhood surrounding the library. The Vancouver Public Library is a nine story building that occupies an entire block. The library has parking for 700 vehicles. Two floors of the building are leased to the government. The design of the building is a rectangle in an ellipse. The concept of the library is that the books are located in the center and the patrons surround the books. The Central Vancouver Public Library has an impressive staff lounge.

Dr. Marie Aldridge reported on Best Practices at the Los Angeles Public Library. Dr. Aldridge noted that the pattern of the distinctive mosaic dome of the Central Los Angeles Public Library is repeated throughout the building. The Central Library has a café and despite the urban location it is surrounded by attractive landscaping. The branch libraries are designed to reflect the preferences of the communities. The floor plans of the branch libraries permit the staff to view every area of the library.

Clifford Janey stated that there is a natural intersection between libraries and schools. He is particularly interested in strengthening the technology infrastructure. Technology will provide a bridge between parents and schools that will enhance the pre-K through 12 experience. Dr. Janey stated that in addition to focusing on building architecture there should be a focus on technological architecture. Dr. Janey apologized for missing previous meetings of the Task Force but Task Force meetings conflict with Board meetings.

Richard Levy stated that the architect of the Central Library in Seattle, Rem Koolhaas, was selected using an RFQ instead of a design competition. An RFQ provides for greater interaction between the staff of the library and the architect.

Ralph Davidson asked if there was cooperation between public and private funds. The response was that the Central Library in Seattle uses public and private funding.

Charlene Drew-Jarvis raised a question about the relationship between libraries in public schools and public libraries. It was suggested that there should be collaboration between libraries, schools, parks and housing.

## **Libraries as Vital Civic Spaces**

**Nancy Tessman**  
**Director, The City Library**  
**Salt Lake City, Utah**

Ms. Tessman stated that the purpose of a library is education. People have a right to information and ideas. It is important not to become beguiled by the bricks and mortar. Libraries are about building community. Libraries serve as the anchor of communities. The process is as important as the end product. Timing is important. The community must have an opportunity to voice their opinion on what they want in their libraries. People want their libraries to be a place for their hearts and souls. The goal is to touch people's hearts. They want libraries to show what is best about them. It is important to build ritual and symbol around libraries. During the building of the Salt Lake Central Library, citizens were asked to write their hopes and dreams on rocks. The rocks were included in the foundation of the Central Library.



Ms. Tessman noted that the Salt Lake Central Library is about light and transparency. It is a destination library. The Central Library incorporates retail and community shops. The architect that designed the Vancouver Central Public Library designed the Salt Lake Central Library. The Salt Lake Central Library houses a coffee shop, a deli, a community writing station, a film center, Night Flight Comics and Graphic novels and a public radio station. Four condominiums were built after the opening of the Central library.

For libraries to serve as a civic space, libraries have to be inclusive. The Central Library in Salt Lake City is the most popular location for high school proms. It is important for libraries to serve the youth since they are the next generation of tax payers.

When building a library the client must be at the table. Beyond the practical and functional elements, it is the spirit of library that makes the community proud. It is important to listen to the community. The library must reflect the input of the staff and the community.

Salt Lake Central library is 240,000 square feet. The budget is \$12 million. There are five branch libraries.

### **Discussion of Libraries as Vital Civic Spaces**

#### **Nancy Tessman**

#### **Carolyn Luckensmeyer, President, America Speaks**

Task Force members were directed to list elements that capture the spirit of Washington, D.C.

Ann Brown's group listed: Nation's Capital, International community, large African-American population, thriving local community.

Susan Fifer Canby's group listed: Civic Activism, Cultural Diversity, Focus on children and youth, Local but Federal.

Ralph Davidson's group was split: Part of the group wanted to focus on the underserved that do not visit monuments. The other part of the group questioned the need to build a big beautiful building. Mayor Williams noted that it is important to give the community a first class library.

Claudine Brown's group listed: Large immigrant community, Influx of immigrants, Professionals returning to the city, Age and Ethnic Diversity, High level of working professionals, Large Disability community.

Bonnie Cohen's group listed: Diversity, Seat of democracy with a hometown flavor, Focus on the Culture of the city, Best Walking city, Hub of non-profits, city of focus and energy.

Angela London's group listed: City that is international, federal and local, tourism town, shifting population, use demographics to focus on the need for a library system, D.C. is an example of a planned city.

Crystal Simon's group listed: Absence of a civic space that is local to D.C., contrast between the rich and poor, university libraries.

Mayor Williams asked if the Task Force has a website because it is important to engage the public. The presentations from the library tour should be included on the website.

The Task Force was asked to list the elements that would make the library system a place for the community.

Crystal Simon's group listed: Relevance, ownership, accessibility and cleanliness.

Angela London's group listed: Welcoming environment, clean, inviting.

Jason Juffra's group listed: Give people what they want, multi-media center.

Claudine Brown's group listed: Multi-dimensional and full of amenities.

Terry Golden's group listed: Create growth in the community and gathering place.

Susan Fifer Canby's group listed: Accessible location and part of the fabric of the community.

Kimberly Driggin's group listed: Inclusion, comfortable and inviting place.

## **Public Library Service Responses**

### **June Garcia**

John Hill stated that it is important for the Task Force to root the vision of a revitalized public library system in the priorities of the residents of the District of Columbia. Mayor Williams outlined a detailed vision of the model library for the District and the Mayor's vision is grounded in the needs of the residents of the District.

The Mayor's vision includes:

1. Overhaul the system to be state of the art in the use of innovative and multi-media technology.
2. Redefine the system as a place that integrates learning, literacy, technology, and function as a leader in addressing the crisis of adult literacy in Washington, DC.
3. Restructured to be a gateway to learning by providing access to the wealth of knowledge resident in the institutions of the nation's capital, such as the Smithsonian National Geographic and the Library of Congress.
4. Provide new library programs and new, or renovated library buildings in every District community.
5. Use the library system as the portal to instill children with a love of books and reading.
6. Provide school age children with inspiring 21st century libraries where they can do their homework and research and find a safe place outside of school to pursue learning.
7. Encourage all adults, whether they are authors or learning to read for the first time, to look upon our libraries as their most treasured community asset.

Before the June 20 Task Force meeting, the Task Force Work Groups will meet to discuss the Library Service Responses, review Best Practices of libraries and develop recommendations for the District of Columbia Public Library System based on the Library Service Responses and

Best Practices. At the June 20 meeting, Task Force members will discuss the services that the D.C. Public Library system should provide to excel in Lifelong Learning, Basic Literacy and Commons. The Task Force will also brainstorm on “out of the box”, creative solutions to meet the needs of the community.

June Garcia reviewed a list of thirteen service responses which describe the services that many public libraries provide to their patrons and which D.C. Public Library could offer in an effort to meet community needs.

Ralph Davidson asked if the staff of the D.C. Public Library could support the Library Service Responses. June Garcia responded that it will be necessary for the library to provide training.

Charlene Drew-Jarvis stated that it was important to identify the service responses that were not provided by another agency and then decide if the library was the best agency to provide the service. Susan Fifer Canby added that there are some services that only the library can provide and other agencies could assist the library in providing this service.

Thomas Sussman asked if the priorities would be different for the central library and the branches. June Garcia answered that the priorities would be the same but the delivery would be different.

Nina Zolt stated that since the library serves a diverse constituency it is difficult to have system wide priorities. Since the purpose of the library is to provide information and there is a large population that is disenfranchised, the library should focus on the underserved members of the community.

Terrence Golden said that the primary challenge is delivery of service. The major components operate in silos. Public schools, the University of the District of Columbia and libraries each operates in a separate silo. The Task Force should look at the whole picture. June Garcia stated that it would be possible to reorganize based on the service responses.

Charlene Drew-Jarvis expressed concern about the decrease in library usage. She said that the Task Force should explore the reasons for the decrease in usage.

Bonnie Cohen raised a question about the impact that the service responses will have on the four D.C. Public Libraries that are scheduled for renovation. John Hill responded that the plans for the renovation of the four libraries are under review and the service responses are part of the review process. He noted that book mobiles are being considered as a way to provide service during the renovation process. In addition, based on community responses to previous surveys it will be important to provide large numbers of computers and current topics and titles.

In response to a question about the importance of gathering information from library patrons, John Hill responded that the library has conducted several surveys of library patrons. He noted that while the Task Force could hold community meetings, this is a role that the Board of Library Trustees could fulfill. It was agreed that the Task Force would defer to the Board of Library Trustees regarding community meetings. John Hill noted that the Task Force will obtain the prior surveys that were conducted by the library. He added that the Task Force will also obtain demographic information on the neighborhoods surrounding the libraries.

Nina Zolt suggested that the service responses could be launched as pilot programs at the four libraries that are scheduled for renovation.

Each Task Force member was asked to select the one service response that she or he believed to be the highest priority for the District of Columbia Public Library. This was known as their “super” vote. Then each participant was asked to vote four more times for those service responses he or she considered to be a high priority. The participants could cast all of those four votes for one service or divide them between a variety of services by casting one vote for each of four services or any distribution that used all four votes. These were known as their “standard” votes.

The service responses that were considered by the participants were those included in *The New Planning for Results: A Streamlined Approach* by Sandra Nelson (American Library Association, 2001). Those service responses are:

**BASIC LITERACY:** A library that offers BASIC LITERACY service addresses the need to read and to perform other essential daily tasks.

**BUSINESS and CAREER INFORMATION:** A library that offers BUSINESS and CAREER INFORMATION service addresses a need for information related to business, careers, work, entrepreneurship, personal finances, and obtaining employment.

**COMMONS:** A library that provides a COMMONS environment helps address the need of people to meet and interact with others in their community and to participate in public discourse about community issues.

**COMMUNITY REFERRAL:** A library that offers COMMUNITY REFERRAL addresses the need for information related to services provided by community agencies and organizations.

**CONSUMER INFORMATION:** A library that provides CONSUMER INFORMATION service helps to satisfy the need for information to make informed consumer decisions and to help residents become more self-sufficient.

**CULTURAL AWARENESS:** A library that offers CULTURAL AWARENESS service helps satisfy the desire of community residents to gain an understanding of their own cultural heritage and the cultural heritage of others.

**CURRENT TOPICS and TITLES:** A library that provides CURRENT TOPICS and TITLES helps to fulfill community residents’ appetite for information about popular cultural and social trends and their desire for satisfying recreational experiences.

**FORMAL LEARNING SUPPORT:** A library that offers FORMAL LEARNING SUPPORT helps students who are enrolled in a formal program of education or who are pursuing their education through a program of homeschooling to attain their educational goals.

**GENERAL INFORMATION:** A library that offers GENERAL INFORMATION helps meet the need for information and answers to questions on a broad array of topics related to work, school, and personal life.

**GOVERNMENT INFORMATION:** The library that offers GOVERNMENT INFORMATION service helps satisfy the need for information about elected officials and governmental agencies that enables people to participate in the democratic process.

**INFORMATION LITERACY:** A library that provides INFORMATION LITERACY service helps address the need for skills related to finding, evaluating, and using information effectively.

**LIFELONG LEARNING:** A library that provides LIFELONG LEARNING service helps address the desire for self-directed personal growth and development opportunities.

LOCAL HISTORY & GENEALOGY: A library that offers LOCAL HISTORY & GENEALOGY service addresses the desire of community residents to know and better understand personal or community heritage.

The total votes by service response were as follows:

Service Response	Super	Standard	Total	
Basic Literacy	5	23	28	
Business and Career Information	0	6	6	
Commons	3	9	12	
Community Referral	0	3	3	
Consumer Information	0	2	2	
Cultural Awareness		2	4	6
Current Topics and Titles	0	9	9	
Formal Learning Support	1	3	4	
General Information	0	4	4	
Government Information	0	1	1	
Information Literacy	1	11	12	
Lifelong Learning		10	10	20
Local History and Genealogy		0	2	2
Totals:	22	87	109	

Since there were 22 people voting (number of super votes), there should have been 88 standard votes cast (4 per person), but only 87 were actually voting. Thus the total number of votes cast was 109, instead of the anticipated 110.

The service responses receiving at least one super vote were:

Lifelong Learning	10
Basic Literacy	5
Commons	3
Cultural Awareness	2
Information Literacy	1
Formal Learning Support	1

The five service responses receiving the highest number of votes were:

Basic Literacy	28
Lifelong Learning	20
Commons	12
Information Literacy	12
Current Topics and Titles	9

In summary, the top service responses were: Lifelong Learning, Basic Literacy and Commons.

Joe Sternlieb referred to an article that appeared in Technology Review that outlines Google's plan to digitize five libraries. He noted that soon the cost of computers will mirror the cost of television sets. He added that wide access to broad band will radically change libraries.

**Next Steps****John Hill**

Mayor Williams was scheduled to meet with officials to discuss security issues, so it was necessary for the Mayor to leave the meeting prior to the conclusion of the meeting. John Hill reminded Task Force members that the next meeting is scheduled for June 20 at that time the Task Force will brainstorm to identify trends and innovative ideas that are on the horizon for libraries.

## The Mayor's Blue Ribbon Task Force on the Future of the District of Columbia Public Library System

1156 15th Street, N.W.  
Suite 600  
Washington, D.C.

June 20, 2005  
2:00 PM - 5:00 PM

**Task Force Members in Attendance**

Mayor Anthony Williams

Ann Brown, Francis Buckley, Linda Cropp, Ralph Davidson, Charlene Drew-Jarvis, John Hill, Willee Lewis, Richard Levy, Terry Lynch, Kathy Patterson, Miles Steele, III, Thomas Sussman, Elaine Wolfensohn

**Also in Attendance**

Neil Albert, Gail Avery, Renee Braden for Susan Fifer Canby, Yolanda Branche, Christian Doucette, Dan Gildea for Catherine Reynolds, Jason Juffras, June Garcia, Betsy Harvey Kraft -Trustee District of Columbia Public Library, Carolyn Luckensmeyer, Deana Marcum for James Billington, George Needham - Online Computer Library Center, Jewel Ogonji, Leslie Pinkston, Kendrinna Rodriguez, Crystal Simon, Abby Smith - Council on Library and Information Resources, Joe Sternleib

**Welcome**

Mayor Williams

Mayor Anthony Williams began the meeting by welcoming the members of the Task Force to the meeting. Mayor Williams advised Task Force members that legislation was pending on the consent calendar of the Council of the District of Columbia for the disposition and redevelopment of the old Convention Center site. The Mayor urged Task Force members to

inform their associates that this is an important piece of legislation. John Hill agreed to develop a brief summary of the merits of the legislation. Charlene Drew-Jarvis suggested that the summary emphasize the fact that libraries are dynamic places and no longer your grandmother's library. Richard Levy added that it is important to focus on libraries as meeting places. He noted that throughout the day the Seattle Public Library was a vibrant, active place. Betsy Kraft stated that a new central library could serve as a branch library for the Penn Quarter. Joe Sternlieb said that the new central library should not be located north of "I" Street.

## **OCLC Environmental Scan: Pattern Recognition**

### **George Needham**

George Needham, Vice-President, Member Services, Online Computer Library Center (OCLC) summarized the OCLC Environmental Scan: Pattern Recognition Report. The report was prepared to help OCLC prepare for the future. OCLC selected five areas, which were called "landscapes." The report focuses on five landscapes: Social, Economic, Technology, Research and Learning, Libraries.

In area of *Social* the report concluded that people want to be self-sufficient consumers of information. Libraries should build their infrastructure to support the way people use information. It is easier than it has ever been to move seamlessly through information. The serendipity that library patrons used to experience by finding one interesting book on the shelf across from the book the patron originally sought has been replaced by hyperlinks, blog links, and RSS feeds, all seamlessly delivered. In the *Economic* area, there is a re-evaluation of the public good to determine where it is most effective for government to take action. Many public libraries are in a financial pinch for funds since there has been a decrease in funding.

A recent economic study reports that the financial benefits of the Seattle Central Public Library total more than twice the amount of the bond that was issued. *Technology* has made information ubiquitous. All too frequently libraries are slow to adapt the latest technologies that are in demand. The gap between when patrons say, "I can't believe you have this" to "I can't believe you don't have this" is growing smaller and smaller. The role of the library is to bring structure to the information. In the area of *Research and Learning* as people change jobs, there will be an increased emphasis on life long learning. In the *Libraries* area, it was noted that the average age of librarians is 58. As these librarians retire, this signals a loss of experience. This is also an opportunity to introduce change in libraries.

The OCLC report highlights three trends: Self-service, Disaggregation, and Collaboration. There will continue to be an increase in self-service access to content. The key with self-service is to not to automate services but to improve service. Services need to be located where the people are located. Even if a library cannot be open 24 hours, the service can be available 24 hours online. As access gets simpler and more direct, the disaggregation of information becomes easier. An understanding is emerging, across all landscapes, that collaboration works. With collaboration it is easier for people and technologies to connect. Collaboration is the biggest intangible asset for libraries because libraries focus on collaboration.

In the May 2005 edition of *Technology Review* an article title, *The Death of Libraries*, states, "Librarianship isn't about to disappear as a profession. But if librarians want a steady supply of patrons, they'll need to find ways to keep their institutions relevant in the digital age."

Mr. Needham concluded his presentation by referring Task Force members to the following resources:

Pattern Recognition:

- The 2003 OCLC Environmental Scan”  
<http://www.oclc.org/membership/escan/>
- Open WorldCat Program  
<http://www.oclc.org/worldcat/open/>
- “Libraries: How They Stack Up”  
<http://www.oclc.org/index/compare/>
- OCLC Research Works  
<http://www.oclc.org/research/researchworks/>
- Information Trends report, “Content, not Containers”  
<http://www.oclc.org/reports/2004format.htm>

Elaine Wolfensohn noted that it is frequently stated that schools are more than buildings. Schools are places of teaching and learning. Ms. Wolfensohn said that the Task Force should remember that libraries are more than buildings. Ralph Davidson asked since every library does not need all of the technology, how do libraries find the middle ground? George Needham responded that it is important for libraries to identify their users and provide the users with the resources that they need. Willee Lewis expressed concern about the information that D.C. Public Library has regarding the users of the D.C. Public Library. Charlene Drew-Jarvis suggested that Task Force members read a book by Richard Florida titled, *The Rise of the Creative Class*.

## **The Digital Transformation of Libraries**

### **Abby Smith**

Dr. Smith stated that libraries need to be reborn in the digital age. Libraries exist to provide information and to provide a context to interact with information. The Google project to digitize libraries is not as sweeping as people imagine. The digitization will be limited to books that were published before 1923. Current materials will not be digitized due to copyright laws. In addition, special collections will not be digitized.

Dr. Smith believes that books will never be superseded by technology. Books are the most user friendly method available to read print on paper. Similarly, librarians will continue to play a key role. Librarians are essential in helping people conduct research. Librarians help people ask the right questions. Librarians can provide research assistance via online chat rooms or in person.

The concept of library as place is important because people need a place to gather. While the web provides a virtual gathering place, there is an increasing need for a place for people to interact. Libraries affirm the importance of unfettered access to information. Dr. Smith stated that one of the challenges facing libraries is the need for digital literacy. Many people are unable to discern the reliability of sources. Another issue is due to licenses, the information that is available in libraries can only be used in the library. The web has raised expectations. People expect an immediate response and quality service. There is difference between interaction with the web and interaction with a librarian. Libraries must balance expectations between real life and the web. Libraries are places where seekers and users of information can become more autonomous as seekers and users of information.



Dan Gildea asked about the use of log files in libraries. Dr. Smith stated that due to privacy concerns, the library must be cautious about tracking patron information.

Chairman Cropp stated that in the digital age many library patrons have access to downloadable books, as a result those patrons may not choose to use the library. Elaine Wolfensohn noted that at the Alexandria Library, there is an interactive exhibit that permits visitors to turn the pages of manuscripts. Ms. Wolfensohn suggested that the D.C. Public Library should use interactive technology to attract patrons. Deana Marcum stated that the hieroglyphics exhibit at the Library of Congress includes a display that allows visitors to turn the page. Interactive tools, give visitors more control over the objects that are displayed in cases.

## **What's Next for Public Libraries**

### **Carolyn Luckensmeyer, President, America Speaks**

Task Force members were directed to identify elements that are unique to Washington, D.C. that can be linked to library services. Task Force members were also asked to list novel ideas for the D.C. Public Library system.

The group led by Charlene Drew-Jarvis listed: Despite the fact that Washington, D.C. is the capital of the free world, all too frequently the underserved population of the District does not feel connected to the international role of the city. The group suggested that the library should use the Special Collections of the library to connect local residents to the international role of the city. There could be exhibits of inaugural speeches or a focus on the history of jazz in D.C.

Terry Lynch's group listed: Unique elements for D.C. include global capital for art, learning and information. The D.C. Public Library could focus on the civil rights history of D.C. The group's novel idea was using the meeting rooms in libraries as technology centers.

Elaine Wolfensohn's group suggested that since the Library of Congress is located in the D.C., the public library should collaborate with the Library of Congress to place interactive exhibits in D.C. public libraries.

As the unique element, John Hill's group focused on the lack of voting representation for District residents. The group's novel idea was permitting library patrons to check out computers and provide downloadable books and music. A question was raised about how the D.C. Public Libraries could use the installation of D.C. Net, wiring for telephone communications, to benefit patrons.

The novel idea suggested by the group led by Monica Lewis was opening the library 24 hours a day. If continuous service was not possible, then one day of 24 hour service would be an acceptable alternative. The group also suggested putting the libraries in restaurants. This would make the library a destination.

Recommendations of the Work Groups of the Mayor's Task Force on the Future of the District of Columbia Public Library System

### **Customer Service and Resource Development Work Group**

#### **Francis Buckley, Interim Director, D.C. Public Library System**

In the absence of Martha Hale, chair of the Customer Service and Resource Development Work Group, Francis Buckley presented the Work Group report. On June 1, the Customer Service and

Resource Development Work Group met to discuss the Library Service Responses, review Best Practices of libraries and develop recommendations for the District of Columbia Public Library System based on the Library Service Responses and Best Practices.

Francis Buckley stated that the staff of the library faces several issues. These issues include an inadequate collection, no automated systems, management failure to coordinate activities, lack of a circulation manual on rules and procedures, little staff training on data bases and internet research, poor facilities maintenance, erratic internet service, broken water faucets and a depressing work environment.

It was suggested that the self-paced learning courses that are available online could be used for staff training. For self-paced learning to be effective, time has to be built into the day for the staff to take the online training. As an alternative to cash incentive awards outstanding staff work could be recognized with time off from work or other non-monetary recognition.

Francis Buckley stated that it is important to improve the infrastructure of the library before the library staff can deliver quality service. A good place to begin the internal improvement process is to update the catalog system and the information technology system. Overdue notices have not been sent out in six years. The library website needs to be revamped. In addition, the organizational structure of the library needs to be revised before service can be improved.

## **Public Outreach Work Group**

### **Charlene Drew-Jarvis, President, Southeastern University**

On June 1 the Public Outreach Work Group met to discuss the Library Service Responses, review Best Practices of libraries and develop recommendations for the District of Columbia Public Library System based on the Library Service Responses and Best Practices.

The Public Outreach Work Group considered the question, "If the D.C. Public Library were to provide Literacy service in a manner that resulted in local residents being delighted with the library, what services would be offered and how would they be provided?" It was agreed that libraries should provide clean, safe tutoring space, DVD's and videos for ESL patrons, and GED classes. The Public Outreach Work Group concluded that to provide a Commons that delighted patrons the library should provide meeting rooms with comfortable furniture. To provide Current Topics and Titles in a manner that resulted in local residents being delighted with the library, the Public Outreach Work Group recommended that the shelves be purged and the library should provide a pleasant environment for reading. The Work Group suggested Information Literacy services, should include services to job seekers e.g. resume writing classes, and an abundant supply of computers. To provide Lifelong Learning services, the Work Group agreed that the library should digitize Special Collections with a focus on the Washingtoniana collection.

To make the residents of the District of Columbia aware of the services that the library offers, the Work Group recommended that Mayor Williams hold listening tours to determine the priorities of the citizens regarding libraries. In addition, the library should conduct a publicity campaign that includes television coverage and editorials.

## **Children's Needs and Services, Literacy, Educational Initiatives and Programs Work Group**

### **June Garcia, Dubberly Garcia Associates**

In the absence of Nina Zolt, chair of the Children's Needs and Services, Literacy, Educational Initiatives and Programs Work Group, June Garcia presented the Work Group report. On June 1, the Children's Needs and Services, Literacy, Educational Initiatives and Programs Work Group met to discuss the Library Service Responses, review Best Practices of libraries and develop recommendations for the District of Columbia Public Library System based on the Library Service Responses and Best Practices.

The Work Group considered the following question: If the DCPL were to provide each of these responses (Basic Literacy, Commons, Current Topics & Titles, Information Literacy and Lifelong Learning) in such a way that they were nationally recognized as an excellent library system, what type of collections, technology, facilities would the District have?

It was stated that the District of Columbia Public Library system serves as a resource center for literacy programs. The library works through churches and non-profit organizations to provide facilities and tutors for literacy programs. The Work Group agreed that the D.C. Public Library should play a leading role in coordinating the delivery of literacy services. In this role the D.C. Public Library would provide facilities for literacy programs, a collection that is geared toward adults who are learning to read and training for tutors. In addition, the library should develop a list of all of the literacy programs that are available in the District.

## **Technology Work Group**

### **June Garcia, Dubberly Garcia Associates**

On June 14, the Technology Work Group met to discuss the Library Service Responses, review Best Practices of libraries and develop recommendations for the District of Columbia Public Library System based on the Library Service Responses and Best Practices.

The Work Group recommended that D.C. Public Library establish a written technology plan. The plan would include a user-friendly website that offered rich content, an easy to use online catalog, technology classes and downloadable and audio books. The Work Group agreed that the library should only purchase technology that was required to support the needs of the library patrons. The Work Group also recommended that D.C. Public Library conduct a technology assessment. This assessment would benchmark the standard for library technology and determine the gap between the standard and the current level of technology of the D.C. Public Library.

The Work Group agreed to recommend that the staff of the D.C. Public Library be given time for training in library technology. Training will provide the staff with the necessary skills to effectively serve library users. Library staff should be trained in the use and repair of computers. In addition, libraries should inform patrons about the technology that is available. The Work Group recommended that the library measure the satisfaction of patrons. Frequently, patrons are not aware of the services that libraries provide. Libraries must educate the public. Instead of asking library patrons, "What do you want?" It is more effective to provide patrons with a picture of the services that libraries can provide.

## Discussion of the Task Force Report Draft Plan Outline

### June Garcia, Dubberly Garcia Associates

June Garcia presented the Task Force Report Draft Plan Outline. A copy of the draft plan outline is attached. Task Force members agreed that Section II of the outline, Current Status of the DCPL, and Section III of the outline, Future Service Priorities and Implications, should be included in the Appendix of the report. Acknowledgements should also be moved to the Appendix. The Task Force also agreed that Section IV, Vision to Reality, should be the second section of the report. The Task Force agreed that Section V, Path to the Future, should be moved to the third section of the report. It was suggested that a CD should be developed to show the possible services that the library could offer. The CD could highlight services that are offered by other libraries.

Task Force members agreed to review the Task Force Report Draft Plan Outline and provide comments to the staff of the Mayor's Task Force on the Future of the District of Columbia Public Library System by July 16, 2005.

# The Mayor's Task Force on the Future of the District of Columbia Public Library System

## Task Force Report

### Draft Plan Outline

This document describes the content planned for the body and appendices of the formal report of the Mayor's Task Force on the Future of the District of Columbia Public Library System. The outline arrangement follows the planned table of contents for the report. The anticipated approximate number of pages for each major section is given for each section.

### Acknowledgments

This section will acknowledge the Blue Ribbon Task Force (BRTF) members, the Office of the Mayor, key staff members of the District of Columbia Public Library (DCPL), and others as appropriate. There will be approximately two to three pages in this section of the report.

### Executive Summary

This overview will synthesize the report body and key findings in the Appendices. There will be approximately eight to twelve pages in this section of the report.

### I. Introduction

This section explains why the District of Columbia needs a vibrant, modern, and effective public library system. The section also provides a context for the report, including a brief review of the governance structure of the DCPL, demographics of the DCPL service area, other library resources in the District, recent major events affecting the library system, and the establishment of the Task Force. There will be approximately four to five pages in this section of the report.

## II. Current Status of the DCPL

### A. Services and Use Trends

A brief overview of current DCPL services opens this section. The overview will be followed by a summary of use trends, illustrated by key statistics. The topics will include collection use, information requests, outreach services, programs and program attendance, library attendance (customer visits), and service hours. There will be approximately four to six pages in this section of the report.

This section will also provide a summary of conclusions and implications about DCPL market penetration based on collection borrowing by users. A few selected maps will display use patterns. Readers will be referred to the appendix for additional maps and demographic information.

### B. Resources and Allocations

An overview of DCPL resources available for public service and support activities will be provided here for the four major resource groups of the library: staffing, collections and electronic information, technology, and facilities. The current status and trends will be summarized. In addition, a summary of DCPL financial resources will be included in this section. Additional information will be included in the appendix. There will be approximately four to five pages in this section of the report.

### C. Organizational Structure

An outline and brief analysis will be provided for the current organizational structure. The text will identify areas needing additional resources, reorganization, and revised priorities. The reasons for the proposed changes will be briefly noted. Areas of organizational strength will also be noted. Major topics will include public services, support services, management and administration. There will be approximately two to three pages in this section of the report.

### D. Comparative Analysis of the Strengths and Weaknesses of Comparable Library Systems

Statistical data will be used in comparing the DCPL with library systems serving populations of comparable size. The narrative, along with several tables, will focus on library system resources, use, and financial support.

This section will also include information about selected library systems that have recently undergone modernization. It will contain a comparative analysis of the strengths and weaknesses of such system reforms and the applicability to DCPL of certain improvements, restructuring, and reforms. There will be approximately two to four pages in this section of the report.

## III. Future Service Priorities and Implications

### A. Basic Literacy

The implications of Basic Literacy will be outlined and current best practices and future service potential suggested for the DCPL. Major areas of attention will include resource allocation, staffing, collections and electronic information, technology, facilities, and service measures.

### B. Commons

The implications of Commons will be outlined and current best practices and future service potential suggested for the DCPL. Major areas of attention will include resource allocation, staffing, collections and electronic information, technology, facilities, and service measures.

### **C. Current Topics and Titles**

The implications of Current Topics and Titles will be outlined and current best practices and future service potential suggested for the DCPL. Major areas of attention will include resource allocation, staffing, collections and electronic information, technology, facilities, and service measures.

### **D. Information Literacy**

The implications of Information Literacy will be outlined and current best practices and future service potential suggested for the DCPL. Major areas of attention will include resource allocation, staffing, collections and electronic information, technology, facilities, and service measures.

### **E. Lifelong Learning**

The implications of Lifelong Learning will be outlined and current best practices and future service potential suggested for the DCPL. Major areas of attention will include resource allocation, staffing, collections and electronic information, technology, facilities, and service measures.

There will be approximately twenty five to thirty pages in the Future Service Priorities and Implications section of the report.

## **IV. Vision to Reality**

This section will outline the changes required to implement the recommendations of the Task Force for the DCPL. The specific steps that are necessary to implement the Task Force recommendations will be outlined in the areas of staffing, collections and electronic information resources, technology, and facilities.

Models for future branch libraries and a central library will be recommended. The proposed models will include service programs; staffing levels, organization, and competencies; kinds of spaces to support the service program; and general sizes.

The general financial implications for implementing the recommendations of the Task Force will be outlined. Capital costs for identified projects will be provided for general budget discussion purposes. Major additional operating costs linked to operational changes also will be identified. There will be approximately eighteen to twenty-two pages in this section of the report.

## **V. Path to the Future**

Action needed from the Task Force, the Office of the Mayor of the District of Columbia, the Council of the District of Columbia, the Board of Library Trustees of the District of Columbia Public Library, and others will be identified. This list of critical action steps to enable the success of a revitalized library system will be summarized in text as well as provided in a timeline. There will be approximately four to six pages in this section of the report.

## **Appendices**

### **A. The Blue Ribbon Task Force**

1. Minutes of Task Force Meetings
2. Reports of the Working Groups

### 3. Reports of Tours of Exemplary Libraries

There will be approximately thirty-five to fifty pages in this section of the report.

#### **B. Services and Use Trends**

An overview of current DCPL services, with tables and graphs, will be followed by a five-year trend analysis of collection use, information requests, outreach services, programs and program attendance, library attendance (customer visits), and service hours.

Conclusions and implications will be given about current DCPL market penetration based on collection borrowing by users. A series of maps will display use patterns in the city. A selection of maps for the library system and branch libraries will include density maps for all-borrowers, juvenile borrowers (or juvenile materials use), and cardholders.

A selection of market area maps also will be provided. Illustrative demographic data based on the 2000 U.S. Census, or more recent data if available, will be included as well. Readers will be referred to a website for a complete set of maps and demographic profiles for each branch and for the library system. There will be approximately twelve to fourteen pages in this section of the report.

#### **C. Current Resources and Allocations**

The current status and trends of the library's four major resource groups (staffing, collections and electronic information, technology, and facilities) and overall financial resources will be discussed in this section. Numerous tables and graphs, as well as text, will describe the library system's current resource levels and the priorities to which they are allocated. There will be approximately twenty to twenty-five pages in this section of the report.

#### **D. Organizational Structure**

The current structure of the library system will be outlined and analyzed. Areas needing additional resources, reorganization, and different priorities will be identified, along with areas of organizational strength. The focus will be at the organizational rather than the individual level. Major topics will include public services, support services, management and administration. Recommendations for proposed changes will be identified. There will be approximately four to seven pages in this section of the report.

#### **E. Comparative Analysis of the Strengths and Weaknesses of Comparable Library Systems**

Statistical data will be used in comparing the DCPL with library systems serving populations of comparable size. Narrative and tables will focus on library system resources, use, and financial support. It will also include data about selected library systems that have recently undergone modernization. There will be approximately six to eight pages in this section of the report.

#### **F. 21st Century Branch Library - Functional Requirements**

This appendix will present the programmatic, operational, physical, and budgetary requirements for the District of Columbia's 21st century branch libraries. It will provide recommendations for a prototype branch library, with service programs based on DCPL service priorities. The prototype will include recommendations for space allocations; collection allocations; types of furniture, fixtures, and equipment; and staffing levels, organization, and competencies. It is anticipated that the prototype will be applied to two sizes of facilities.

The general requirements for the prototype branch library will include an overview of topics to be considered in designing and organizing public and non-public spaces within DCPL branch libraries. Other topics include considerations required for branch library sites, effective and sustainable operations, and general architectural aspects. For each major space, functional activity statements, location and adjacency information, and types of major space components (such as collections and furniture, fixtures, equipment) will be provided. There will be approximately fifty to sixty pages in this section of the report.

### **G. 21st Century Central Library - Functional Requirements**

This appendix will present the programmatic, operational, physical, and budgetary requirements for a 21st century central library. This appendix will include recommendations for space allocations; collection allocations; types of furniture, fixtures, and equipment; and proposed staffing levels and competencies.

The general requirements for the proposed central library will include an overview of topics to be considered in designing and organizing public and non-public spaces within this facility. Other topics will include considerations required for a superior central library site, effective and sustainable operations, and general architectural aspects. Functional activity statements, location and adjacency information, and types of major space components (such as collections and furniture, fixtures, equipment) will be provided for each major space within the proposed central library. There will be approximately seventy to eighty pages in this section of the report.

### **Next Steps**

#### **John Hill**

John Hill announced that the Task Force has a website. The Library Task Force website is located on District of Columbia government website, under the Mayor's Office, Budget and Key Priorities. The URL is [http://dc.gov/mayor/dcpl\\_taskforce/index.shtm](http://dc.gov/mayor/dcpl_taskforce/index.shtm)

John Hill noted that the Council of the District of Columbia will hold a hearing on July 13, 2005, to consider legislation that is relevant to the Task Force. Chairman Cropp stated that there are three pieces of legislation that are of particular interest to the members of the Task Force. The three pieces of legislation are: PR 16-0216 Revised Old Convention Center Site

Disposition Resolution of 2005, PR 16-0217 Revised Old Convention Center Site Exclusive Right Agreement Approval Resolution of 2005 and B16-0049 Library Enhancement, Assessment, and Development Task Force Establishment Act of 2005. Copies of the bills will be circulated to members of the Task Force.

The next meeting of the Task Force is scheduled for Wednesday, September 28, 2005 from 3:00 PM until 5:00 PM.

## **Children's Needs and Services, Literacy, Educational Initiatives and Programs Work Group—June 1, 2005**

The Children's Needs and Services, Literacy, Educational Initiatives and Programs Work Group met on June 1, 2005, to review Best Practices, discuss Library Service Responses, and develop Recommendations. The meeting was attended by: Betsy Kraft, Wilee Lewis, Martha Hale, Dan Gildea for Catherine Reynolds, Joy Boyle for Jean Case, Francis Buckley, Rita Thompson-Joyner,



June Garcia and Yolanda Branche.

The Work Group considered the following question: If the DCPL were to provide each of these responses (Basic Literacy, Commons, Current Topics & Titles, Information Literacy and Lifelong Learning) in such a way that they were nationally recognized as an excellent library system, what type of collections, technology, facilities would the District have?

It was stated that the District of Columbia Public Library system serves as a resource center for literacy programs. The library works through churches and non-profit organizations to provide facilities and tutors for literacy programs. Joy Boyle asked if this role provided the library with an opportunity to connect with learners. It was suggested that the library could use the literacy programs to increase the connection between learners and the library. One possible connection could be literacy programs that could offer library cards.

Betsy Kraft asked how many library programs have literacy as a goal. June Garcia stated that the D.C. Public Library should provide literacy programs with accompanying facilities, collections that are geared toward adults who are learning to read and training for tutors. Literacy programs should receive increased visibility and funding. Dan Gildea suggested that Computer Based Training should be made available to adults. Outcome based measures should be developed for literacy training. The Work Group agreed that the D.C. Public Library should play a leading role in coordinating the delivery of literacy services.

June Garcia noted that during the review of Library Service Responses, Task Force members did not list Homework Help as a top Service Response. Homework Help includes one on one tutoring, access to databases, resource information and text books. Dan Gildea noted that the Fairfax County Public School system uses Black Board.com to communicate with parents and students and to post homework assignments.

Betsy Kraft asked about partnerships between schools and libraries. Francis Buckley stated that he had not been successful in Detroit, Michigan in establishing a partnership between the schools and the libraries. He was able to establish this partnership in Shaker Heights, Ohio.

Willee Lewis said that it would be helpful to have a list of all of the literacy programs that are available in the District. She noted that she works with the PEN/ Faulkner Writers in Schools program. The library should bring the various literacy programs together. Rita Thompson-Joyner stated that library plans to release a 20 page report on Adult Literacy. Dan Gildea suggested that the 20 page report would be more effective if it could be summarized in one page.

Betsy Kraft asked how the library collects feedback on programs, like the Summer Reading program. The suggestion was made that book discussion groups would encourage reading. It was noted that studies show that if a child reads four books over the summer, the child will retain her reading in school.

It was agreed that the Work Group would recommend that the D.C. Public Library should play a greater role in literacy programs. Betsy Kraft noted that literacy programs are more effective when they include a writing component.

The Work Group considered the following question: If DCPL residents were aware of the services that the library offered and ranked the Library as the best service the District provided, what would DCPL have done to build community support and make residents aware of the services the library provided?

Willee Lewis suggested that there should be a large atrium for gatherings. Francis Buckley noted that while the Martin Luther King branch has a large atrium but it is difficult to access the fiction

section when programs are in progress in the atrium.

Betsy Kraft stated that the Vancouver Public Library is surrounded by shops and offices. The Vancouver Public Library is a part of the community. Joy Boyle asked if the common areas of the library exist to bring people to the library. Willee Lewis cited Politics and Prose which includes a café that people use as a gathering place. The café is a comfortable space that feels like a living room. The commons area in the D.C. Public Library should have a similar living room feeling.

## Customer Service and Resource Development Work Group—June 1, 2005

The Customer Service and Resource Development Work Group met on June 1, 2005 to review Best Practices to discuss Library Service Responses and to develop Recommendations. The meeting was attended by: Martha Hale, Francis Buckley, Jewel Ogonji, Rita Thompson-Joyner for Barbara Webb, June Garcia and Yolanda Branche.

Martha Hale asked how the Mayor's Task Force on the Future of the District of Columbia Public Library System should address staff issues. Ms. Hale noted that the staff of the D.C. Public Library is dedicated but needs resources and development to deliver 21st century service.

Francis Buckley stated that the staff faces several issues. These issues include a lack of an adequate collection, no automated systems, management failure to coordinate activities, lack of a circulation manual on rules and procedures, little staff training on databases and internet research, poor facilities maintenance, erratic internet service, broken water faucets and a depressing work environment.

Rita Thompson-Joyner stated that many of the challenges are due to citywide systems that do not address the needs of the library. For example, the District's procurement system is an ineffective process for the purchase of books. While the library staff worked with the procurement system to develop an approach that improves the purchase of books, this approach is time consuming. Ms. Thompson-Joyner noted that the staff wants training in how perform their jobs. Training manuals are out of date and frequently job performance information is delivered by email or word of mouth. Training of the library staff is handled by the Center for Workforce Development. Training has not been tailored to address issues facing the library staff such as the use of the library by homeless individuals. The staff is encouraged to take classes at the University of the District of Columbia but there are no individualized training plans. June Garcia added that there are many self-paced learning courses available online. For self-paced learning to be effective, time has to be built into the day for the staff to take the online training. It was noted that there is only one computer available at each branch for staff use. It would be helpful if a training room was created for the staff. Ms. Thompson-Joyner stated that the best way for the library staff to satisfy external customers is to satisfy internal customers, the library staff.

Martha Hale asked how the staff of the library viewed themselves in terms of the delivery of ideal customer service. It was stated that this question could not be answered until the library system was repaired. The staff believes that they cannot deliver ideal customer service because the staff does not have the necessary tools. Rita Thompson-Joyner stated that on April 28, 2004, the Library Board of Trustees passed a Customer Service Code. The code has not been implemented because the management chain of command for enforcing the code has not been completed.

The library staff receives incentive awards but in general the performance of the library staff is not tied to compensation. June Garcia stated that a cash poor library system can reward outstanding staff work using incentives other than money. In Columbus, Ohio staff was given time off from work in recognition of outstanding performance.

Martha Hale noted that Rita Thompson-Joyner plans to join the Task Force tour of the Salt Lake City Public Library. Ms. Hale encouraged Ms. Thompson-Joyner to talk with the staff of the Salt Lake City Public Library about the Salt Lake City transition plan for the new facility.

A question was raised about connections between library staff and members of the community. Rita Thompson-Joyner responded that the Children's Librarians at the branches visit schools and registered day care centers. At some branches, the Branch Manager goes out into the community. The Art Division at the Martin Luther King Library has established a relationship with local museums.

Francis Buckley stated that it is important to improve internal service before the library staff can deliver quality service. The Marketing Department has a budget of \$50,000. Adequate resources have not been allocated for marketing. A good place to begin the internal improvement process is to update the catalog system and the information technology system. Overdue notices have not been sent out in six years. The library website needs to be revamped. The organizational structure of the library needs to be revised before service can be improved.

Martha Hale noted that many of the required improvements to the library system are long range projects. Given the support of Mayor Williams, what can be done immediately to improve to customer service? Francis Buckley responded that the facilities can be cleaned, book jackets displayed and catalog improvements could be highlighted. Mr. Buckley noted that funds are allocated for capital improvements but because of deferred maintenance, operational funds are needed. June Garcia noted that during the development of the new central library, the Seattle Public Library instituted a plan called, "Libraries for all." As a result of this plan, each library in the Seattle Public Library system received an improvement. Martha Hale noted that some library systems provide the paint for patrons to paint the facilities. To generate public support, the Atlanta Public Library system posted pictures of libraries that were need of repair bearing the caption, "Atlanta Public Libraries - Ghettoes for Books".

Francis Buckley stated that the Task Force should articulate a vision and to make that vision a reality there needs to be a focus on infrastructure and an improved public perception of customer service. In addition, the D.C. Public Library system needs some quick wins to encourage the public and staff.

## Public Outreach Work Group—June 1, 2005

The Public Outreach Work Group met on June 1, 2005, to review Best Practices to discuss Library Service Responses and to develop Recommendations. The meeting was attended by: Mayor Anthony A. Williams, Terry Lynch, Bonnie Cohen, Elaine Wolfensohn, Betsy Kraft, Wilee Lewis, Martha Hale, Terry Golden, Richard Levy, John Hill, Ann Brown, Miles Steele, III, Francis Buckley, Charlene Drew-Jarvis, Dan Gildea for Catherine Reynolds, Kendrinna Rodriguez, Monica Lewis, Patricia Pasqual, Joe Sternlieb, Rita Thompson-Joyner, June Garcia, Laura van Straaten and Yolanda Branche.

Donna Nicely, Director, Nashville Public Library made a presentation titled, "We Can Do This". Ms. Nicely showed the Task Force members photographs of the Main branch of the Nashville Public Library.

The architectural style of the Main branch of the Nashville Public Library is new classicism. Ms. Nicely believes that downtown libraries should have ceremonial spaces. The ceremonial space serves as a gathering place and it should contain an element of surprise. The mezzanine of the Main branch was used for a holiday concert for 100 tubas. The concert was held at noon and over 400 people attended the event.

The private donations were used to enhance the Grand Reading Room in the Main branch. Private donations were used to purchase the chandeliers that hang in the Grand Reading Room. It is the policy of the Nashville Public Library to use half of the amount of large donations for upkeep. For example, private funds were used to improve the courtyard. Half of the amount of the donation is used for the maintenance of the plants and flowers that are in the courtyard. Ms. Nicely believes that attractive spaces, like the courtyard, become part of the culture of the city.

Ms. Nicely stated that children will always be a part of the bedrock of a library. As a result, the Nashville Public Library has a Children's Marionette Theatre. The marionettes were created 50 years ago and until 10 years ago the 400 marionettes were stored in a closet. Currently over 5,000 children visit the Nashville Children's Marionette Theater each month. In conjunction with the Marionette Theatre, the Nashville Public Library developed a literacy program to, "bring books to life." The Nashville Public Library, measures the impact of the literacy program by testing the children before participation in the program and after participation in the program.

In addition to the Children's Marionette Theatre, the Special Collections of the Nashville Public Library contains a Civil Rights Room. The Civil Rights Room is designed to make the history of Nashville accessible. Ms. Nicely noted that the Civil Rights Room is located on the site where civil rights leaders staged sit-ins. The staff of the library used the archives of the Nashville Banner to prepare a history of Nashville. A copyright was awarded for this work. According to Ms. Nicely it is important for the District of Columbia Public Library to identify unique features about the city to highlight in a collection that a donor would support.

A one million dollar gift was used to build the Conference Center in the Main branch. A professional events planner manages the Conference Center. Annual revenues from the Conference Center total \$50,000. Ms. Nicely stated that professionals should be used to manage each aspect of the library. For example, a museum director manages the art gallery that is located in the Main Library. If the District decides that the focus of the library system will be literacy, then the District should contact experts in the field of literacy. Betsy Kraft suggested that the library should be supportive of literacy programs. For example, the library could be an umbrella for the various literacy programs or provide space for literacy labs and tutor training. Ms. Kraft stated that it is important for literacy programs to include a writing component.

There is a café within the Main Library. The café has street access. Ms. Nicely believes that libraries should include food since people like to eat.

While the Main Library can house over one million books and 4 million books are checked out annually, books are not the focus of the Nashville Public Library. Ms. Nicely stated that the focus of the Nashville Public Library is the culture and vitality of the City of Nashville.

It cost \$115 million in public funds and \$2 million in private funds to build the Main Library. The Nashville Public Library Foundation raised \$5 million for books. The Friends of the Nashville Public Library raises half a million dollars annually for materials. Ms. Nicely noted that before the Main Library was constructed the Nashville Public Library had a poor collection. According to Ms. Nicely, a poor collection provides an opportunity to build a collection.

Ms. Nicely stated that the Nashville Library conducted focus groups to determine what the citizens of Nashville wanted to include in the Main Library. It is important to ask, "What should

the library be?” Most citizens are not aware of most of the services that a library provides. The process of receiving community input should be part of the funding process. In Nashville, it was agreed that the cleanliness of the library was a priority. As a result the bathrooms were built with stainless steel. Even though stainless steel is expensive, it is the easiest material to keep clean. It is important to include staff in the planning process.

Given the current state of technology, Ms. Nicely stated that this is an opportune time for the District to build a library. Many library systems can now be automated. A state of the art facility should be wireless. According to Ms. Nicely, for public outreach to be successful there needs to be a champion. The District is fortunate that Mayor Williams is leading the effort. During the construction of the Main Library, the Mayor of Nashville played a similar role. Monica Lewis suggested that the focus of the D.C. Public Library could be quasi-academic. Ms. Nicely responded that it is important to avoid divisions. This will streamline the staff and the materials will be more accessible.

Terry Golden noted that there are barriers to movement in the District. Since the children are in the neighborhoods, how can the library connect with the children? What is the most effective way for branches to serve the population? Ms. Nicely suggested that each branch does not have to provide full service. For example, the reference section in a branch could be replaced with technology. The reference section for the library system could be housed at the central library.

At the conclusion of the presentation by Ms. Nicely, the Public Outreach Work Group considered the question, “ If the DCPL: were to provide Literacy service in a manner that resulted in local residents being delighted with the library, what services would be offered and how would they be provided?”

Pat Pasqual’s response was libraries should provide clean, safe tutoring space, DVD’s and videos for ESL patrons, and GED classes. Willee Lewis stated that for libraries to delight patrons, libraries must be glamorous. Ms. Lewis added that it is important for writers to visit the libraries. Ann Brown suggested steps should be taken to make literacy fun. Willee Lewis suggested that food could make literacy fun. Monica Lewis thought that an automated motivational message would be helpful to adult literacy students. Terry Lewis recommended featuring high profile individuals in public service announcements about the library.

The Public Outreach Work Group addressed the question of providing a Commons that delighted patrons. Terry Lynch stated that the library should provide safe, clean meeting rooms. Monica Lewis added that comfortable furniture would be an important element.

In response to the question, “ If the DCPL: were to provide Current Topics and Titles in a manner that resulted in local residents being delighted with the library, what services would be offered and how would they be provided?”, members of the Public Outreach Work Group stated that the shelves would be purged and the library would provide a pleasant environment for reading. During the discussion of providing Information Literacy services, the Work Group agreed that it would be important for the library to provide services to job seekers e.g. resume writing classes. It was also suggested that the public should have access to an abundant supply of computers. Charlene Drew-Jarvis noted that the National Science Foundation funds internet rooms. To provide Lifelong Learning services, the Work Group stated that the library should provide a safe clean learning environment and digitize the collection. It was suggested that a literacy and historical collection could be based on the Washingtoniana collection. Donna Nicely stated that this effort could begin now.

Charlene Drew-Jarvis asked the Work Group to consider the question, “If DCPL residents were aware of the services that the library offered and ranked the library as the best service the District provided, what would DCPL have done to build community support and make residents aware of the services the library provided?” Ann Brown suggested focus groups. Donna Nicely asked if

Mayor Williams would hold listening tours to determine the priorities of the citizens regarding libraries. Terry Lynch suggested that it would be important to obtain endorsements from ANCs. Mr. Lynch also stated that it is necessary to have supportive editorials in the Washington Post and Washington Times. Television coverage by Jim Vance, Tom Sherwood and Andrea Roone would be important. Donna Nicely stated that the library must first identify what it wants to before launching a public outreach campaign. In the interim, the library can take steps to improve the library like cleaning facilities.

Charlene Drew-Jarvis concluded the meeting by reviewing the key priorities. The library should not be a static, quiet place. The library must be clean, interactive, high tech and welcoming.

## Technology Work Group—June 14, 2005

The Technology Work Group met on June 14, 2005, to review Best Practices to discuss Library Service Responses and to develop Recommendations. The meeting was attended by: Greg Rehkopf for Jean Case, June Garcia and Yolanda Branche. Susan Kent joined the meeting via conference call.

Susan Kent stated that the Task Force should decide what the D.C. Public Library should be and then market those services. Ms. Kent suggested that D.C. Public Library conduct a technology assessment. This assessment would benchmark the standard for library technology and determine the gap between the standard and the current level of technology of the D.C. Public Library.

The Work Group developed a list of the key library technology. The list includes: down loadable books, personalization, electronic databases, technology assistance, online literacy materials, centralized computer assistance, digitization and homework support. After the technology assessment is conducted it is important to determine the services that the staff of the D.C. Public Library can provide. The library staff must have the necessary training to maintain the technology.

The Work Group discussed the RFID system that was installed in the Seattle Public Library. It was noted that RFID is new technology and it is anticipated that the cost of the RFID systems will decrease. In addition, it can be problematic when a library is an early adapter of new technology. For example, at this point there is no international standard for RFID.

Susan Kent noted that libraries combine the virtual and the physical. Libraries are a gathering place and libraries provide computer access. Information technology makes libraries accessible. Ms. Kent stated that libraries should not focus on the computers. Libraries should focus on the information that libraries provide through computers. Content is particularly important for an effective Lifelong Learning program.

Ms. Kent stated that as libraries expand their technology it is important to identify the services that are important to patrons. In addition, the library should measure the satisfaction of patrons with the services that the library provides. Frequently, patrons are not aware of the services that libraries can offer. Libraries must educate the public. Instead of asking library patrons, “What do you want?” It is more effective to provide patrons with a picture of the services that libraries can provide.

For technology to be effective, the staff of the library must be comfortable with the technology. Library staff should be trained in the use and repair of computers. In addition, libraries should inform patrons about the technology that is available. Ms. Kent suggested that libraries consider

technology as an ongoing expense. One on going expense is the cost of replacing computers. Computers need to be replaced every three to four years.

Greg Rehkopf requested copies of library technology plans. June Garcia agreed to provide copies of library technology plans.

Upon review of the notes of the June 14 meeting of the Technology Work Group Susan Fifer Campy submitted the following comments:

- The District of Columbia Public Library System needs more consistently working computers.
- Library staff needs training to make routine fixes. In addition, the IT support needs to be more responsive to problems. Librarians need to understand the vertical web sources.
- Given the heavy use of computers in the District Public Library System, the computers should be replaced every two years.
- Increasingly government agencies expect individuals who do not have a home computer, to have access to use a computer in a public library. If the computers in public libraries do not work, the individual cannot obtain the necessary information. Broken computers in public libraries creates a serious disconnect between the individual and the government.
- The focus should not be cutting edge applications or technologies. The focus should be a basic high standard of support so that people can access information.







## Appendix B: Services and Use Trends

### Introduction

Appendix B. Services and Use Trends provides an overview of current District of Columbia Public Library (DCPL) services and a trend analysis of collection use, information requests, outreach services, programs and program attendance, library attendance (customer visits), and service hours. As available, trends are noted for FY 2002 through FY 2005. [Tables and analyses provided in this draft are only through FY 2004. These will be updated as FY 2005 data is provided following the fiscal year close on September 30.] Projections are not and should not be provided because future activity levels will depend on new DCPL service priorities. Further, significant changes are likely in the DCPL data collection and reporting practices, including a review of data reported in recent years.

Information and implications about current DCPL market penetration are provided, based on collection borrowing by users. Selected maps provide examples of use patterns in the District of Columbia. These maps are from a larger set that includes market area and geographic borrower patterns. Demographic profiles for each branch and for DCPL are also provided. The full set of maps and demographic profiles is available at [www.public-library.com/mapping/washington-dc/](http://www.public-library.com/mapping/washington-dc/). (These files can be made available in another manner or at another site, if preferred by the Task Force. Access also can be password protected if desired.)

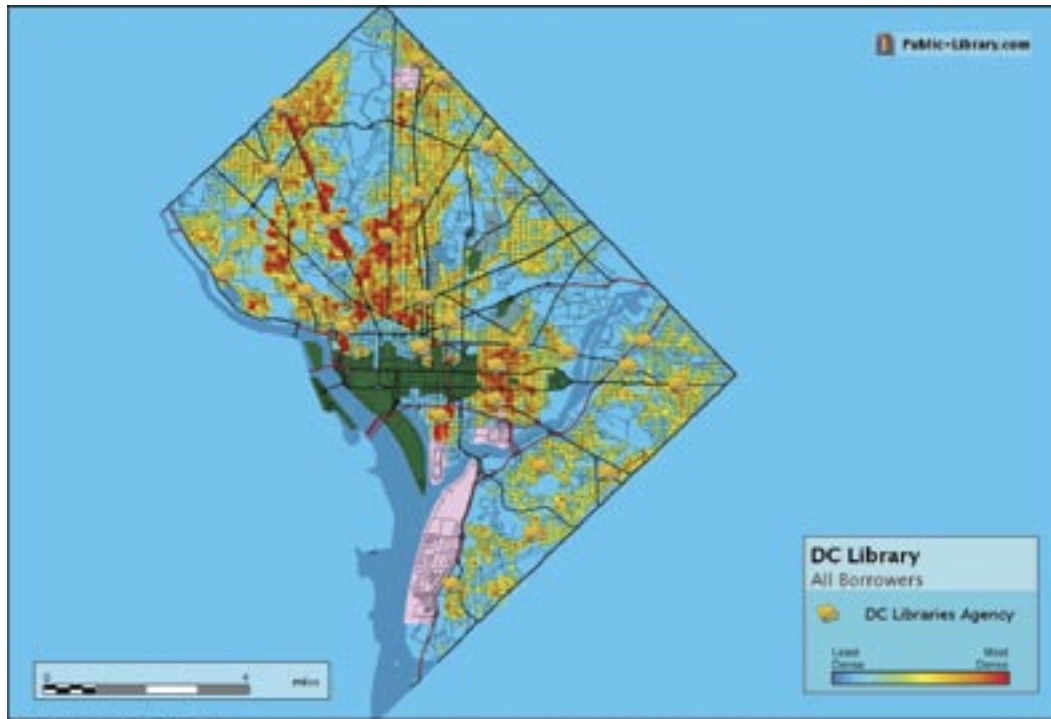
Highlights from the text and tables in Appendix B. include the following information:

#### Services

- The DCPL serves District residents through 27 facilities and mobile service units, with four of the twenty-six branch libraries closed for replacement.
- All DCPL libraries offer print and media collections for borrowing, access to electronic resources, and reference materials for in-library use, except that media collections are not available at the four community libraries and the kiosk.
- All DCPL libraries have staff for assisting users with the selection of items and answering requests for information.

- Public access computers, linked to the Internet, are available at all DCPL libraries, except the Langston branch and the Deanwood kiosk.
- Targeted and outreach services are provided to audiences with special needs.
- Reading skills assistance is provided, through tutoring spaces and materials of interest, to new adult readers and learners of English as a second language.

**Map B1. District-wide All Borrowers**



### Access

- Residents throughout the District use DCPL facilities.
- The Martin Luther King, Jr. Memorial Library (MLK) has users from across the District and serves as a neighborhood library for patrons in the neighborhoods surrounding MLK.
- Many areas with the lowest percent of residents who borrow library materials are in census block groups located at the perimeter of the District.
- Borrower activity shows widespread geographic access to DCPL facilities across the District, as shown in Map B1, District-wide, May 2005 - All Borrowers, which displays borrower densities for a one-month period. (Details and additional maps—with a 17-month sample period are provided in “Borrower Patterns” on page 165.)
- A 20 percent cut in branch library service hours in March 2003 is anticipated to be fully restored during FY 2006, in a two-stage process that began in January 2005.

## Use Trends

- Between 1.8 million and 2.2 million visitors have entered DCPL facilities each year, since FY 2002.
- Total visits declined slightly during the period of FY 2002 through FY 2004—falling at the Martin Luther King, Jr. Memorial Library and increasing in the branches, according to reports.
- Overall the DCPL system activity saw a slight increase for the period of FY 2002 through FY 2004, using a combined total of five important activity measures—materials circulation, in-library use of materials, information requests (or reference transactions), library visits, and program attendance.
- Overall use of the library’s physical collections decreased by 1.5 percent during the period of FY 2001 through FY 2004, including the combination of circulation and in-library use of materials.
- The branch libraries reported increases in the combined totals for circulation and in-library use of materials from FY 2002 to FY 2003, when their hours were reduced.
- The Martin Luther King, Jr. Memorial Library reported large decreases in the combined totals for circulation and in-library use of materials, during a period when its hours were not reduced.
- The circulation of materials decreased 11.5 percent District-wide during the period of FY 2001 through FY 2004.
- Visits to the DCPL home Web page increased by over 50 percent, during the period of FY 2001 through FY 2004, while downloads of full-text articles decreased by a similar amount. [Some members of the DCPL staff disagree with data reports by DCPL on this topic.]
- The overall number of information requests increased during the period of FY 2001 through FY 2004, with the branch libraries reporting an increase and the Martin Luther King, Jr. Memorial Library reporting a decrease for the period.
- Many activity measures for targeted and outreach services increased for the period of FY 2001 through FY 2004, including the number of GED practice tests administered (87 percent), tutoring room use (178 percent), and attendance at literacy training classes and meetings (264 percent).
- Attendance at DCPL programs grew by 26 percent, to almost 233,000 during the period of FY 2002 through FY 2004, with this growth being reported largely by the branch libraries even during the period of reduced branch service hours.

## Services Overview

The DCPL offers a variety of services to the residents of the District. Each branch library strives to address the needs of residents in its respective market area. The Martin Luther King, Jr. Memorial Library serves as resource for the entire District and also serves as a neighborhood library for the residents in its immediate vicinity.

Services offered by the DCPL include physical and electronic collections, telephone information services, a mobile services unit for senior citizens, services for the deaf, a system-wide community information service, a video lending service, mobile service for children at licensed family day-care providers, and many programs and activities to inform, educate, and enrich the public. The DCPL also provides services for the blind and physically handicapped persons, the homebound, and the institutionalized. In addition, spaces are provided in most libraries for reading, studying, and group meetings and programs. Some libraries have spaces allocated for tutoring and training in computer and software skills.

## The Branch Libraries

The size of DCPL's neighborhood branch libraries ranges from approximately 7,000 to 30,000 square feet. The size of community branch libraries ranges from approximately 1,400 to 1,600 square feet. The kiosk has 150 square feet.

All DCPL branch libraries provide a collection of print and limited audiovisual materials, a reference collection, and at least one public access computer with the exception of the Deanwood Kiosk. The larger libraries, those with 6,965 to 29,796 square feet, offer distinct areas for use by adults, teens, and children with collections that are separated for easy access by users. Circulating items not available at branch, but owned by DCPL, can usually be requested for delivery to the branch library.

There are no formal computer laboratories in the branch libraries. However, three branch libraries, Lamond-Riggs, Petworth, and Washington Highlands, have Homework Help Centers, which contain computers, in their public service areas. Staff at each Homework Help Center help children with their homework assignments, and informally assist students with basic computer skills that include utilizing software applications and the Internet. Space in the public areas of every branch but the Deanwood Kiosk can be used by tutors and learners. Most branches have spaces for Library-sponsored programs that can also be used by community groups. The libraries that do not have at least one meeting room are Langston, Parklands-Turner, R.L. Christian, Sursum Corda, and the Deanwood Kiosk.

Twelve branch libraries have collections of easy-to-read materials for adult learners as well as pre-GED and GED materials. These collections are in the Capitol View, Lamond-Riggs, Northeast, Petworth, Southeast, Southwest, Washington Highlands, and Woodridge branches. Four libraries temporarily closed for rebuilding (Anacostia, Benning, Watha T. Daniel, and Tenley-Friendship) also have collections that support literacy. These collections are similar to, but of smaller size than, that of the Adult Basic Education Materials Center in the Martin Luther King, Jr. Memorial Library.

## Targeted and Outreach Services

The DCPL provides adaptive services to many individuals with special needs. The Targeted and Outreach Services unit focuses on persons who are

- blind, visually impaired, or learning disabled due to an organic dysfunction.
- homebound
- living in hospitals, institutions, homes for the aged, or other group living sites
- living in senior homes with little access to branch libraries

- hearing disabled
- 55 years of age and older seeking career and educational resources

Table B.1

Number of Weekly Service Hours - July 2005	
<i>Library</i>	<i>Weekly</i>
Martin Luther King, Jr. Memorial Library *	66
<b>Branch Libraries</b>	
Anacostia (closed for rebuilding)	0
Benning (closed for rebuilding)	0
Capitol View	48
Chevy Chase	48
Cleveland Park	48
Deanwood	20
Francis A. Gregory	48
Georgetown	48
Juanita E. Thornton/Shepherd Park	48
Lamond-Riggs	48
Langston	40
Mt. Pleasant	48
Northeast	40
Palisades	48
Parklands-Turner	40
Petworth	48
R.L. Christian	40
Southeast	48
Southwest	48
Sursum Corda	40
Takoma Park	48
Tenley-Friendship (closed for rebuilding)	0
Washington Highlands	48
Watha T. Daniel/Shaw (closed for rebuilding)	0
West End	48
Woodridge	48
Total Branch Service Hours Weekly	1054
Total DCPL Service Hours Weekly	1050
* Summer Hours, not open Sundays Source: District of Columbia Public Library, September 2005.	

## Martin Luther King, Jr. Memorial Library

The Martin Luther King, Jr. Memorial Library houses the in-depth and special collections owned by the DCPL system. The staff provides services that meet the needs of patrons, including identifying and locating items and reference information. The library also houses the District of Columbia Center for the Book and a DCPL store that sells used books and DCPL-logo merchandise.

### Subject and Special Collections

The subject departments and special collections in the library are: Art; Audiovisual; Black Studies; Business, Economics, and Vocations; Children's Room; History and Biography, Language and Literature; Music and Recreation; Periodicals; Newspapers; Philosophy, Psychology, and Religion; Popular Library; Sociology, Education, and Government; Technology and Science; Washingtonian and The Washington Star Collection; and Young Adult Services.

### Children's Services

The staff of the Children's Division addresses the needs of preschoolers and children through grade eight. The Children's Division collection includes more than 90,000 items. Child-sized rest rooms and a water fountain are located in this Division. In addition to children, parents and other adults who work with children use the resources of the Children's Division.

A major focus of their collection is to help children address their homework needs. The Children's Division also provides books for pleasure reading. World languages in this children's collection include, Chinese, German, Russian, Spanish, and Vietnamese. Media materials for children are located

separately in the Audiovisual Division.

During the week, programs for preschoolers through sixth graders are held in the Children's Division.

## Young Adult Services

The Young Adult Division serves the needs of patrons between the ages of twelve and nineteen. The Young Adult Division collection includes hardback and paperback books, and magazine. Additionally, computers with software applications that address the interests of teens and pre-teens are available.

## The Adult Basic Education Materials Center

The Adult Basic Education Materials Center collection contains easy-to-read materials for adult learners as well as pre-GED and GED materials. (Similar services and smaller collections are also offered in twelve of the branch libraries.)

## Service Hours

The DCPL reduced branch service hours in FY 2003 because of staff reductions. In FY 2003, the DCPL cut the total number of public service hours weekly to 1,106, a loss of 20 percent. The total weekly DCPL service hours had been 1,385 in FY 2001 and FY 2002.

Branch service throughout the DCPL system changed from six days weekly to five days. The Martin Luther King, Jr. Memorial Library hours were not reduced, and continues to be open seven days weekly.

Reduced hours went into effect at neighborhood libraries, changing from 52 to 40 hours each week beginning in March 2003. However, for the community libraries, public service schedules increased from 38.5 to 40 hours weekly. Neighborhood libraries include all branches except five facilities. Four of those five are community libraries: R.L. Christian, Sursum Corda, Langston, and Parklands-Turner, which are considered community libraries. Deanwood is a kiosk.

As part of a two-step program to restore the hours that had been cut, hours were expanded in FY 2005. Beginning in January, service hours were expanded in the 17 full-service neighborhood

**Table B.2**

Annual Use Figures: DCPL FY 2002 - FY 2005						
Fiscal Year	Materials Circulation	In-Library Use of Materials	Information Requests	Visits / Gate Count	Program Attendance	Totals for All Categories
2004-05	1,128,870			1,820,596	202,594	0
2003-04	1,083,379	2,419,532	1,127,879	1,958,441	222,930	6,812,161
2002-03	1,155,260	2,352,662	1,061,632	2,174,109	176,187	6,919,850
2001-02	1,224,362	2,331,732	1,070,784	2,022,925	145,339	6,795,142
Sources: For FY 2004- 05: District of Columbia Public Library. For FY 2001-FY 2004: "Statistical Report [year varies], Public Library Data Service," American Library Association, Chicago.						

libraries from 40 to 48 each week enabling them to be open six days each week, Monday through Saturday. The number of service hours remained unchanged at the community libraries and MLK.

It is anticipated that additional branch service hours will be restored during FY 2006. Branch library schedules are expected to be restored to 52 hours weekly at that time. System-wide service hour totals are shown in Table B1, Number of Weekly Service Hours – July 2005.

## Use Trends

The DCPL measures activity levels in several important areas of service. These include collection and electronic information use, information requests, targeted and outreach services, library attendance (or gate count), and program attendance.

An overall summary of District-wide activity in five areas is provided in Table B2, Annual Use Figures: DCPL FY 2001 - FY 2005. The five areas are materials circulation, in-library use of materials, information requests, library visits, and program attendance.

Overall District-wide activity saw a slight increase (0.25%), with a combined total for activity in these five key service areas, for the period of FY 2002 through FY 2004. Each of these areas will be examined individually in subsequent tables and text. However, due to the very slight increase in activity levels and the methodologies for producing most of these data, no discernible trend or change can be determined at this time.

Activity levels in these five important areas are shown on a per capita basis in Table B3, Per Capita Annual Use: DCPL FY 2002 - FY 2005. During the period of FY 2002 through FY 2005, per capita circulation of materials dropped from 2.1 to 2.0, with four branch libraries closed during 2005. In-library use of materials FY2002 through FY 2004 increased from 4.1 items to 4.3 items per capita. Information requests also increased, from 1.9 to 2.0 requests per capita. Program attendance increased from 0.3 to 0.4 per capita between FY 2002 and FY 2005.

A number of factors affect each of these activity measures. Service hours affect most of these activity measures. Materials circulation and in-library use of materials are heavily influenced by the budget level for materials and priorities for acquisitions. Lower program attendance usually occurs if staffing levels and service priorities are shifted away from programming. Facilities closures affect all activity measures.

## Collection Use (Physical and Electronic)

Libraries track the use of their physical collections by counting the items borrowed by users. Libraries usually track in-library use by sampling the number of items used within facilities but not borrowed. Increasingly, libraries also count “visits” to their Web pages and the use of the library’s electronic resources.

To date, the number of items borrowed by users is the most accurate and almost universally used measure. Methodologies for measuring in-library use of materials vary in approach and accuracy. However, in-library use of materials is an important activity to measure. In-library use often is higher in central libraries with in-depth collections, in areas with children who live in low-income households, and when people have concerns about returning borrowed materials.

Table B.3

Per Capita Annual Use: DCPL FY 2002 - FY 2005						
Fiscal Year	Materials Circulation	In-Library Use of Materials	Information Requests	Library Attendance / Gate Count	Program Attendance	Population
2004-05	2.0			3.3	0.4	0
2003-04	1.9	4.3	2	3.5	0.4	563,384
2002-03	2.1	4.2	1.9	3.9	0.3	563,384
2001-02	2.1	4.1	1.9	3.5	0.3	570,898
Sources: For FY 2004- 05: District of Columbia Public Library. For FY 2001-FY 2004: "Statistical Report [year varies], Public Library Data Service," American Library Association, Chicago.						

The use of electronic and Internet resources is an important and rapidly growing segment of library service. There are various ways to count these activities and vendors often use their own unique approaches to this task.

### Print / Media Collection Use

Overall use of DCPL's collections decreased by 1.5 percent during the period of FY 2001 through FY 2004. There were different trends for items borrowed and items used within libraries.

The circulation of materials had a marked decrease during this period. This is shown in Table B4, Print and Media Collection Use: DCPL FY 2001 – FY 2005.

For in-library use of materials, an overall DCPL increase was reported during this period. However, the increases were the result of activity in the branch libraries. In-library use at the Martin Luther King, Jr. Memorial Library decreased.

Throughout the District, circulation of materials decreased by 31.6 percent from FY 2002 to FY 2005. There was an increase of 2.9 percent in the branches but a 31.6 percent decrease in the Martin Luther King, Jr. Memorial Library. (These changes and other details are shown in Table B5, Percent Changes in Annual Collection Use: DCPL FY 2001 - FY 2005.)

For in-library materials use for the period FY 2002 to FY 2004, a net District gain of about 4 percent was reported. An increase of 26 percent was reported for the branch libraries. A decrease of 21 percent was reported for the Martin Luther King, Jr. Memorial Library.

The major decreases in print and media collection use occurred in FY 2003, when branch service hours were reduced by 20 percent from FY 2002 levels. (Table B1, Service Hours Per Week: DCPL FY 2001 - FY 2005, provides additional information on service hour changes.)

Interestingly, it was the Martin Luther King, Jr. Memorial Library that reported large drops in circulation and in-library use from FY 2002 to FY 2003—when its hours were not reduced and those of the branch libraries were reduced. For that same period when branch service hours were reduced, increases were reported for the branch libraries in the circulation and in-library use of materials.



Table B.4

Print and Media Collection Use: DCPL FY 2001 - FY 2005				
Type of Use	FY 01-02	FY 02-03	FY 03-04	FY 04-05
Circulation				
Central	379,779	281,060	275,418	259,731
Branches	844,583	874,200	807,961	869,139
Total	1,224,362	1,155,260	1,083,379	1,128,870
In-Library Use *				
Central	1,109,628	940,576	876,234	
Branches	1,222,104	1,412,086	1,543,298	
Total	2,331,732	2,352,662	2,419,532	0
<b>Total: All Use</b>	<b>3,556,094</b>	<b>3,507,922</b>	<b>3,502,911</b>	<b>0</b>
* Estimated from samples. Sources: For FY 2004- 05: District of Columbia Public Library. For FY 2001-FY 2004: "Statistical Report [year varies], Public Library Data Service," American Library Association, Chicago.				

Table B.5

Percent Changes in Annual Collection Use				
DCPL FY 2002 - FY 2005				
Type of Use	FY 02-03	FY 03-04	FY 04-05	Total - FY 02-05
Circulation				
Central	-26.00%	-2.00%	-5.7%	-31.6%
Branches	3.50%	-7.60%	7.6%	2.9%
Total	-5.60%	-6.20%	4.2%	-7.8%
In-Library Use *				
Central	-15.20%	-6.80%		
Branches	15.50%	9.30%		
Total	0.90%	2.80%	0	0
<b>Total: All Use</b>	<b>-1.40%</b>	<b>-0.10%</b>	<b>0</b>	<b>0</b>
* Estimated by sampling. Sources: For FY 2004- 05: District of Columbia Public Library. For FY 2001-FY 2004: "Statistical Report [year varies], Public Library Data Service," American Library Association, Chicago.				

## Electronic Use

DCPL subscribes to a number of electronic databases and publications that are accessed by users within libraries and from off site locations such as homes, schools, businesses, and wireless hotspots. (Descriptions for many of these electronic resources are provided in Appendix C. Current Resources and Allocations, of this Report.) Use of these resources on site are affected by several factors, including the availability of computers for accessing these electronic resources, ease of use, and staff familiarity with electronic resources.

Between FY 2002 and FY 2004, the number of “visits” to DCPL’s home Web page increased by nearly 51 percent, as show in Table B6, Electronic Resources Use: DCPL FY 2001 - FY 2005. During this same period, queries of its licensed databases grew by about 16 percent.

**Table B.6**

Electronic Resources Use: DCPL FY 2001 - FY 2005				
	FY 01-02	FY 02-03	FY 03-04	FY 04-05
Visits	549,992	733,817	829,243	
Database Queries	70,799	79,396	82,356	
Full-text articles	87,017	40,974	42,876	0
Sources: For FY 2004- 05: District of Columbia Public Library. For FY 2001-FY 2004: “Statistical Report [year varies], Public Library Data Service,” American Library Association, Chicago.				

These increases occurred at the same time that library circulation and in-person visits to facilities decreased. Use of electronic resources is expected to continue as more reference publications become available in electronic form and access to the Internet grows.

However, during this same period, FY 2002 through FY 2004, the number of full-text magazine and newspaper

articles decreased by nearly 51 percent, as reported to the American Library Association (ALA) by DCPL. [Some DCPL staff disagree with the data provided to the ALA.]

## Information Requests

Many factors influence the number of information requests received by libraries. The historic quality and promotion of the service is an important factor. Others are the availability of skilled and knowledgeable staff and the number of service hours during which information services are available. Factors that influence accuracy in tracking the number of information requests received

**Table B.7**

Information Requests: DCPL FY 2001 - FY 2005 *				
	FY 01-02	FY 02-03	FY 03-04	FY 04-05
Central	430,872	381,316	412,234	
Branches	639,912	680,316	715,645	
Total	1,070,784	1,061,632	1,127,879	0
* Estimated by sampling. Sources: For FY 2004- 05: District of Columbia Public Library. For FY 2001-FY 2004: “Statistical Report [year varies], Public Library Data Service,” American Library Association, Chicago.				

by staff include the measure methodology and its implementation. Methodologies for measuring in-library use of materials vary in approach and accuracy. The DCPL, like many public libraries, uses a sampling methodology.

The DCPL reports that the overall number of information requests increased during the period of FY 2001 through FY 2004, as shown in Table B7, Information Requests: DCPL FY 2001 - FY 2005. The Martin Luther King, Jr. Memorial Library, however, reported a decrease in information requests for the period.

The overall District-wide increase in information requests for this period, FY 2001 through FY 2004, was 5.3 percent, as shown in Table B8, Percent Changes in Information Requests: DCPL FY 2001 - FY 2005. However, the number of information requests decreased at the Martin Luther King, Jr. Memorial Library by 4.3 percent for the period. It reported a loss of 11.5 percent between FY 2002 and FY 2003. This was a time of reduced branch service hours. Partial gains occurred between FY 2003 and FY 2004, for which the Martin Luther King, Jr. Memorial Library reported an increase of about 8 percent in information requests.

## Targeted and Outreach Services

Targeted and Outreach Services provide a variety of services to target audiences. As a result, DCPL maintains performance measures for Targeted and Outreach Services.

The important work and progress of these units would be more adequately portrayed and understood if the reporting of their performance measures were coordinated and disseminated in a common and easy-to-read format. The needed data almost certainly is available for most activities because the grant funding sources require it.

**Table B.8**

Percent Changes in Information Requests *				
DCPL FY 2001 - FY 2005				
Type of Use	FY 02 -03	FY 03-04	FY 04 -05	Total - FY 02-05
Central	-11.50%	8.10%		
Branches	6.30%	5.20%		
Total	-0.90%	6.20%	0	0
* Estimated by sampling. Sources: For FY 2004- 05: District of Columbia Public Library. For FY 2001-FY 2004: "Statistical Report [year varies], Public Library Data Service," American Library Association, Chicago.				

Many activity measures for targeted and outreach services increased for the period of FY 2001 through FY 2004. While many reported activity levels increased during this period, their respective growth differed greatly. For example, at the Adult Literacy Center the number of GED practice tests administered grew by 87 percent, tutoring room use grew by 178 percent, and attendance at training classes and meetings increased by nearly 265 percent. During this same period, attendance at deaf services-related programs increased by 3 percent. Interestingly, many activity levels for targeted and outreach services did not significantly decrease during the FY 2003 period of reduced hours at DCPL facilities.

Table B.9

Targeted and Outreach Services				
Selected Service Statistics: DCPL FY 2001 - FY 2005				
	FY 01-02	FY 02-03	FY 03-04	FY 04-05
Adult Literacy Resource Center				
GED Practice Tests Administered	490	870	884	
Information and Referral Walk-ins	2680	1,875	5,021	
Training Classes and Meetings Attendance	287	791	1,047	
Tutoring Room Use	883	908	2,454	
Bookmobile Program Attendance	1,020	666	1,295	
Deaf Services Program Attendance	4,091	4,033	4,223	
Library for the Blind and Physically Handicapped - Circulation	37,843	43,692	43,082	
	na	na	na	
ROAR (Reach Out and Read)	na	na	na	
* Bookmobile out of service six months. Source: District of Columbia Public Library.				

## Program Attendance

During the period of FY 2002 through FY 2004, attendance at DCPL programs grew by 26 percent, to almost 233,000. This increase was largely due to the increase of 56.5 percent reported by the branch libraries. Attendance growth reported for the Martin Luther King, Jr. Memorial Library was 11.5 percent. This data is shown in Table B10, Program Attendance: DCPL FY 2001 - FY 2005. Reported attendance grew through out the DCPL system even during the period of reduced branch service hours in FY 2003.

Statistics were not available for the number of programs presented or sponsored annually by the DCPL.

## Library Attendance

The number of persons entering each library usually is tracked by counters at the public entrances to libraries. This measure counts each person entering or leaving the building. Accuracy depends on equipment reliability, and whether the counters are located between the library interior and rest rooms.

Overall customer visits, or library attendance, declined slightly for the DCPL during the period of FY 2002 through FY 2004. About two million visitors annually entered DCPL facilities during that period, as shown in Table B11, Library Attendance: DCPL FY 2001 - FY 2005.

The overall percent of change during this period (- 3.3 percent) is shown in Table B12, Percent Changes in Library Attendance: DCPL FY 2001 - FY 2005. Library attendance fell most at the Martin Luther King, Jr. Memorial Library—by over 200,000 visitors, or 3.7 percent. Most of this

Table B.10

Program Attendance: DCPL FY 2001 - FY 2005				
	FY 01-02	FY 02-03	FY 03-04	FY 04-05
Central	10,082	11,373	11,243	
Branches	135,257	164,814	211,687	
Total	145,339	176,187	222,930	0
Sources: For FY 2004- 05: District of Columbia Public Library. For FY 2001-FY 2004: "Statistical Report [year varies], Public Library Data Service," American Library Association, Chicago.				

decrease occurred between FY 2003 and FY 2004, a period with reduced public branch service hours.

During this same period, branch attendance increased by 10.5 percent to almost 1.5 million visits. Increases in branch library attendance were reported throughout this period, including times when branch service hours were reduced.

## Borrower Patterns

Overall, borrower activity for the DCPL shows widespread geographic access to library facilities across the District. This is positive because it shows that the DCPL has a set of facilities that are accessible to most residents of the District. In addition, the Martin Luther King, Jr. Memorial Library also has users from across the District. This a positive pattern as well.

The maps were generated with data provided by the District of Columbia Public Library for a sample period of January 1, 2004 through May 31, 2005. The maps show library use patterns in the District.

A small selection of these maps is provided in this appendix. A full set of maps based on 17-months of borrower activity can be accessed at [www.public-library.com/mapping/washington-dc/](http://www.public-library.com/mapping/washington-dc/).

Table B.11

Library Attendance: DCPL FY 2001 - FY 2005				
	FY 01-02	FY 02-03	FY 03-04	FY 04-05
Central	673,682	604,707	466,976	
Branches	1,349,243	1,569,402	1,491,465	
Total	2,022,925	2,174,109	1,958,441	0
Sources: For FY 2004- 05: District of Columbia Public Library. For FY 2001-FY 2004: "Statistical Report [year varies], Public Library Data Service," American Library Association, Chicago.				

Table B.12

Percent Changes in Library Attendance *				
DCPL FY 2001 - FY 2005				
Type of Use	FY 02-03	FY 03-04	FY 04-05	Total - FY 02-05
Central	-10.20%	-22.80%		
Branches	16.30%	-5.00%		
Total	7.50%	-9.90%	0	0
Sources: For FY 2004- 05: District of Columbia Public Library. For FY 2001- FY 2004: "Statistical Report [year varies], Public Library Data Service," American Library Association, Chicago.				

The full set includes density maps, market area maps for each branch library, a map of “underserved” areas, and demographic profiles for each branch and the underserved area based on the 2000 U.S. Census. The maps were prepared by Public-Library.com, Inc.

## Density Maps

Several District-wide maps and individual branch library maps are provided as samples. A full set of maps for all DCPL libraries is available at [www.public-library.com/mapping/washington-dc/](http://www.public-library.com/mapping/washington-dc/).

### District-wide Use

The following District-wide density maps show borrowing activity in the District from DCPL facilities. These comprehensive maps identify the level of actual borrowing activity in the neighborhoods and communities throughout the District. The maps do not show amounts of use by residents, only that someone in the area borrowed at least one item during the sample period.

The reddest areas in these maps have the greatest borrower density, or number of borrowers per square foot. The population density, as well as the number of people who borrowed materials during the sample period, affect the color pattern. The blue areas have the least dense borrower patterns. Deep blue areas usually are parks or water. However, some blue areas, such as golf courses or industrial zones, may have as few as one resident who appeared in the 2000 U.S. Census.

District residents in most areas of the city reach their libraries. Map B2, District-wide All Borrowers, shows the relative density who borrowed materials during the sample period—across the District. Very few populated areas in Map B2 have colors other than red or orange.

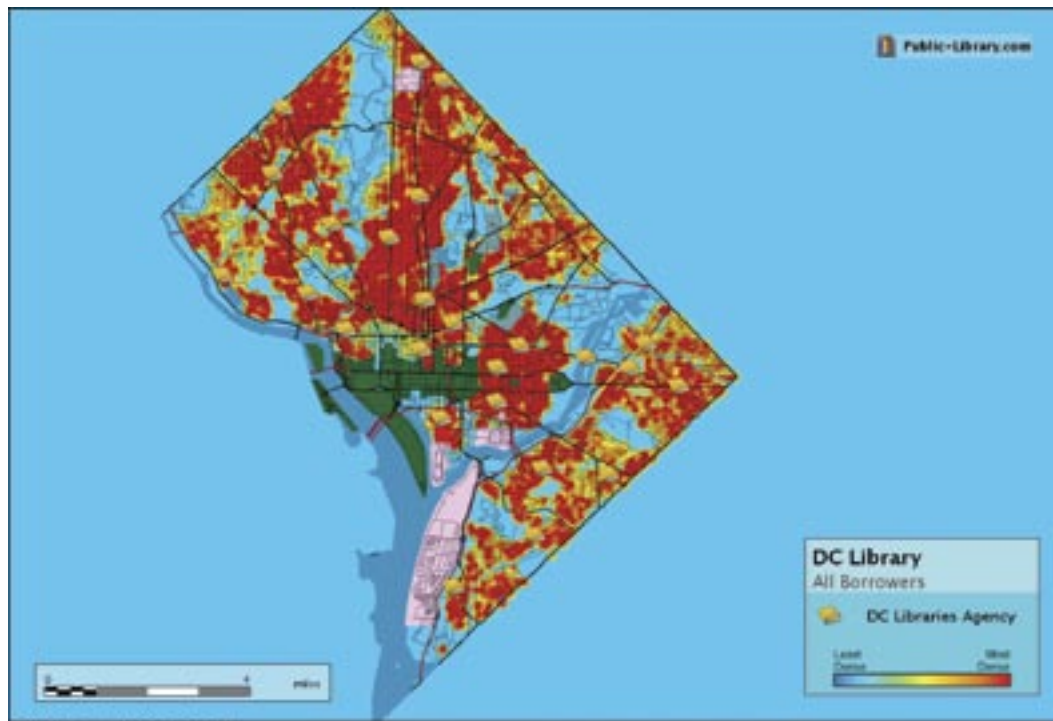
Maps of juvenile materials borrowing by District residents show a wider range of density than do maps of borrowing by only adults. This typical difference is the result of demographics and children’s access to libraries. Areas with low numbers of children usually show less borrowing of juvenile materials. Also, areas with less dense borrowing of children’s materials often are those where children cannot walk to a library, do not have easy access by automobile or public transportation, and/or tend to use materials inside the library rather than borrowing them.

Map B3, District-wide Borrowers of Juvenile Materials, shows borrower density for users who checked out juvenile materials during the sample period. The borrowers could have been adults or children.

### Individual Facility Maps

Whereas the District-wide borrower map shows an overview of all borrowers, the individual facility borrower maps display that activity facility-by-facility. Individual maps were prepared for every DCPL library, each showing only borrowing activity from that location.

### Map B2. District-wide All Borrowers (17-month sample)



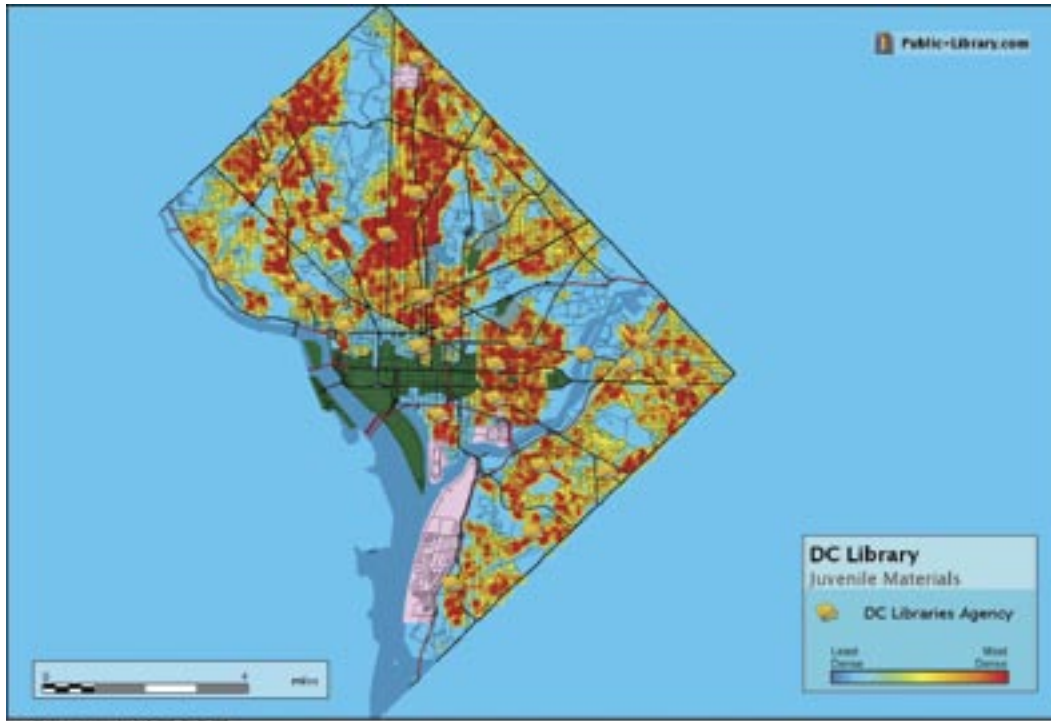
### Martin Luther King, Jr. Memorial Library

The Martin Luther King, Jr. Memorial Library is used by borrowers from across the District. This activity is shown in Map B4, Martin Luther King, Jr. Memorial Library – All Borrowers, for the 17-month period between January 1, 2004 and May 31, 2005.

Borrowers of juvenile materials from the Martin Luther King, Jr. Memorial Library are much more likely to have addresses closer to the facility than do borrowers of adult materials. This pattern is typical for use of a central library.

Also, the Martin Luther King, Jr. Memorial Library serves as a branch library for children who live nearby. This pattern of use is shown in Map B5 Martin Luther King, Jr. Memorial Library – Juvenile Materials, especially by the red coloring near the facility

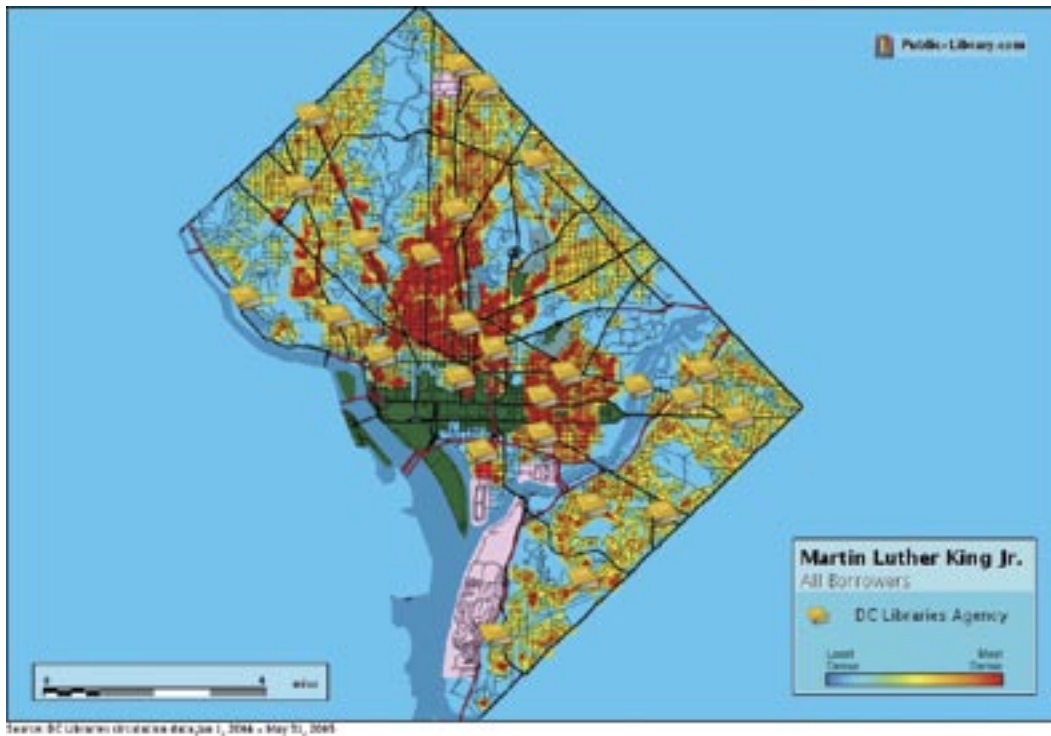
Map B3. District-wide Borrowers of Juvenile Materials



### Branch Library Maps

The two density maps, B6 and B7, have been selected for purposes of illustration. Similar maps have been prepared for each branch library and can be accessed at [www.public-library.com/mapping/washington-dc/](http://www.public-library.com/mapping/washington-dc/). The samples are for the Mount Pleasant Library.

Map B4. Martin Luther King, Jr. Memorial Library – All Borrowers





Map B6, Mount Pleasant – All Borrowers, shows use by all borrowers during the sample period. As is typical, the borrower density pattern is affected by travel patterns of its users, including people who live in other areas of the District but who may work, shop, visit, or have another reason to be near the Mount Pleasant Library.

Map B7, Mount Pleasant – Juvenile Materials, shows only borrowing of juvenile materials from the Mount Pleasant library. The density pattern is significantly different from that shown in the all-borrowers map (B6) for the Mount Pleasant library. The map shows a pattern for the borrowing of juvenile materials that is much more limited to residents of the immediate vicinity of the branch.

## Branch Library Market Areas

The market areas for two DCPL branch libraries are shown in this section. Market area maps for each branch library can be accessed at [www.public-library.com/mapping/washington-dc/](http://www.public-library.com/mapping/washington-dc/). (Only maps of branch library market areas were prepared because inclusion of a central library, such as the Martin Luther King, Jr. Memorial Library, usually overwhelms the branch library data and greatly diminished the value of the results for the branches).

This type of map shows statistically sound geographic market areas for each branch library of the DCPL. The maps are prepared by examining actual borrower activity, and were created by Public-Library.com, Inc.

The shaded regions in each map represent the true market area of the branch library. The market areas are determined by users, rather than by an arbitrary boundary such as a circle.

To generate the branch library market area maps, the entire service area is divided into census block groups. Each block group generally contains 600 to 3,000 people.

Map B6. Mount Pleasant – All Borrowers



Map B7. Mount Pleasant – Juvenile Materials



In densely populated areas, block groups may be geographically small. In sparsely populated areas, block groups may be geographically large.

Each census block group is assigned to the branch with the plurality of borrowers. The block group may also be assigned to a second branch if at least 40% of the borrowers used that second branch.

The result of this process is a set of well-defined market areas, each comprising the census block groups actually served by individual branch libraries. In some cases, one or more noncontiguous groups of census blocks comprise a branch library's market area. This result is shown in market area map (B8) for the Mount Pleasant Library.

## Underserved Areas

Underserved Areas are those block groups with the lowest per-capita borrowing activity in the District. These “underserved” areas are shown with a light grayish teal color. Because of the way some census block groups are drawn by the U.S. Bureau of the Census, their geography may include water or some other area that is not populated. These unpopulated areas do not affect the mathematical calculations used in assigning block groups and determining use patterns.

There are residents in almost all “underserved” census block groups who use DCPL libraries. However, fewer of them on a percentage basis borrowed materials from a DCPL library during the sample period of January 1, 2004 through May 31, 2005. There can be many reasons why there is less use by the residents in these “underserved” areas. The DCPL will need to examine each area for possible reasons and determine how best and when to address them.

## Map

The map, B9, DCPL Underserved Areas, shows those areas of the city that had relatively low borrower activity, as a percentage of residents who borrowed materials during the 17-month sample period. DCPL will need information about underserved areas as part of the strategic planning process and the preparation of a master facility plan. The demographic profile for these areas also will be helpful.

## Demographic Profile Example

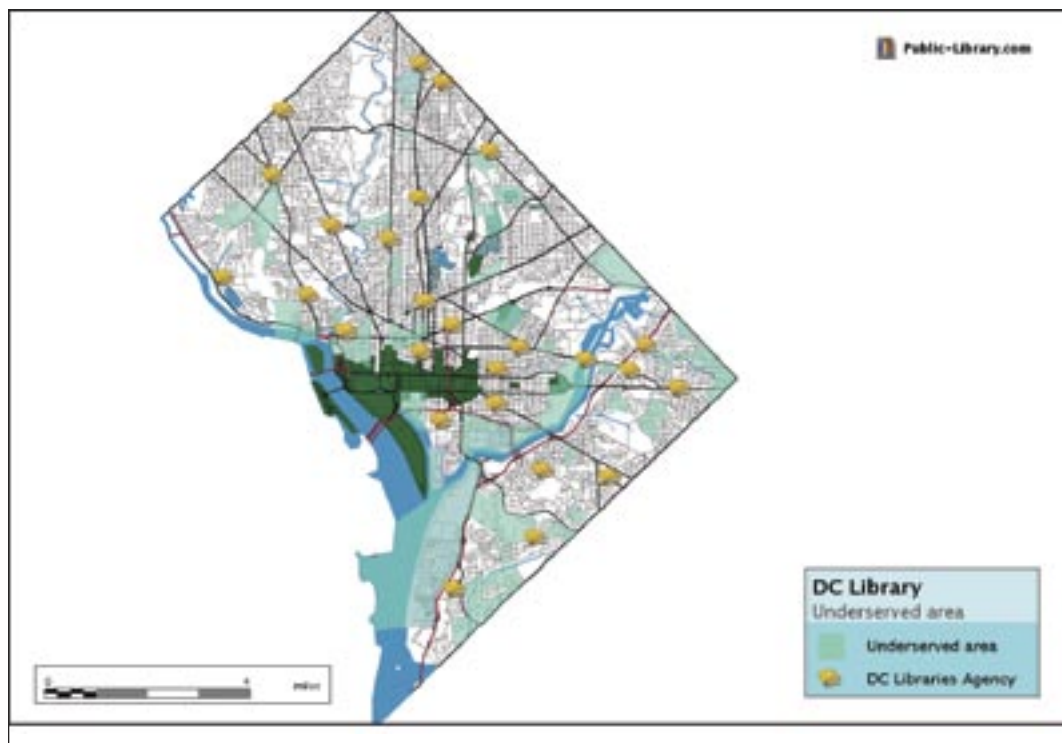
A demographic profile for the Mount Pleasant Library is provided here as a sample of the profiles prepared for each branch library. These demographic profiles can be accessed at [www.public-library.com/mapping/washington-dc/](http://www.public-library.com/mapping/washington-dc/).

The demographic profiles include data about household composition, income and poverty, age, race and ethnicity, nativity and recent immigration, educational attainment, language spoken at home, employment by occupation and industry, and housing characteristics. The profile data source is the U.S. Census Bureau, Census 2000, Summary Files 1 and 3.

Map B8. Mount Pleasant Market Area



Map B9. DCPL Underserved Areas



**Household and Family Composition: 2000**

	Mt. Pleasant market area	
	#	%
Total households	27,022	100
2 or more person nonfamily households	3,946	14.6
Family households	10,476	38.77
Family households with one or more people under 18 years	6,045	22.37
Married-couple family households	5,138	19.01
Married-couple family households with one or more people under 18 years	2,760	10.21
Family households: Female Householder, no husband present	3,775	13.97
Family households; with one or more people under 18 years; Female householder, no husband present	2,574	9.53
U.S. Census Bureau, Census 2000, Summary File 1		

**Age Composition 2000**

	Mt. Pleasant market area	
	#	%
Total population	61,445	100
Under 5 years	3,755	6.11
5 to 14 years	6,192	10.08
15 to 19 years	3,253	5.29
20 to 24 years	6,557	10.67
Under 21 years	14,229	23.16
60 years and over	6,560	10.68
65 years and over	4,894	7.96
75 years and over	2,368	3.85
U.S. Census Bureau, Census 2000, Summary File 1		

**Race and Ethnicity: 2000**

	Mt. Pleasant market area	
	#	%
Total population	61,445	100
One race	58,263	94.82
White alone	18,732	30.49
Black or African American alone	26,155	42.57
American Indian and Alaska Native alone	352	0.57
Asian alone	2,436	3.96
Native Hawaiian and Other Pacific Islander alone	45	0.07
Some other race alone	10,543	17.16
Two or more races	3,182	5.18
Hispanic or Latino	18,642	30.34
U.S. Census Bureau, Census 2000, Summary File 1		

## Nativity and Recent Immigration

	Mt. Pleasant market area	
	#	%
Total population	61,557	100
Foreign-born	20,790	33.77
Foreign-born; entered U.S. 1990 to March 2000	12,028	19.54
Naturalized citizen	4,249	6.9
Not a citizen	16,541	26.87
U.S. Census Bureau, Census 2000, Summary File 3		

## Educational Attainment

	Mt. Pleasant market area	
	#	%
Population 25 years and over	42,034	100
Without high school diploma	14,679	34.92
High school graduate (includes equivalency)	6,748	16.05
Some college, no degree	5,746	13.67
Associate degree	1,159	2.76
Bachelor's degree	7,259	17.27
Master's, Professional, or Doctorate degree	6,443	15.33
U.S. Census Bureau, Census 2000, Summary File 3		

## Language Spoken at Home

	Mt. Pleasant market area	
	#	%
Population 5 years and over	57,885	100
Speak language other than English	23,424	40.47
Do not speak English 'very well'	14,321	24.74
Spanish speakers	17,253	29.81
Asian and Pacific Island language speakers	1,528	2.64
Other language speakers	2,191	3.79
U.S. Census Bureau, Census 2000, Summary File 3		

## Income and Poverty Indicators

	Mt. Pleasant market area	
	#	%
Median household income in 1999	\$34,262	
Median family income in 1999	\$36,418	
Per capita income in 1999	\$21,927	
Total Families	10,849	100
Families in 1999 below poverty level	2,166	19.96
Families below poverty level with related children under 18 years	1,674	15.43
Total population	61,557	100
Population below poverty level (1999)	14,213	23.09
Below poverty level; 18 years and over (1999)	10,315	16.76
Below poverty level; 65 years and over (1999)	1,384	2.25
U.S. Census Bureau, Census 2000, Summary File 3		

## Employment by Occupation: 2000

	Mt. Pleasant market area	
	#	%
Employed civilian population 16 years and over	31,982	100
Management, professional, and related occupations	13,254	41.44
Service occupations	7,791	24.36
Sales and office occupations	6,567	20.53
Farming and fishing, and forestry occupations	20	0.06
Construction, extraction, and maintenance occupations	2,564	8.02
Production, transportation, and material moving occupations	1,786	5.58
U.S. Census Bureau, Census 2000, Summary File 3		

## Employment by Industry: 2000

	Mt. Pleasant market area	
	#	%
Employed civilian population 16 years and over	31,982	100
Agriculture, forestry, fishing and hunting, and mining	21	0.07
Construction	2,486	7.77
Manufacturing	528	1.65
Wholesale trade	321	1
Retail trade	2,127	6.65
Transportation and warehousing, and utilities	720	2.25
Information	1,646	5.15
Finance, insurance, real estate and rental and leasing	1,801	5.63
Professional, scientific, management, administrative, and waste management services	5,999	18.76
Educational, health and social services	5,161	16.14
Arts, entertainment, recreation, accommodation and food services	4,868	15.22
Other services (except public administration)	3,462	10.82
Public administration	2,842	8.89
U.S. Census Bureau, Census 2000, Summary File 3		

**Class of Worker: 2000**

	Mt. Pleasant market area	
	#	%
Employed civilian population 16 years and over	31,982	100
Private for-profit wage and salary workers	20,060	62.72
Private not-for-profit wage and salary workers	5,221	16.32
Government workers	5,314	16.62
Self-employed workers in own not incorporated business	1,342	4.2
Unpaid family workers	40	0.13
U.S. Census Bureau, Census 2000, Summary File 3		

**Housing Characteristics: 2000**

	Mt. Pleasant market area	
	#	%
Occupied housing units	27,022	100
Owner occupied housing units	5,987	22.16
Renter occupied housing units	21,035	77.84
Average household size	2.2	
Average family size	3.26	
Vacant housing units	2,596	100
Vacant housing units: For rent	915	35.25
Vacant housing units: For sale only	223	8.59
Vacant housing units: Rented or sold, not occupied	358	13.79
Vacant housing units: For seasonal, recreational, or occasional use	77	2.97
Vacant housing units: For migrant workers	0	0
Vacant housing units: Other vacant	1,023	39.41
Housing units	29,618	
Median gross rent	\$606	
Median value for all owner-occupied housing units	\$198,529	
U.S. Census Bureau, Census 2000, Summary Files 1 and 3		







## Appendix C: Current Resources and Allocations

### Introduction

Appendix C provides information about the current status and trends of the library's four major resource groups: staffing, collections, technology, and facilities. Also provided is a brief review of the overall financial resources of the District of Columbia Public Library (DCPL) system and brief descriptions of facility improvement projects.

The following statements provide highlights from the text and tables in this appendix.

#### Staffing

- Library staff has increased in recent years. The greatest growth in the DCPL staff is in the number of librarians.
- Librarians at DC public libraries constituted 44 percent of the total staff in FY 2004. This is a relatively high percentage as compared to over 50 library systems serving populations of comparable size to DCPL. Librarians at libraries in DC's population group constituted 27 percent of the staff.

#### Collections (Physical and Electronic)

- DCPL collections shrank by 14.5 percent between FY 2002 and FY 2005, due to loss through items borrowed but not returned, the deletion of worn and outdated items, and theft.
- Access to electronic information resources is provided for onsite and offsite users, including topics useful to students, business people, and residents with general interest topics in mind.

## Technology

- Since FY 2002 the number of computers with Internet access for public and staff use has increased by 346. According to DCPL reports, the total number of computers in FY 2005 was 489.
- Despite recent impressive gains in the number of computers that are available to the public, compared to library systems serving populations of comparable size to DCPL, the number of DCPL computers that are available to the public per capita (0.9) is significantly low in comparison to the mean, or average, of 1.6 per capita.

## Facilities

- The seven-story, 433,036 square-foot Martin Luther King, Jr. Memorial Library was designed and constructed before computers became a key resource in meeting needs for library services. Its basic problems include:
  - Inefficient use of space
  - Inflexible interior brick walls that deter space reallocation
  - Inappropriate location of spaces, such as the auditorium
  - Ineffective vertical transportation due to the location of elevators and stairs
  - Inadequate sight lines throughout the building, hampering visual supervision and security
  - The building presents challenges to providing up to date technology service because the building was designed before the functions of most non-stack areas required access to computers and flexibility in rearranging computer locations
  - Inappropriate lighting levels in many areas
  - Sterile, formal interior spaces
  - Inefficient arrangement of staff work areas
  - Inconsistent temperature control throughout the building
  - A history of poor maintenance of basic building systems, furnishings, and equipment

The DCPL branch libraries also have fundamental problems. These problems include:

- The average age of the branch libraries is 46 years, most in poor condition.
- Most of the existing branch libraries are seriously deficient due to many years of deferred maintenance, lack of planning for modern technology, and general inefficiency of floor space and multi-level designs. (For details, see “District of Columbia Public Library Facility Study: Branch Libraries Report,” prepared by Providence Associates, Inc. in 2002.)

- It is more cost effective to replace, rather than renovate most of the branch libraries
- There is a wide variance in the square footage of each branch library. The size of branch libraries does not correspond to the number of residents served.
- Disparities in the sizes of branch libraries should be addressed when DCPL system prepares a new master facilities plan.

## Financial Resources

- Between FY 2001 and FY 2005 the total expenditures for DCPL increased by 15.5 percent
- Despite recent increases in funding levels for operations, the DCPL budget does not address long-term deferred maintenance issues and under investment in technology.
- As compared to other library systems serving populations of comparable size, DCPL expenditures for staffing are relatively high, while expenditures for materials (books, DVDs) are relatively low.
- Annual per capita DCPL spending in FY 2004 for materials (books, periodicals, DVDs, etc.) was about 60 cents below the average for library systems in the Library's population group serving populations of comparable size to DCPL.
- As of July 2005, DCPL had a total of about \$32 million in funded capital improvement projects.
- Nine facility improvement projects were funded and underway in FY 2005. Nineteen facility projects for branch libraries are in the planning stage.

Although Appendix E "Comparative Analysis of the Strengths and Weaknesses of Comparable Library Systems" focuses on the topic of comparisons, some comparative data is included in this appendix to provide a context for a number of current DCPL practices. DCPL is in a population group of 54 U.S. and Canadian public library systems serving populations from 500,000 to 999,999. Some of the systems in this population group include: the Boston Public Library (MA), the Buffalo & Erie County Public Library (NY), the Charlotte-Mecklenburg County Public Library (NC), the Columbus Metropolitan Library (OH), the Cuyahoga County Public Library (OH), the Denver Public Library (CO), the Detroit Public Library (MI), the El Paso Public Library (TX), the Enoch Pratt Free Library (MD), the Fort Worth Public Library (TX), the Indianapolis & Hamilton County Public Library (IN), the Indianapolis-Marion County Public Library (IN), the Jacksonville Public Library (FL), the Louisville Public Library (KY), the Memphis-Shelby Public Library & Information Center (KY), the Milwaukee Public Library (WI), the Multnomah County Library (OR), Nashville Public Library (TN), the Rochester Public Library (NY), the Salt Lake County Public Library (UT), the San Francisco Public Library (CA), the San Jose Public Library (CA), the Seattle Public Library (WA), the Stockton-San Joaquin County Public Library (CA), the Tucson-Pima County Public Library (AZ), the Tulsa City-County Library (OK), and the Vancouver Public Library (BC).

## Staffing

In FY 2004, the total number of DCPL staff members was almost 350 FTE (full-time equivalents). This was an increase of three-percent over FY 2002. This increase was largely the result of positions being added in FY 2003. From FY 2002 to FY 2004 the number of librarians increased by almost five-percent. “Other staff” increased by less than two-percent. (For additional information about the distribution of DCPL staff, see Appendix D “Organizational Structure.”)

In FY 2004, librarians represented 44 percent of the total DCPL staff. Although staffing patterns should reflect local service priorities, this percentage was much higher than that of most library systems, in DCPL’s population group. The high percentage of librarians and the low percentage of support staff could mean that DCPL librarians are handling tasks that are usually performed by support staff in other library systems.

Only seven library systems reported a larger number of librarians on staff for FY 2004 than DCPL. These seven library systems had populations greater than that of the District of Columbia. The seven library systems are: The Boston Public Library (MA), the Cuyahoga County Public Library (OH), the Baltimore County Public Library (MD), the San Francisco Public Library (CA), the Jacksonville Public Library (FL), the Cincinnati & Hamilton County Public Library (OH), and the Buffalo & Erie County Public Library (NY).

## Collections (Physical and Electronic)

Most public library collections include electronic databases, digital content, and media as well as traditional printed books, magazines, and newspapers. This combination of formats is essential in addressing the needs of public library users.

### Physical Collections

In counting “collection holdings,” the standard approach is to include all cataloged items (not the number of titles), plus paperbacks and video items. Periodicals are not included, whether cataloged or not.

It has been reported that in recent years the DCPL has not purged its database of thousands of lost and de-accessioned items. This situation artificially inflates the number of items per capita and artificially

Table C1.

Total Number of Librarians and Other Staff				
DCPL FY 2001 - FY 2005				
	FY 01-02	FY 02-03	FY 03-04	FY 04-05
Librarians	146.8	157	153.8	
Other staff	192.1	194	195.4	
Total	338.9	351	349.2	
Sources: For FY 2004-05: District of Columbia Public Library. For FY 2001-FY 2004: “Statistical Report [year varies], Public Library Data Service,” American Library Association, Chicago.				

Table C2.

Collection Holdings: DCPL FY 2001 - FY 2005				
	FY 01-02	FY 02-03	FY 03-04	FY 04-05
Items	2,672,488	2,609,092	2,623,320	2,285,358
Sources: For FY 2004-05: District of Columbia Public Library. For FY 2001-FY 2004: “Statistical Report [year varies], Public Library Data Service,” American Library Association, Chicago.				

Table C3.

Collection Size by Library Facility and Per Capita			
	Collection Size	Number of Residents in Market Area	Number of Collection Items Per Resident
Martin Luther King	875,751	572,059	1.5
Neighborhood Libraries			
Anacostia	18,054	26,423	0.7
Benning	11,952	32,847	0.4
Capitol View	58,563	19,309	3.0
Chevy Chase	110,323	25,352	4.4
Cleveland Park	96,558	29,517	3.3
Francis A. Gregory	84,024	20,699	4.1
Georgetown	58,665	27,052	2.2
Juanita E. Thorton-Shepherd	69,533	20,990	3.3
Lamond-Riggs	83,749	21,850	3.8
Mt. Pleasant	83,852	61,445	1.4
Northeast	44,573	24,102	1.8
Palisades	72,105	14,589	4.9
Petworth	74,525	31,839	2.3
Southeast	69,173	25,599	2.7
Southwest	69,640	11,794	5.9
Takoma Park	38,334	14,228	2.7
Tenley-Friendship	29,256	20,930	1.4
Washington Highlands	52,037	33,882	1.5
Watha T. Daniel/Shaw	14,266	27,569	0.5
West End	66,599	33,699	2.0
Woodbridge	80,141	33,250	2.4
Community Libraries			
Langston	24,849	3,807	6.5
R.L. Christian	20,275	6,538	3.1
Sursum Corda	17,033	5,169	3.3
Parklands-Turner	39,744	11,665	3.4
Kiosk			
Deanwood	3,186	0	N.A.*
Library for the Blind and Physically Handicapped	18,598	N.A.*	N.A.*
TOTAL	2,285,358	N.A.*	N.A.*
*N.A. Not applicable			
Sources: For collection sizes, District of Columbia Public Library. For market area populations, Public-Library.com.			

decreases collection performance measures such as turnover rate. An analysis should be conducted when the database is purged in September or October of 2005.

The number of collection items available to District residents was 2,285,358 at the close of FY 2005. This included 875,751 in the Martin Luther King, Jr. Memorial Library and 1,391,009 items in the 26 branch library collections.

Table C3, Collection Size by Library Facility and Per Capita, shows the collection size for each DCPL library. The table also shows the number of items per capita, based on the population of each branch library's market area. (See Appendix B, Services and Use Trends, for more information about market areas for DCPL branch libraries.)

The number of collection items in a branch library is just one of several important resources that DCPL provides to District residents. Other important resources include staffing, public access computers, study seating, and group spaces. The number of resources may vary among branch libraries to better address the needs of their local residents.

## Electronic Information

The DCPL, like most large public library systems, provides access to electronic information resources for users who are onsite in its facilities and for offsite users who access library services from places such as homes, businesses, schools, and wireless hot spots. Offsite users are required to be registered patrons of the library in order to access most of the commercial electronic resources licensed by the DCPL.

### CityCat

The DCPL's online catalog, CityCat, is available on the Web. Searches can be made by author, title, subject, or keyword. CityCat also provides information regarding which branch has a requested title.

### Commercial Databases

DCPL licenses a number of databases that provide online access to magazines, newspapers, and reference materials on a wide variety of subjects. Many references provide access to the full-text of articles that can be downloaded from offsite as well as within libraries. The following are descriptions of some of the DCPL electronic resources:

#### eReference Library Services

In September 2005, the DCPL launched its new eReference Library Services. They are available online through Tutor.com. Live Homework Help and DCPL Quick-Find.

**Live Homework Help:** Users from grades 4 through the first year of college, and adult basic learners, can find an online tutor by logging onto the Library's Web site. Users can have a live session in an online classroom and receive free, one-on-one help in math, science, social studies and English. Sessions are in English and Spanish for Grades 4-12 and first-year college level. Tutors are available 2:00 pm until 12:00 midnight, seven days weekly. Service is available in Spanish. Live Homework Help is also available at public access computers at the Martin Luther King, Jr. Memorial Library and branch libraries.

DCPL Quick-Find: This service provides live chat reference and online reference by DCPL reference librarians. Users also can send email inquiries and receive answers through e-mail. Initial service hours are limited but are expected to increase as additional staff is allocated to this service.

### **General Reference Center**

The “General Reference Center” is an online resource with articles from newspapers, reference books, and periodicals, many with full-text and images. Topics include recent current events, popular culture, business and industry coverage, the arts and sciences, sports, and hobbies.

### **Health and Wellness Information**

The “Health and Wellness Resource Center,” with an alternate health module, is another online resource. It can be used to find magazines, journals, newspapers, definitions, directories, and information on many topics. These include: fitness, pregnancy, medicine, nutrition, diseases, public health, occupational health and safety, alcohol and drug abuse, prescription drugs, herbal remedies, and alternative or complementary treatments. This resource also has links to diet, cancer, and health assessment sites as well as government databases.

### **Business Information**

The “Business & Company Resource Center” is an integrated online resource that brings together company profiles, brand information, rankings, investment reports, company histories, and other information.

### **Newspaper Index**

The online “National Newspaper Index” provides access to the indexing of America’s top five newspapers: The New York Times, The Wall Street Journal, The Christian Science Monitor, Los Angeles Times, and The Washington Post.

### **¡Informe!**

“¡Informe!” is a collection of Hispanic magazines with complete texts about business, health, technology, culture, current topics, and other subjects.

### **Student Resource Center - Gold**

The “Student Resource Center – Gold” is an online resource for help with homework. This database contains thousands of curriculum-targeted primary documents, biographies, topical essays, background information, critical analyses, full-text coverage of over 1,000 magazines, newspapers, and over 20,000 photographs and illustrations.

### **Learn-a-test.com**

“Learn-a-test.com” provides online access to over 30 examinations. Exams include the ACT, Civil Service Practice Exam, Cosmetology Exam, English as a Second Language Examination, Firefighter, GED, GMAT, LSAT, Postal Worker, U.S. Citizenship, and other similar examinations.

### **Literature Resource Center**

The “Literature Resource Center” is a database on literary figures from all time periods writing in such genres as fiction, nonfiction, poetry, drama, history, and journalism.

### Grove Art

The “Grove Dictionary of Art” provides Web access to the entire 34 volumes of “The Dictionary of Art,” including updates of text and over 22,000 links to art images in galleries and museums around the world. It includes the fine arts (architecture, painting, and sculpture) and the decorative arts (ceramics, furniture, glass, jewelry, interior design, textiles, and more).

### Grove Music

“Grovemusic.com” provides access to the full text of the printed editions of “The New Grove Dictionary of Music and Musicians,” second edition, “The New Grove Dictionary of Opera,” and the integration of the full text of “Jazz Grove II”. It also includes notated music examples and links to images, sound, and related sites. Articles reflecting the most current advances and expansion in music scholarship are reviewed and updated regularly.

### Biography Resource Center with Complete Marquis Who’s Who

This online database combines over 80 years of Gale and Macmillan biographical reference information with selected periodicals. The database allows users to choose from numerous search paths to find individuals past and present. The “Complete Marquis Who’s Who,” provides quick reference information on an additional 900,000 people.

### What do I read next?

“What do I read next?” provides access to nearly 100,000 recommended titles, more than 53,000 plot summaries, and awards information from 557 awards to help discover new reading adventures.

## Technology

The DCPL reported that 511 computers linked to the Internet were available in its 27 library facilities, in FY 2004. This number was a 257 percent increase over FY 2002, with the largest increase occurring in FY 2003 when a net increase of 295 computers was added. From FY 2002 to FY 2004, DCPL had a net increase of 368 computers that were linked to the Internet. This data is shown in Table C4, Computers with Internet Access Summary: DCPL FY 2001-FY 2005.

However, even with these important increases, the DCPL had about one-half the number of computers with Internet access available per capita, as compared to other libraries serving populations from 500,000 to 999,999. The total number of computers available for public use was 214, in July 2005. This number equals about 0.4 public access computers for every 1,000 District residents.

**Table C4.**

<b>Computers with Internet Access Summary: DCPL FY 2001 - FY 2005</b>				
	FY 01-02	FY 02-03	FY 03-04	FY 04-05
Computers in Library with Internet Access	143	438	511	489
Percent Change From Previous Year		206.30%	16.70%	-4.30%
Sources: For FY 2004- 05: District of Columbia Public Library. For FY 2001-FY 2004: “Statistical Report [year varies], Public Library Data Service,” American Library Association, Chicago.				



About 400 additional computers linked to the Internet will be required, if the DCPL is to achieve a computer resource level comparable to the average per capita number available in other library systems serving populations of comparable size to DCPL. Four hundred additional computers will help address the needs of District residents for library service and training in basic computer skills and software application. The effective use of additional computers will require DCPL to provide appropriate space for the computers, telecommunications equipment, and staff.

The distribution of public access computers and computers for staff use is shown in Table C5, Computers by Facility. In July 2005, there were a total of 447 personal computers (PCs) for public and staff use in the DCPL. An additional 42 PCs were assigned to manage printer functions.

Of the 447 computers, 204 were assigned to the Martin Luther King, Jr. Memorial Library. This number included 58 for public use and 146 for staff use, including those assigned to system-wide support purposes. In the branch libraries, 156 PCs were assigned for public use and 87 for staff use.

## Facilities

At the present time, the DCPL system is composed of 23 facilities. This number includes the Martin Luther King, Jr. Memorial Library and 22 branch libraries. Four branch libraries closed in December 2004 for rebuilding. Interim facilities are planned for these four closed libraries. When the four new facilities open, DCPL system will consists of 26 branch libraries.

As of FY 2005, the branch libraries had a total of 337,259 square feet. The Martin Luther King, Jr. Memorial Library is generally reported as having 440,000 square feet. Table C6, Facilities Summary: DCPL FY 2001 - FY 2005, provides a summary of DCPL facility square footage, which totaled approximately 777,000 square feet in 2005.

Table C5.

DCPL Computers by Facility – July 2005						
	Public Internet PCs	Public Catalog-Only PCs	Public Lab PCs	Total PCs for Public Use	Staff PCs	Total PCs
Martin Luther King, Jr. Memorial Library	37	10	11	58	146	204
Branch Libraries						
Anacostia*	0	0	0	0	0	0
Benning*	0	0	0	0	0	0
Capitol View	5	1	3	9	4	13
Chevy Chase	7	2	0	9	5	14
Cleveland Park	5	1	0	6	6	12
Deanwood	0	0	0	0	0	0
Georgetown	7	1	0	8	7	15
Francis A. Gregory	8	1	0	9	5	14
Juanita E. Thornton/Shepherd Park	5	1	0	6	5	11
Lamond-Riggs	5	1	3	9	2	11
Langston	2	1	0	3	2	5
Mt. Pleasant	6	1	3	10	6	16
Northeast	10	1	0	11	4	15
Palisades	8	1	0	9	7	16
Parklands-Turner	2	1	0	3	2	5
Petworth	5	1	0	6	3	9
R.L. Christian	2	1	0	3	2	5
Southeast	5	1	0	6	4	10
Southwest	5	1	1	7	4	11
Sursum Corda	2	1	0	3	2	5
Takoma Park	5	1	0	6	4	10
Tenley-Friendship*	0	0	0	0	0	0
Washington Highlands	6	1	4	11	4	15
Watha T. Daniel/Shaw*	0	0	0	0	0	0
West End	8	1	0	9	5	14
Woodridge *Closed December 2004 for rebuilding	11	2	0	13	4	17
Total PCs in Branch Libraries for Public and Staff Use	119	23	14	156	87	243
Total Public and Staff PCs	156	56	25	214	233	447
Printer Management PCs						42
Total PCs						489

Source: District of Columbia Public Library, July 2005.

Table C6.

Facilities Summary: DCPL FY 2001 - FY 2005				
	FY 01-02	FY 02-03	FY 03-04	FY 04-05
NUMBER OF FACILITIES	27	27	27	23
SQUARE FEET				
Martin Luther King, Jr. Memorial Library	440,000	440,000	440,000	440,000
Branch Libraries	415,384	415,384	415,384	337,259
TOTAL SQUARE FEET	855,384	855,384	855,384	777,259
Sources: For FY 2004-05: District of Columbia Public Library. For FY 2001-FY 2004: "Statistical Report [year varies], Public Library Data Service," American Library Association, Chicago.				

## Martin Luther King, Jr. Memorial Library

The Martin Luther King, Jr. Memorial Library (MLK), built in 1969, is the central library of the DCPL system. This seven-story facility houses collections owned by DCPL as well as collections and services tailored to the needs of children, teens, and persons with special needs. MLK also houses the District of Columbia Center for the Book and a store that sells used library books and DCPL logo merchandise.

### Issues

The current Martin Luther King, Jr. Memorial Library, like many of the DCPL branch libraries, has not been well maintained. Some minor improvements have been made and other improvements are in process, including elevator modernization, renovation of the public rest rooms, and replacement of carpet in the Washingtonia Division. However, maintenance problems include the inability of the HVAC system to maintain a consistent temperature throughout the building, elevators with mechanical issues, and carpeting that is worn and stained.

Table C7.

Martin Luther King, Jr. Memorial Library					
Facility Characteristics					
Year Opened	Square Feet	Number Stories	Meeting Rooms	Meeting Room Capacity	Parking Location
1972	433,036	Seven. Four above grade. Three below grade.	4	1 Room - Capacity 312 2 Rooms - Capacity 70 1 Room - Capacity 15	Underground
Source: District of Columbia Public Library.					

Basic problems with the design of Martin Luther King, Jr. Memorial Library include:

- Inefficient use of space
- Inflexible interior brick walls that prevent space reallocation
- Inappropriate location of spaces such as the auditorium
- Ineffective vertical transportation due to the location of elevators and stairs
- Inadequate sight lines throughout the building, hampering visual supervision and security
- The building presents challenges to providing up-to-date technology service because the building was designed before the functions of most non-stack areas required access to computers and flexibility in rearranging computer locations.
- Inappropriate lighting levels in many areas
- Sterile, formal interior spaces
- Inefficient arrangement of staff work areas
- A history of poor maintenance of basic building systems, furnishings, and equipment

The Martin Luther King, Jr. Memorial Library, like a number of libraries that were constructed during the same period, does not effectively serve the needs of current and future library services. In most cases, the renovation of fundamentally outmoded buildings is not a cost effective solution. The per square foot cost of renovating space frequently is not justified by results that continue to compromise service and operational effectiveness. Upgrading mechanical, electrical, and safety systems to current performance standards often is difficult and costly in older buildings. However, a feasibility study regarding these and other issues associated with upgrading a specific building for a particular purpose often is required in weighing the costs and benefits of renovating an existing facility or constructing a new building.

## Branch Library Facilities

The DCPL has several types of branch library facilities. They differ greatly in size, kinds of spaces within them, their overall levels of service activity, and the numbers of people served.

### Types

DCPL branch facilities include a kiosk, four community libraries, and twenty-one neighborhood libraries (including four branch libraries that were closed in December 2004 for rebuilding). Table C8, Branch Facilities Summary, shows information about the date each facility was built, the number of stories, square footage, number of meeting room spaces and their capacities, and parking.

All DCPL facilities offer print collections and an online catalog. All DCPL facilities except the Deanwood kiosk offer media collections. The community and neighborhood libraries also provide public access catalogs, study seating, and casual seating.

Since community libraries are smaller, they generally have fewer materials, seating, and computers

than most neighborhood libraries. In addition, neighborhood libraries have meeting spaces. Community libraries do not have meeting spaces.

## Issues

### Condition and Design

In 2005, the average age of the 22 DCPL branch libraries was 46 years. In addition to the documented poor condition of many, only five of the functioning branch libraries were designed and constructed after computers began to be a key resource in providing library services. Issues related to the installation and use of computers in older buildings include providing access to electricity and telecommunications in areas away from walls, lighting requirements that differ from reading areas, avoiding glare on the screens from outside light, and space requirements that are greater than those for typical seating at tables. (See “District of Columbia Public Library

**Table C8.**

Branch Facilities Summary						
Branch Libraries	Year Built	Square Feet	Number Stories	Meeting Rooms	Meeting Room Capacity	Parking Location
Anacostia *	1956	16,947	1	1	85	Behind Building
Benning *	1962	18,500	1	1	100	Behind Building
Capitol View	1964	21,000	2	1	75	Behind Building
ChevyChase	1967	24,618	2	2	60 & 15	Shared Lot
Cleveland Park	1953	25,100	2	3	100 & 20	Behind Building
Deanwood	1976	150	1	0	0	None
Francis A. Gregory	1960	18,944	2	1	75	Behind Building
Georgetown	1935	16,200	2	1	65	Behind Building
Juanita E. Thornton / Shepherd Park	1988	11,244	2	3	100; 50 & 50	In Front of Building
Lamond-Riggs	1963	15,750	2	2	90	Adjacent Lot
Langston	1983	1,560	1	0	0	None
Mount Pleasant	1925	13,586	2	3	75 & 8	None
Northeast	1932	13,900	2	1	60	None
Palisades	1964	20,000	2	2	75 & 40	Behind Building
Parklands-Turner	1984	1,560	1	0	0	Minimal, in adjacent lot
Petworth	1939	18,186	2	1	45	Adjoining Lot
R.L. Christian	1981	1,400	1	0	0	Minimal, in adjacent non-DCPL lot
Southeast	1922	9,452	1	1	50	None
Southwest	1963	21,662	2	1	75	Behind Building
Sursum Corda	circa 1980	1,400	1	0	0	None
Takoma Park	1911	6,965	1	1	50	None
Tenley-Friendship *	1960	19,528	2	2	100 & 40	Behind Building
Washington Highlands	1969	17,119	1	1	100	Behind Building
Watha T. Daniels *	1973	23,150	2	2	100 & 50	None
West End	1966	29,796	2	2	150 & 30	Behind Building
Woodridge	1957	20,300	2	3	75	Behind Building
* Closed December 2004 for rebuilding. Source: District of Columbia Public Library.						

Table C9.

Square Footage of Library Facilities			
	Number of Square Feet in Facility	Number of Residents in Market Area *	Number of Square Feet Per Resident
Martin Luther King	440,000	572,059	0.8
Neighborhood Libraries			
Anacostia	16,947	26,423	0.6
Benning	18,500	32,847	0.6
Capitol View	21,000	19,309	1.1
Chevy Chase	24,618	25,352	1
Cleveland Park	25,100	29,517	0.9
Francis A. Gregory	18,944	20,699	0.9
Georgetown	16,200	27,052	0.6
Juanita E. Thorton-Shepherd	11,244	20,990	0.5
Lamond-Riggs	15,750	21,850	0.7
Mt. Pleasant	13,586	61,445	0.2
Northeast	13,900	24,102	0.6
Palisades	20,000	14,589	1.4
Petworth	18,186	31,839	0.6
Southeast	9,452	25,599	0.4
Southwest	21,662	11,794	1.8
Takoma Park	6,965	14,228	0.5
Tenley-Friendship	19,528	20,930	0.9
Washington Highlands	17,119	33,882	0.5
Watha T. Daniel/Shaw	23,150	27,569	0.8
West End	29,796	33,699	0.9
Woodbridge	20,300	33,250	0.6
COMMUNITY LIBRARIES			
Langston	1,560	3,807	0.4
Parklands-Turner	1,560	11,665	0.1
R.L. Christian	1,400	6,538	0.2
Sursum Corda	1,400	5,169	0.3
Kiosk			
Deanwood	150	0	0
* Market Area: The geographical area comprised of 2000 U.S. Census block groups, based on actual library use during sample period of January 1, 2004 - May 31, 2005. ** Deanwood use does not reach the threshold required to register market share in any census block group. Source: For square footages, District of Columbia Public Library. For market area populations, Public-Library.com.			

Facility Study: Branch Libraries Report,” prepared by Providence Associates, Inc. in 2002)

The Juanita E. Thornton / Shepherd Park facility, constructed in 1988, is the newest branch library. All other branch libraries were constructed before 1970. The four branch community libraries (Langston, Parklands-Turner, R. L. Christian, and Sursum Corda) were constructed in the early 1980’s.

All of the DCPL branch libraries have a minimum of two levels, with many branch libraries having three levels. Some of the oldest buildings have four levels. Branch libraries with multiple levels generally require more staff for operation and have more security issues than single level libraries.

Most of the DCPL’s existing branch libraries are candidates for replacement, due to many years of deferred maintenance, multi-level design, lack of planning for modern technology, and the general inefficiency of floor space. Deferred maintenance issues include roofing systems, HVAC systems, and electrical systems that have not been replaced or updated as needed. Also, multi-level buildings require more staffing and security monitoring than most single-floor facilities.

Most DCPL branch libraries require extensive rehabilitation and interior layout improvements to meet minimal requirements for modern library service. Cost effectiveness, in many cases, will favor replacement rather than renovation. The per square foot cost of renovating space frequently is not justified by results that continue to compromise service and operational effectiveness. Upgrading mechanical, electrical, and safety systems to current performance standards often is difficult and costly in an older building. However, a feasibility study regarding these and other issues in upgrading a specific building for a particular purpose often is required in weighing the costs and benefits of renovating an existing facility or constructing a new building.

### **Equity**

The amount of space in branch facilities varies greatly. The Deanwood Kiosk has 150 square feet. The R. L. Christian and Sursum Corda community libraries have 1,400 square feet, on single floors. The West End neighborhood library, with 29,796 square feet, is the largest branch facility.

Space equity issues arise when the amount of space in each branch facility is compared with the population of their respective market areas. These market areas, based on 2000 U.S. Census block groups, were calculated after examining 17 months of materials borrowing by DCPL users.

As shown in Table C9, Square Footage of Library Facilities, the number of square feet of library space per resident varies tremendously, based on number of people in their market areas. A library market area is the geographical area comprised of 2000 U.S. Census block groups, based on actual library use during the sample period of January 1, 2004 - May 31, 2005. The branch facilities with the smallest number of square feet per resident are Parklands-Turner (0.1 SF), R. L. Christian (0.2 SF), and Mt. Pleasant (0.2 SF). The Palisades (1.4 SF) and Southwest (1.8 SF) facilities have the largest numbers of square feet per resident. (The amount shown for the Deanwood Kiosk is zero because the usage is too small to register on the District-wide calculations.)

The reasons for differences in the use of libraries by residents could be attributed to: accessibility issues due to the availability of personal or public transportation, distance to a library, library service hours, the relevancy of collections to the needs of residents, the availability of computers, the size of meeting rooms (if any), and the availability and skills of library staff. These topics must be considered during DCPL’s strategic planning process and the development of master plans for library facilities and technology.

## Financial Resources

Although the DCPL operating budget, on a per capita basis, is comparable to or better than many other public libraries, for several years DCPL funding for building maintenance and technology was inadequate. Unless facilities and technology infrastructures are updated, DCPL will continue to struggle to address the needs of District residents.

In addition, the DCPL must reallocate existing resources to reflect new service priorities. The DCPL should also align its budget structure with cost centers such as individual facilities and departments. This realignment will improve the budget allocation processes, the usefulness of expenditure reports, and enable performance measurement by facility or department. The current budget structure often does not allow the full tracking of expenditures by facility or department and creates difficulties in determining the total expenditures by organizational unit.

## Operating Revenues

Table C10, Financial Resources: DPL FY 2002 - FY 2005, shows the amounts and sources of revenue for DCPL. This table also shows annual expenditures in four major categories: salaries, benefits, materials, and other.

Local funds provide 93 percent of revenue for DCPL. Federal funds comprise about an additional three percent, as do “other” miscellaneous sources. Unlike other public libraries in the nation, the DCPL does not receive funds from a state government, an important source of revenue for public libraries.

**Table C10.**

Financial Resources: DPL FY 2001 - FY 2005					
	FY 00-01	FY 01-02	FY 02-03	FY 03-04	FY 04-05 Projected (As of 10-12-05)
<b>SOURCES OF REVENUE</b>					
Local	26,983,860	26,377,586	26,021,886	27,278,281	33,115,364
State	0	0	0	0	0
Federal	550,000	481,738	767,995	727,349	1,243,258
Other	1,041,268	1,553,957	1,477,976	946,324	1,245,486
<b>Total</b>	<b>28,575,128</b>	<b>28,413,281</b>	<b>28,267,857</b>	<b>28,951,954</b>	<b>35,604,108</b>
<b>OPERATING EXPENDITURES</b>					
Salaries	16,195,548	15,968,349	16,002,284	16,533,481	16,901,697
Benefits	2,609,404	2,794,647	2,874,245	3,053,467	3,113,785
Materials	2,609,378	2,599,996	2,294,229	2,543,057	3,505,181
Other	5,808,599	6,003,329	5,886,617	5,792,142	7,918,631
<b>Total</b>	<b>27,222,929</b>	<b>27,366,321</b>	<b>27,057,375</b>	<b>27,922,147</b>	<b>31,439,294</b>
Sources: For FY 2000-01 and FY 2004- 05: District of Columbia Public Library. For FY 2001-FY 2004: “Statistical Report [year varies], Public Library Data Service,” American Library Association, Chicago.					



Based on projections for FY 2005, total DCPL revenue will have grown by 24.6 percent since FY 2001. Local funds will have increased by almost 23 percent. Federal revenue will have grown by almost 126 percent during the same period. Revenue from other sources will have increased by nearly 20 percent.

Revenue from “other” sources includes private grants, special purpose revenues, and certain federal and intra-District payments. Private grants are those from private entities such as foundations. Special purpose revenues are funds generated by the DCPL, such as book fines, bookstore revenue, and “E-rate” reimbursement from the federal discounted telecommunications services grant program. The federal payment to DCPL in FY 2004 was specifically for bringing computer and Internet access to communities in most need. Intra-District funds include District agency-to-agency fund transfers for projects such as capital personnel services and the Office of Early Childhood Development for literacy training by DCPL for childcare providers.

## Operating Expenditures

DCPL expenditures patterns are somewhat different than those of many other public libraries serving populations of comparable size to DCPL. Salaries represent a larger percentage of expenditures for the DCPL than in most public libraries. A smaller percentage of the DCPL budget is spent for materials. (The average or mean for salary expenditures is 50.4 percent and 14.3 percent for materials. DCPL salary expenditures are 59.2 percent. DCPL materials expenditures are 9.1 percent.)

Based on FY 2005 projections, DCPL total expenditures will have increased by almost 16 percent over FY 2001. Expenditures for salaries will have grown by 7.3 percent and by 25.3 percent for benefits. During the same period, expenditures for materials will have increased by 14.2 percent and by 36 percent for “other” items.

“Other” expenditures represented 25 percent of DCPL disbursements in FY 2004. These expenses include: staff salary and benefits, plant operations and maintenance, supplies, utilities, telephone costs, miscellaneous service charges, contractual services, equipment, and debt service. Beginning with FY 2005, debt services were no longer included in the DCPL budget, since the District of Columbia began budgeting debt service centrally.

**Table C11.**

Per Capita Expenditures: DPL FY 2001 - FY 2005					
	FY 00-01	FY 01-02	FY 02-03	FY 03-04	FY 04-05 (As of 10-12-05)
Salaries and Benefits	\$32.87	\$32.87	\$33.51	\$34.77	\$38.63
Materials	\$4.56	\$4.55	\$4.07	\$4.51	\$6.77
Other	\$10.15	\$10.52	\$10.45	\$10.28	\$15.28
Total	\$47.59	\$47.94	\$48.03	\$49.56	\$60.68
Population	572,059	570,898	563,384	563,384	518,074
Sources: For FY 2000-01 and FY 2004- 05: District of Columbia Public Library. For FY 2001-FY 2004: “Statistical Report [year varies], Public Library Data Service,” American Library Association, Chicago.					

In FY 2005, salary expenditures were 54 percent of total DCPL expenditures. Benefits represented another ten-percent of total expenditures. Together, expenses for salaries and benefits were \$38.63 per capita. From FY 2001 to FY 2005, this per capita amount increased by almost 27.5 percent. (For details, see Table C11, Per Capita Expenditures: DPL FY 2001 - FY 2005.)

In that same year, materials expenditures were 11 percent of total expenses, or \$6.77 per capita. These numbers, both the percentage and dollars spent for materials by the DCPL, were low in comparison to those of other libraries serving populations of comparable size to DCPL. From FY 2001 to FY 2004, the per capita amount spent for materials increased by 48.3 percent.

## Capital Improvement Funds

In FY 2005, nine facility improvement projects of various sizes were funded and initiated. The projects include three in the Martin Luther King, Jr. Memorial Library and six in branch libraries. At this time, nineteen projects for branch libraries are in the planning stage.

In the past, the City's Office of Property Management was the implementing agency for DCPL capital projects. In FY 2002, DCPL was granted implementing authority for its own capital projects. This change has allowed DCPL to focus its attention on projects that are DCPL priorities.

### Capital Project Funding

As of July 2005, DCPL had a total of about \$32 million in funded capital improvement projects. Table 12, Capital Improvement Project Budgets, provides the budgeted amounts for each of the nine funded projects.

Some of the projects were small, such as replacing carpeting in one department of the Martin Luther King, Jr. Memorial Library. Others were large projects, such as the rebuilding of the Anacostia, Benning, Tenley-Friendship, and Watha T. Daniel/Shaw branch libraries.

### Current Projects

A brief description is provided below for each project, whether in the planning phase or funded and underway. The project descriptions are based on internal DCPL reports. The descriptions are presented in alphabetical order.

#### **Martin Luther King, Jr. Memorial Library**

**Elevator Modernization:** Upgrade elevators 1, 2, 4, 5, 8, and 9 to meet regulations of the District of Columbia Department of Consumer and Regulatory Affairs.

**Restroom Renovations:** Complete demolition and renovation of all public restrooms, including new flooring, ceilings, lighting, fixtures, and countertops. Rest rooms will be fully compliant with the Americans with Disabilities Act (ADA).

**Carpet Replacement:** Replace carpet in the Washingtoniana Division. (Completed)

#### **Anacostia**

Redesign and substantially renovate the exterior and interior of the existing building of 16,969 square-feet. The redesigned and renovated square footage should range from approximately 12,000 to 14,000 square-feet.

**Benning**

Rebuild the existing structure and replace with new construction of approximately 14,000 to 16,000 square feet.

**Capital View**

Replace the roof and upgrade the elevator and fire alarm system.

**Chevy Chase**

Replace the roof.

**Table E11.**

<b>Salt Lake City Library: Use Trends</b>			
	FY 00	FY 04	Change
Population	174,348	179,894	3%
Number of Facilities		6	
<b>Circulation</b>			
Main Library	1,078,167	1,846,020	71%
Branch Libraries	1,362,180	1,643,433	21%
Total	2,440,347	3,489,453	43%
<b>In-library Use of Materials</b>			
Main Library	397,222	619,320	56%
Branch Libraries	578,780	247,884	-57%
Total	976,002	867,204	-11%
<b>Reference Transactions</b>			
Main Library	161,676	162,422	0%
Branch Libraries	114,656	91,494	-20%
Total	276,332	253,916	-8%
<b>Library Attendance/Gate Count</b>			
Main Library	NA	2,895,087	NA
Branch Libraries	NA	NA	NA
Total			
<b>Program Attendance</b>			
Main Library	18,051	134,278	644%
Branch Libraries	24,479	8,720	-64%
Total	42,530	142,998	236%
* Source: "Statistical Report [year varies], Public Library Data Service," American Library Association, Chicago.			

**Cleveland Park**

Upgrade the elevator and fire alarm system.

**Deanwood**

Partner with the Department of Parks and Recreation (DPR) to co-locate a 10,000 square-foot library within a 54,000 square-foot facility with an aquatic center and recreation center. It is contemplated that the library and DPR will share spaces such as a computer laboratory, senior rooms, and tutor rooms.

**Francis Gregory**

Replace the existing library. Initial funding (\$700,000) for design is scheduled to become available October 1, 2005.

**Georgetown**

Completely redesign and replace the mechanical, electrical, and plumbing systems. Work also will include a special HVAC system for the Peabody Collection, security improvements, elevator renovation, ADA renovations to basement hallways and public rest rooms, a new lighting design, and renovation of the circulation desk and entry vestibule to improve safety. The majority of the work is related to the HVAC system.

**Juanita E. Thornton/Shepard Park**

Replace the roof.

**Lamond Riggs**

Upgrade the elevator and fire alarm system and replace the boiler.

**Mount Pleasant**

Phase one will include immediate replacement of the boiler and exterior improvements such as windows, doors, security lighting, and signage. In phase two, renovation of the branch will be planned.

**Northeast**

Upgrade the elevator and fire alarm system. Phase one of roofing improvements will involve a visual inspection, evaluation, and recommendations regarding the existing 80+ year-old slate roof. In phase two, design documents and specifications for roof improvements will be prepared, based on the phase one report.

**Palisades**

Upgrade the elevator and fire alarm system and make improvements to the carpet, lighting, and furnishings.

**Parklands-Turner**

The library is engaged in discussions with the community and a group of public and private agencies regarding the creation of a community campus that would include a new Turner Elementary School, a branch library, a community center, and a recreation center.

**Petworth**

Upgrade the elevator and fire alarm system and renovate the rest rooms to be fully compliant with the ADA.

**R.L. Christian**

New facility at the existing location proposed. A feasibility study has been prepared for a mixed used facility with a 5,000 square-foot library on the ground floor library, along with a retail component and residential units above the street level. This study identified a funding gap.

**Southeast**

Upgrade the elevator and fire alarm system. Renovate the rest rooms to be fully compliant with the ADA.

**Sursum Corda**

Initial discussions are underway regarding revitalization of the Sursum Corda community.

**Takoma Park**

Renovate rest rooms to be fully compliant with the ADA.

**Tenley - Friendship**

Rebuild the existing structure and construct a new facility in the range of approximately 14,000 to 16,000 square–feet.

**Washington Highlands**

Project is currently on hold due to the possibility of receiving additional funds for new construction. \$3.3 million is in the FY 2007 budget for this library, along with \$2 million allocated by the Department of Housing and Community Development but not yet transferred.

**Watha T. Daniel / Shaw**

Redesign and substantially renovate the exterior and interior of the existing building of 23,150 square–feet. The redesigned and renovated square footage should range from approximately 12,000 to 14,000 square– feet.

**West End**

Replace chiller.

**Woodridge**

Upgrade the elevator and fire alarm system. Renovate the rest rooms to be fully compliant with the ADA.





## Appendix D: Organizational Structure

The structure of an organization should reflect its current goals and circumstances. Often the structure also reflects past goals and circumstances. Effective organizations strive to eliminate irrelevant legacies and continually restructure themselves to accomplish long-term, as well as immediate, priorities and goals.

### Priorities

Service priorities and strategic initiatives drive organizational structure and staffing. The District of Columbia Public Library (DCPL) organizational structure reflects current and past service priorities. The future success of DCPL requires changes in the organizational structure to address new service priorities and strategic initiatives.

### Service Priorities

Currently, the DCPL focuses on the following community needs, listed in alphabetical order: Basic Literacy, Homework Help, Information Literacy, and Lifelong Learning. This set of service priorities is implied in the following goals in the DCPL Strategic Plan for FY 2002-2004:

- The library will offer educational and literacy enhancement opportunities to children and youth. (Goal 3)
- Adults will have lifelong learning and literacy improvement opportunities in libraries across the city. (Goal 4)
- The library will provide both the technology and the training necessary to ensure that all DC residents have free and equitable access to a wide variety of information resources as a means to narrow the digital divide and to move residents toward full information literacy. (Goal 5)
- Library collections, both print and non-print, will be developed and managed to support lifelong learning of an ethnically-diverse public. (Goal 6)
- Libraries will contribute to building a thriving city by actively becoming more involved in community life and offering programs for cultural understanding and civic engagement. (Goal 7)

The new service priorities recommended by the Task Force for the DCPL focus on meeting community needs in six key areas: Basic Literacy, Best Sellers and Hot Topics, Homework Help, Information Literacy, Lifelong Learning, and Public Spaces. In comparison to the service priorities outlined in the DCPL Strategic Plan for FY 2002-2004, only two of the service priorities recommended by the Task Force are new service priorities for DCPL. The new service priorities are “Best Sellers and Hot Topics” and “Public Spaces.”

To successfully provide the new service priorities, the DCPL staff, organizational practices, and facilities must be adjusted to address the new priorities. The new service priorities will require changes in the responsibilities of the public service staff, in addition to changes in the responsibilities of the staff that is responsible for collection development and management.

The “Best Sellers and Hot Topics” service priority requires DCPL to respond to the interest of patrons in popular cultural and social trends by providing a current collection with sufficient copies of titles that are in high demand to ensure customer requests are met quickly. DCPL must offer materials in formats (hardback book, paperbacks, books and magazines in large-print, DVDs, CDs, Audio-books on CD, e-books, etc.) and languages residents want.

The “Public Spaces” service priority requires DCPL to address the need of residents to meet and interact with others and to participate in public discourse. In addition, DCPL must provide inviting and safe public spaces for meetings, programs, and gatherings. There will be an increased need for DCPL to plan, present, and coordinate programs for residents.

To fulfill the “Public Spaces” service priority DCPL will need new positions as well as additional staff. Some new positions may not be librarians, but other professionals who plan and organize exhibits. Theater management and technical skills also will be required. In addition, DCPL staff will need to manage service contracts with other cultural and educational institutions for presenters and exhibitions. These functions may need to be assembled in a special unit within DCPL.

In addition, success in all DCPL priorities will require that every facility be adequately cleaned and properly maintained at all times. An adequate number of staff must be available to ensure cleanliness at all times and to enable proper upkeep of all physical plants and grounds. This means that additional custodial services will be necessary for some locations, especially in branches with more than 40 service hours each week.

## Strategic Initiatives

The Task Force recommends several strategic initiatives that address organizational improvement and staff effectiveness. The recommended activities that support the strategic initiatives will require DCPL to monitor and evaluate each activity to ensure successful completion.

The strategic initiatives and activities that pertain to organizational improvement and staff effectiveness are:

### Strategic Initiative 1

The DCPL will hire, develop, and deploy a knowledgeable staff that will provide and support the delivery of quality customer service to all library users.

Activity 1.1      The DCPL should hire a new/permanent director with leadership, experience, and organizational skills necessary to transform the library.



- Activity 1.2 The DCPL needs to review current job classifications and revise as necessary, and update periodically to ensure that they reflect DCPL needs.
- Activity 1.3 The DCPL needs to review the current organizational structure and revise as necessary, and update periodically to ensure that it enables the achievement of DCPL goals, objectives, and strategic initiatives.
- Activity 1.4 The DCPL needs to create and implement a staff development plan, and update periodically.
- Activity 1.5 The DCPL needs to develop and implement a staff performance appraisal system that recognizes the knowledge, skills, and abilities needed for library services and update periodically.
- Activity 1.6 The DCPL needs to develop and implement a staff recruitment and retention strategy, and update annually.

## Strategic Initiative 2

The DCPL will develop a strategy to address workload issues and staffing allocations to support the service goals of the strategic plan.

- Activity 2.1 The DCPL needs to review current procedures to ensure that staff are performing essential tasks in the most efficient manner.
- Activity 2.2 The DCPL must develop and implement a staffing model for all facilities to determine which position classifications are needed to address library goals, and update periodically.
- Activity 2.3 The DCPL must prepare an implementation plan for staff allocation based on workload levels and update annually.

## Management and Administration

The present structure of management and administration at the DCPL is a hybrid. The management and administration structure of DCPL combines a traditional hierarchical structure with a customer focus model.

The customer service element of the DCPL management and administration structure exists in the titles and responsibilities of two assistant director positions, the Director of Lifelong Learning and the Director of Information Literacy. From all indications, the current primary duties of the Director of Lifelong Learning and the Director of Information Literacy are not focused on Lifelong Learning and Information Literacy as these service priorities are commonly understood in the library profession. In the past, the focus of these positions at the DCPL may have been consistent with the traditional service requirements of Lifelong Learning and Information Literacy, but at the present time the focus of these positions is inconsistent with the focus of similar positions at other libraries. At the DCPL, the Director of Lifelong Learning is responsible for public service at all facilities and public service by targeted, outreach, and literacy service units. The Information Literacy Director at DCPL is responsible for information and technology, technical services (cataloging and processing of materials), and collection development and management.

The Interim Library Director is developing a new organizational structure. The new organizational structure is expected to be completed within a few months; consequently the new organizational structure is not addressed in this report. The Interim Director is also addressing vacancies in two assistant director positions. One position is advertised, with a new title “Assistant Director for Public Service.” The second position should be advertised for filling as soon as possible, with the title changed to more closely reflect responsibilities that are based on the new

organizational structure.

## Public Services

The DCPL staff had almost 350 FTE (full-time equivalents) in FY 2004. A list of positions is provided in Table D1, Authorized DCPL Positions for FY 2005, at the end of Appendix D “Organizational Structure.” This list includes 444.2 FTE.

This was an increase of three percent over FY 2002. This increase was partly the result of positions being added to restore branch library public service hours that were cut in FY 2003.

The DCPL staffing composition has three key characteristics:

- Librarians comprise a relatively high proportion (44%) of the total DCPL staff as compared to that of over 50 other library systems in DCPL’s population group. In DCPL’s population group 27% was the mean or average percentage for librarian positions.
- “Other staff” at the DCPL comprises a relatively low proportion (56%) of the total library staff as compared to that of over 50 other library systems in DCPL’s population group. In DCPL’s population group 73% was the mean or average percentage of “other staff.”
- Few part-time positions exist in the branch libraries or the Martin Luther King, Jr. Memorial Library. Further, these part-time positions seem to be concentrated in a few facilities.

The DCPL is tending several staff demographic characteristics. It is developing strategies to deal with the age of current staff and the percentage of staff nearing or already eligible for retirement. DCPL also is tending the relatively low percentages of bilingual staff and staff from the Latino and Asian Pacific Island communities. Staffing patterns often are the result of factors such as library service priorities, hours of operation, practices of local governments regarding full and part-time positions, and collective bargaining agreements. These factors vary greatly among library systems and often mean that some staffing patterns cannot or should not be changed. However, public service quality and operating costs are almost certainly negatively affected by the relatively low proportion of “other staff” and part-time positions in the DCPL. Both characteristics at DCPL are unusual as compared to most other libraries.

The relatively low number of positions that support the work of librarians raises questions about the execution of support work in the public service units. If librarians are doing support work, then librarians are not being used effectively. If support work is going undone, then institutional success is jeopardized.

The DCPL should review the current staffing pattern of relatively few support staff in public service units. Where appropriate, adjustments should be made as soon as possible to improve service effectiveness and cost efficiency.

The dearth of part-time positions, especially in the branch libraries, generally leads to overstaffing during periods of light service demand and understaffing during periods of heavy service demand. Part-time positions - librarians and support staff - are widely used in most public libraries for efficient and effective staffing to meet varying public demand. Public demand has predictable cycles that are related to time of day and day of the week. The cycles of public demand also includes types of customer use and workload levels.

The DCPL should review current practices regarding the use of part-time librarians and support

staff. Where appropriate, adjustments should be made as soon as possible to improve service effectiveness and cost efficiency.

### **Martin Luther King, Jr. Memorial Library**

The Martin Luther King, Jr. Memorial Library houses the in-depth and special collections owned by the DCPL system. The staffs of the subject departments and special collections assist users in identifying and locating items and obtaining information. Many of these departments and special collections are staffed with only three people. One of the three people is a supervisor. It is difficult to cover service schedules (seven days weekly except summers) and accommodate illnesses, vacations, training, and vacancies. Using part-time staff to augment full-time positions would mitigate the current situation. However, the long-term staffing solution is to combine departments, and service desks.

### **Branch Libraries**

In general, branch library staffing patterns replicate many of the issues that exist at the Martin Luther King, Jr. Memorial Library. The issues at many locations include the ratio of librarians to clerical support staff and the need for increased use of part-time staff and paraprofessionals.

With the new DCPL emphasis on services to support literacy and provide homework help, staffing patterns may need to be modified to include more staff with computer and electronic resource technical skills and skills for helping children complete homework assignments. The new service priorities will require a focus on training current staff members in addition to hiring individuals with the requisite skills.

Authorized DCPL Positions for FY 2005			
Position Title	Grade	Unit	FTE
DIRECTOR'S OFFICE			
Director (interim)	DS 17	Director's Office	1
Assistant to the Director (temp. assign.)	MS 14	Director's Office	1
Administrative Librarian	DS-13	Director's Office	1
Secretary	DS 09	Director's Office	1
Secretary to the Director	DS 07	Director's Office	1
Receptionist	DS 05	Director's Office	1
Division Chief (temp. assign.)	MS 12	Telephone Reference	1
GENERAL COUNSEL			
General Counsel	DS 15	Director's Office	1
Paralegal Specialist (temp)	DS 11	Director's Office	1
Total			2
PARTNERSHIPS & OUTREACH			
External Affairs and Partnership	DS 13	Director's Office	1
Grants Specialist	DS 11	Director's Office	1
Volunteer Coordinator	DS 11	Director's Office	1
HUMAN RESOURCES			
Human Resources Director	MS 14	Human Resources	1
HR Specialist (Training & Development.)	DS 13	Human Resources	1
HR Specialist (Employee Relations)	DS 13	Human Resources	1
HR Staffing Specialist	DS 11	Human Resources	1
Position Classification Specialist	DS 11	Human Resources	1
Personnel Assistant (Benefits)	DS 09	Human Resources	1
Personnel Assistant (Staffing)	DS 07	Human Resources	1
HR Assistant (Records Management)	DS 07	Human Resources	1
HR Assistant	DS 07	Human Resources	1
MARKETING & COMMUNICATIONS (M&C)			
Director, Marketing & Communication	MS 14	M&C	1
Manager, Book Store	DS 12	M&C	1
Marketing Manager	DS 12	M&C	1
Senior Graphic Designer	DS 11	M&C	1
Public Affairs Specialist	DS 11	M&C	1
Exhibits Coordinator	DS 11	M&C	1

Writer-Editor	DS 11	M&C	1
Visual Information Specialist	DS 09	M&C	1
Editorial Assistant	DS 06	M&C	1
Clerk Typist, lspo	DS 04	M&C	1
Offset Pressman	PW 09	Duplicating	1
Supv, Duplicating Unit	PW 15	Duplicating	1
<b>BUDGET &amp; FISCAL</b>			
Head, Budget & Fiscal	MS 15	Budget	1
Accounting Manager	MS 13	Budget	1
Accounting Financial Manager	MS 12	Budget	1
Accountant	DS 12	Budget	1
Accounting Technician	DS 08	Budget	1
Accounting Technician	DS 08	Budget	1
Time and Leave Clerk	DS 07	Budget	1
Time and Leave Clerk	DS 06	Budget	1
<b>LIFELONG LEARNING (LLL)</b>			
Assistant Director, Lifelong Learning	MS 15	LLL	1
Staff Assistant	DS 07	LLL	1
<b>BRANCHES</b>			
Supervisor, Neighborhood Library Services (NLS)	MS 14	NLS - Administration	1
Administrative Librarian	DS 13	NLS - Administration	1
<b>ANACOSTIA</b>			
Branch Librarian	MS 12	Anacostia	1
Librarian	DS 11	Anacostia	1
Librarian	DS 11	Anacostia	1
Desk Supervisor	DS 06	Anacostia	1
Library Technician	DS 05	Anacostia	1
Library Technician	DS 05	Anacostia	1
Custodian	RW 02	Anacostia	1
<b>BENNING</b>			
Branch Librarian	MS 12	Benning	1
Librarian	DS 11	Benning	1
Librarian	DS 11	Benning	1
Educational Technician	DS-07	Benning	0.5

Desk Supervisor	DS 06	Benning	1
Library Technician	DS 05	Benning	1
Library Technician	DS 05	Benning	1
Educational Technician	DS-05	Benning	0.5
Branch Engineer	RW 08	Benning	1
CAPITOL VIEW			
Branch Librarian	MS 12	Capitol View	1
Librarian	DS 11	Capitol View	1
Librarian	DS 11	Capitol View	1
Librarian	DS 11	Capitol View	0.5
Librarian	DS 09	Capitol View	1
Library Technician	DS 05	Capitol View	1
Library Technician	DS 05	Capitol View	1
Library Technician	DS 05	Capitol View	1
Library Technician	DS 05	Capitol View	0.5
Custodian	RW 02	Capitol View	1
CHEVY CHASE			
Branch Librarian	MS 12	Chevy Chase	1
Senior Children's Librarian	DS 12	Chevy Chase	1
Librarian	DS 11	Chevy Chase	1
Librarian	DS 11	Chevy Chase	1
Librarian	DS 11	Chevy Chase	0.5
Librarian	DS 11	Chevy Chase	1
Librarian	DS 11	Chevy Chase	0.5
Regional Desk Supervisor	DS 07	Chevy Chase	1
Library Technician	DS 05	Chevy Chase	1
Library Technician	DS 05	Chevy Chase	1
Library Technician	DS 05	Chevy Chase	1
Library Technician	DS 05	Chevy Chase	0.5
Custodian	RW 02	Chevy Chase	1
CLEVELAND PARK			
Branch Librarian	MS 12	Cleveland Park	1
Librarian	DS 11	Cleveland Park	0.5
Librarian	DS 11	Cleveland Park	1
Librarian	DS 11	Cleveland Park	0.7
Librarian	DS 11	Cleveland Park	0.3
Librarian Trainee	DS 07	Cleveland Park	1
Library Associate	DS 08	Cleveland Park	1

Desk Supervisor	DS 06	Cleveland Park	1
Library Technician	DS 05	Cleveland Park	0.5
Library Technician	DS 05	Cleveland Park	1
Library Technician	DS 05	Cleveland Park	1
Library Technician	DS 05	Cleveland Park	0.5
Library Aide	DS 03	Cleveland Park	0.3
Library Aide	DS 03	Cleveland Park	0.3
Custodian	RW 02	Cleveland Park	1
FRANCIS A. GREGORY			
Branch Librarian	MS 12	Francis A. Gregory	1
Senior Children's Librarian	DS 12	Francis A. Gregory	1
Librarian	DS 11	Francis A. Gregory	0.5
Librarian	DS 11	Francis A. Gregory	1
Librarian	DS 11	Francis A. Gregory	1
Regional Desk Supervisor	DS 07	Francis A. Gregory	1
Assistant Regional Desk Supervisor	DS 06	Francis A. Gregory	1
Library Technician	DS 05	Francis A. Gregory	1
Library Technician	DS 05	Francis A. Gregory	0.5
Custodian	RW 02	Francis A. Gregory	1
GEORGETOWN			
Branch Librarian	MS 12	Georgetown	1
Senior Children's Librarian	DS 12	Georgetown	1
Librarian	DS 11	Georgetown	1
Librarian	DS 11	Georgetown	0.5
Librarian	DS 09	Georgetown	1
Librarian	DS 09	Georgetown	1
Library Technician	DS 05	Georgetown	1
Library Technician	DS 05	Georgetown	1
Library Technician	DS 05	Georgetown	1
Library Technician	DS 05	Georgetown	0.5
Custodian	RW 02	Georgetown	1
LAMOND RIGGS			
Branch Librarian	MS 12	Lamond Riggs	1
Librarian	DS 11	Lamond Riggs	0.5
Librarian	DS 11	Lamond Riggs	0.4
Librarian	DS 11	Lamond Riggs	1
Librarian	DS 11	Lamond Riggs	0.5
Educational Technician	DS-07	Lamond Riggs	0.5
Desk Supervisor	DS 06	Lamond Riggs	1

Educational Technician	DS-05	Lamond Riggs	0.5
Library Technician	DS 05	Lamond Riggs	0.4
Library Technician	DS 05	Lamond Riggs	1
Library Technician	DS 05	Lamond Riggs	0.5
Library Aide	DS 03	Lamond Riggs	0.5
Custodian	RW 02	Lamond Riggs	1
MT. PLEASANT			
Branch Librarian	MS 12	Mt. Pleasant	1
Librarian	DS 11	Mt. Pleasant	1
Librarian	DS 11	Mt. Pleasant	1
Librarian	DS 11	Mt. Pleasant	0.5
Librarian	DS 11	Mt. Pleasant	0.5
Librarian	DS 11	Mt. Pleasant	0.5
Librarian (trainee)	DS 07	Mt. Pleasant	1
Educational Technician	DS 07	Mt. Pleasant	1
Educational Technician	DS 07	Mt. Pleasant	0.5
Library Technician	DS 05	Mt. Pleasant	1
Library Technician	DS 05	Mt. Pleasant	1
Library Technician	DS 04	Mt. Pleasant	1
Library Technician	DS 05	Mt. Pleasant	0.5
Branch Engineer	RW 08	Mt. Pleasant	1
NORTHEAST			
Branch Librarian	MS 12	Northeast	1
Librarian	DS 11	Northeast	1
Librarian	DS 11	Northeast	1
Librarian	DS 11	Northeast	0.5
Library Associate	DS 08	Northeast	1
Library Technician	DS 05	Northeast	1
Library Technician	DS 05	Northeast	1
Library Technician	DS 05	Northeast	1
Library Technician	DS 05	Northeast	0.5
Custodian	RW 02	Northeast	1
PALISADES			
Branch Librarian	MS 12	Palisades	1
Librarian	DS 11	Palisades	1
Librarian	DS 11	Palisades	1
Librarian	DS 11	Palisades	1
Librarian	DS 11	Palisades	0.5



Library Technician	DS 05	Palisades	1
Library Technician	DS 05	Palisades	1
Library Technician	DS 05	Palisades	1
Library Technician	DS 05	Palisades	0.5
Library Technician	DS 04	Palisades	1
Branch Engineer	RW 08	Palisades	1
PETWORTH			
Branch Librarian	MS 12	Petworth	1
Senior Children's Librarian	DS 12	Petworth	1
Librarian	DS 11	Petworth	1
Librarian	DS 11	Petworth	1
Librarian	DS 11	Petworth	0.5
Educational Technician	DS 07	Petworth	0.5
Educational Technician	DS 07	Petworth	0.5
Desk Supervisor	DS 06	Petworth	1
Library Technician	DS 05	Petworth	0.5
Library Technician	DS 05	Petworth	0.5
Library Technician	DS 05	Petworth	1
Library Technician	DS 05	Petworth	0.5
Custodian	RW 02	Petworth	1
SOUTHEAST			
Branch Librarian	MS 12	Southeast	1
Librarian	DS 11	Southeast	1
Librarian	DS 11	Southeast	0.5
Librarian	DS 09	Southeast	1
Library Technician	DS 05	Southeast	1
Library Technician	DS 05	Southeast	1
Library Technician	DS 05	Southeast	1
Library Technician	DS 05	Southeast	0.5
Branch Engineer	RW 08	Southeast	1
SOUTHWEST			
Branch Librarian	MS 12	Southwest	1
Librarian	DS 11	Southwest	1
Librarian	DS 11	Southwest	0.5
Librarian	DS 11	Southwest	0.5
Librarian	DS 11	Southwest	0.5
Librarian	DS 09	Southwest	1
Library Technician	DS 05	Southwest	1

Library Technician	DS 05	Southwest	1
Library Technician	DS 05	Southwest	1
Library Technician	DS 05	Southwest	0.5
Custodian	RW 02	Southwest	1
SHEPHERD PARK			
Branch Librarian	MS 12	Shepherd Park	1
Librarian	DS 11	Shepherd Park	1
Librarian	DS 11	Shepherd Park	1
Librarian	DS 11	Shepherd Park	0.5
Library Technician	DS 05	Shepherd Park	1
Library Technician	DS 05	Shepherd Park	1
Library Technician	DS 05	Shepherd Park	1
Library Technician	DS 05	Shepherd Park	0.5
Library Aide	DS 03	Shepherd Park	0.5
Custodian	RW 02	Shepherd Park	1
TENLEY			
Branch Librarian	MS 12	Tenley	1
Librarian	DS 11	Tenley	1
Librarian	DS 11	Tenley	1
Librarian	DS 11	Tenley	0.5
Librarian	DS 11	Tenley	0.5
Librarian	DS 11	Tenley	0.4
Desk Supervisor	DS 06	Tenley	1
Library Technician	DS 05	Tenley	1
Library Technician	DS 05	Tenley	1
Library Technician	DS 04	Tenley	1
Custodian	RW 02	Tenley	1
TAKOMA PARK			
Branch Librarian	MS 12	Takoma Park	1
Librarian	DS 11	Takoma Park	1
Librarian	DS 11	Takoma Park	0.5
Librarian	DS 09	Takoma Park	1
Library Technician	DS 05	Takoma Park	1
Library Technician	DS 05	Takoma Park	1
Library Technician	DS 05	Takoma Park	1
Library Technician	DS 05	Takoma Park	0.5
Custodian	RW 02	Takoma Park	1

WASHINGTON PARK			
Branch Librarian	MS 12	Washington Park	1
Librarian	DS 11	Washington Park	0.5
Librarian	DS 11	Washington Park	0.5
Librarian	DS 11	Washington Park	1
Librarian	DS 11	Washington Park	0.5
Educational Technician	DS-07	Washington Park	0.5
Desk Supervisor	DS 06	Washington Park	1
Library Technician	DS 05	Washington Park	1
Library Technician	DS 05	Washington Park	1
Library Technician	DS 05	Washington Park	0.5
Custodian	RW 02	Washington Park	1
WEST END			
Branch Librarian	MS 12	West End	1
Librarian	DS 11	West End	1
Librarian	DS 11	West End	1
Librarian	DS 11	West End	0.5
Library Technician	DS 05	West End	0.5
Library Technician	DS 05	West End	1
Library Technician	DS 05	West End	0.5
Library Technician	DS 05	West End	0.5
Library Technician	DS 04	West End	1
Custodian	RW 02	West End	1
WOODRIDGE			
Branch Librarian	MS 12	Woodridge	1
Librarian	DS 11	Woodridge	1
Librarian	DS 11	Woodridge	1
Librarian	DS 11	Woodridge	0.5
Regional Desk Supervisor	DS 07	Woodridge	1
Library Technician	DS 05	Woodridge	1
Library Technician	DS 05	Woodridge	1
Library Technician	DS 05	Woodridge	0.5
Regional Engineer	SW 07	Woodridge	1
Custodian	RW 02	Woodridge	1
WATHA T. DANIEL			
Branch Librarian	DS 12	Watha T. Daniel	1
Librarian	DS 11	Watha T. Daniel	1
Librarian	DS 11	Watha T. Daniel	1

Educational Technician	DS-07	Watha T. Daniel	0.5
Educational Technician	DS-07	Watha T. Daniel	0.5
Desk Supervisor	DS 06	Watha T. Daniel	1
Library Technician	DS 04	Watha T. Daniel	0.5
Library Technician	DS 05	Watha T. Daniel	1
Branch Engineer	RW 08	Watha T. Daniel	1
Targeted and Outreach Services (TOS)			
Head, Targeted and Outreach Services	MS 14	TOS	1
Manager, Kiosk Library	DS 07	Deanwood	1
Manager, Community Library	DS 08	Langston	1
Library Technician	DS 05	Langston	1
Manager, Community Library	DS 08	Parklands-Turner	1
Library Technician	DS 05	Parklands-Turner	1
Manager, Community Library	DS 08	R.L. Christian	1
Library Technician	DS 05	R.L. Christian	1
Manager, Community Library	DS 08	Sursum Corda	1
Library Technician	DS 05	Sursum Corda	1
COMMUNITY YOUTH SERVICES (CYS)			
Coordinator, Community Youth Services	MS 13	CYS	1
Supervisor, Children's Outreach Specialist	MS 12	CYS	1
Outreach Children's Specialist	DS 11	CYS	1
Librarian	DS 11	CYS	1
ADAPTIVE SERVICES			
Head, Adaptive Services	MS 13	Library for the Blind and Physically Handicapped	1
Librarian	DS 11	Library for the Blind and Physically Handicapped	1
Librarian	DS 11	Library for the Blind and Physically Handicapped	1
Library Access Specialist	DS 09	Library for the Blind and Physically Handicapped	1
Library Technician (LBPH)	DS 07	Library for the Blind and Physically Handicapped	1

Library Technician (LBPH)	DS 07	Library for the Blind and Physically Handicapped	1
Library Technician (LBPH)	DS 07	Library for the Blind and Physically Handicapped	1
Tape Technician	DS 07	Library for the Blind and Physically Handicapped	1
Library Technician	DS 05	Library for the Blind and Physically Handicapped	1
Supervising Librarian	MS 12	Senior Bookmobile Service	1
Library Technician	DS 07	Senior Bookmobile Service	1
LITERACY RESOURCES			
Supervisor, Education Specialist	MS 12	Literacy Resources	1
Education Specialist	DS 11	Literacy Resources	1
Education Specialist	DS 11	Literacy Resources	1
Computer Lab Outreach Coordinator	DS 09	Literacy Resources	0.8
Computer Lab Coordinator	DS 7	Literacy Resources	1
Administrative Assistant	DS 7	Literacy Resources	1
MARTIN LUTHER KING, JR. MEMORIAL LIBRARY (MLK)			
Librarian, MLK	MS 14	MLK - Administration	1
Secretary to MLK Librarian	DS 07	MLK - Administration	1
Division Chief	MS 12	Art	1
Librarian	DS 11	Art	1
Librarian	DS 11	Art	1
Division Chief	MS 12	Audiovisual	1
Librarian	DS 11	Audiovisual	1
Library Associate	DS 08	Audiovisual	1
AV Mechanic	RW 07	Audiovisual	1
AV Mechanic	RW 07	Audiovisual	1

Division Chief	MS 12	Biography	1
Librarian	DS 11	Biography	1
Librarian	DS 11	History	1
Librarian	DS 11	History	1
Librarian	DS 11	History	1
Division Chief	MS 12	Black studies	1
Librarian	DS 11	Black studies	1
Librarian	DS 11	Black studies	1
Division Chief	MS 12	Business	1
Librarian	DS 11	Business	1
Librarian	DS 11	Business	1
Division Chief	MS 12	Children's Division	1
Librarian	DS 11	Children's Division	1
Librarian	DS 11	Children's Division	0.5
Librarian	DS 09	Children's Division	1
Division Chief	MS 12	Literature	1
Librarian	DS 11	Literature	1
Librarian	DS 11	Literature	1
Division Chief	MS 12	Music	1
Librarian	DS 11	Music	1
Librarian	DS 11	Music	1
Division Chief	MS 12	Philosophy	1
Librarian	DS 11	Philosophy	1
Librarian	DS 11	Philosophy	1
Division Chief	MS 12	Popular Library	1
Librarian	DS 11	Popular Library	1
Librarian	DS 11	Popular Library	1
Librarian	DS 11	Popular Library	1
Librarian	DS 11	Popular Library	1
Division Chief	MS 12	Sociology	1
Librarian	DS 11	Sociology	1
Librarian	DS 11	Sociology	1

Division Chief	MS 12	Technology	1
Librarian	DS 11	Technology	1
Librarian	DS 11	Technology	1
Division Chief	MS 12	Washingtoniana	1
Librarian	DS 11	Washingtoniana	1
Librarian	DS 11	Washingtoniana	1
Librarian	DS 11	Washingtoniana	1
Archivist	DS 11	Washingtoniana	1
Archival Technician	DS 06	Washingtoniana	0.5
Library Technician	DS 06	Washingtoniana	1
Division Chief	MS 12	Young Adult	1
Librarian	DS 11	Young Adult	1
Librarian	DS 09	Young Adult	1
PUBLIC SERVICE SUPPORT			
Supervisor, Public Service Support	DS 08	Public Service Support	1
Assistant Supervisor, MLK Circulation	DS 06	Circulation	1
Library Technician	DS 05	Circulation	1
Library Technician	DS 05	Circulation	1
Library Technician	DS 05	Circulation	1
Library Technician	DS 05	Circulation	1
Library Technician	DS 05	Circulation	1
Library Technician	DS 04	Circulation	1
Library Technician	DS 04	Circulation	1
Library Technician	DS 05	Book Info	1
Library Technician	DS 05	Book Info	1
Library Technician	DS 05	Book Info	1
Supervisor, Paging Unit	DS 06	Paging	1
Page (Library Aide)	DS 04	Paging	0.8
Page (Library Aide)	DS 03	Paging	0.5
Page (Library Aide)	DS 03	Paging	0.5
Page (Library Aide)	DS 03	Paging	0.8
Page (Library Aide)	DS 03	Paging	0.5

Page (Library Aide)	DS 02	Paging	0.5
Page (Library Aide)	DS 02	Paging	0.5
Page (Library Aide)	DS 02	Paging	0.5
Page (Library Aide)	DS 02	Paging	0.5
Supervisor, Periodicals	DS 06	Periodicals	1
Library Technician	DS 04	Periodicals	0.5
Library Technician	DS 04	Periodicals	1
Library Technician	DS 04	Periodicals	0.5
Library Technician	DS 04	Periodicals	0.5
Library Technician	DS 04	Periodicals	1
Library Technician	DS 03	Periodicals	0.5
MANAGEMENT AND SUPPORT SERVICES			
Assistant Director Management and Support	MS 15	Director's Office	1
PROPERTY MANAGEMENT			
Property Management Specialist	DS 09	B&G	1
FACILITY MANAGEMENT			
Director of Facility Management	MS 14	B&G	1
Deputy Head, Facility Management	MS 13	B&G	1
Staff Assistant	DS 09	B&G	1
CAPITAL PROGRAM			
Civil Engineer	DS 13	M&S Svc	1
Civil Engineer	DS 13	B&G	1
Project Coordinator	DS 12	M&S Svc	1
MLK ENGINEERING			
Assistant Director, Mechanical Engineer	MS 13	B&G	1
A/C Mechanical Supervisor, MLK	MW 13	B&G	1
Operating Engineer	RW 10	B&G	1
Building Engineer Helper	RW 05	B&G	1
Building Engineer Helper	RW 05	B&G	1
TRADES			
Electrician	RW 10	B&G	1



Carpenter	RW 10	B&G	1
Painter	RW 09	B&G	1
Gardener	RW 08	B&G	1
Painter Helper	RW 07	B&G	1
Trades Helper	RW 05	B&G	1
FLEET SERVICES			
Motor Vehicle Operator Leader	LW 07	B&G	1
Motor Vehicle Operator	RW 06	B&G	1
Motor Vehicle Operator	RW 06	B&G	1
Motor Vehicle Operator	RW 06	B&G	1
Motor Vehicle Operator	RW 06	B&G	1
CUSTODIAL SERVICES			
Custodian (Community Libraries)	RW 03	B&G	1
Custodian (Leader)	LW 02	B&G	1
Custodian (Leader)	LW 02	B&G	1
Custodian	RW 02	B&G	1
Custodian	RW 02	B&G	1
Custodian	RW 02	B&G	1
Custodian	RW 02	B&G	1
Custodian	RW 02	B&G	1
Custodian	RW 02	B&G	1
Custodian	RW 02	B&G	1
Custodian	RW 02	B&G	1
Custodian	RW 02	B&G	1
Custodian	RW 02	B&G	1
POLICE-GENERAL			
Security Specialist	MS 13	Public Safety	1
Supervisor Police Officer (Captain)	DS 11	Public Safety	1
Police Officer (Sergeant)	DS 08	Public Safety	1
Supervisor Police Officer (Lieutenant)	DS 10	Public Safety	1
Police Officer (Corporal)	DS 07	Public Safety	1
Police Officer (Corporal)	DS 07	Public Safety	1
Police Officer	DS 06	Public Safety	1
Police Officer	DS 06	Public Safety	1
Police Officer	DS 06	Public Safety	1
Police Officer	DS 06	Public Safety	1
Police Officer	DS 06	Public Safety	1
Police Officer	DS 06	Public Safety	1

Police Officer	DS 06	Public Safety	1
Police Officer	DS 06	Public Safety	1
Police Officer	DS 06	Public Safety	1
Police Officer	DS 06	Public Safety	1
Police Officer	DS 06	Public Safety	1
Police Officer	DS 06	Public Safety	1
Police Officer	DS 06	Public Safety	1
Police Officer	DS 06	Public Safety	1
INFORMATION LITERACY			
Assistant Director Information Literacy	MS 15	IL	1
LITS			
Supervisor IT Specialist	MS 14	LITS	1
Assistant Supervisor IT Specialist	MS 13	LITS	1
Patron Training Coordinator	DS 12	LITS	1
IT Specialist	DS 12	LITS	1
IT Specialist	DS 12	LITS	1
IT Specialist	DS 12	LITS	1
IT Specialist	DS 11	LITS	1
IT Specialist	DS 11	LITS	1
IT Specialist	DS 11	LITS	1
TECHNICAL SERVICES			
Head, Technical Services	MS 14	Technical Services	1
Cataloger II	DS 11	Cataloging	1
Cataloger II	DS 11	Cataloging	1
Supervisor, New Titles	DS 08	Cataloging	1
Supervisor, Duplicate Titles	DS 08	Cataloging	1
Catalog Support Technician	DS 07	Cataloging	1
Catalog Support Technician	DS 07	Cataloging	1
Catalog Support Technician	DS 06	Cataloging	1
Catalog Support Technician	DS 06	Cataloging	0.5
Catalog Support Technician	DS 06	Cataloging	1
Assistant Chief, Processing	DS 08	Processing	1
Processing Technician	DS 04	Processing	1
Processing Technician	DS 04	Processing	1
Processing Technician	DS 04	Processing	1
Chief, Acquisitions Division	MS 13	Acquisitions	1
Government Documents Specialist	DS 07	Acquisitions	1

Supervisor, Order Unit	DS 08	Acquisitions	1
Library Technician	DS 08	Acquisitions	1
Receiving Unit Technician	DS 06	Acquisitions	1
Serials Technician	DS 06	Acquisitions	1
Acquisitions Technician	DS 06	Acquisitions	1
Assistant Supervisor, Receiving Unit	DS 06	Acquisitions	1
Receiving Unit Technician	DS 04	Acquisitions	1
COLLECTION DEVELOPMENT & MANAGEMENT DIVISION			
Coordinator, Adult Services	MS 14	cmd	1
Assistant Coordinator, Adult Services	DS 13	cmd	1
Coordinator, Juvenile and Special Populations	DS 13	cmd	1
Assistant Coordinator, Adult Services	DS 13	cmd	1
Bibliographic Assistant	DS 08	cmd	1
Library Technician	DS 06	cmd	1
Library Technician	DS 06	Reserves	1
Supervisor, Reserves	DS 08	Reserves	1
Interlibrary Loan Assistant	DS 07	Reserves	1





## Appendix E: Comparative Analysis of the Strengths and Weaknesses of Comparable Library Systems

Appendix E. Comparative Analysis of the Strengths and Weaknesses of Comparable Library Systems provides statistical data for comparing the District of Columbia Public Library system (DCPL) with library systems serving populations of comparable size. The data source for most of the comparisons in Appendix E. is the American Library Association's (ALA) series of annual statistical reports on public libraries. The data in the ALA reports are provided by public libraries across the nation. The ALA report displays data by library system and by summaries grouped by population size. The population group for the DCPL is libraries serving populations from 500,000 to 999,999.

There are 54 U.S. and Canadian public library systems serving populations of comparable size as DCPL. The library systems in DCPL's population group include: the Boston Public Library (MA), the Buffalo & Erie County Public Library (NY), the Charlotte-Mecklenburg County Public Library (NC), the Columbus Metropolitan Library (OH), the Cuyahoga County Public Library (OH), the Denver Public Library (CO), the Detroit Public Library (MI), the El Paso Public Library (TX), the Enoch Pratt Free Library (MD), the Fort Worth Public Library (TX), the Indianapolis & Hamilton County Public Library (IN), the Indianapolis-Marion County Public Library (IN), the Jacksonville Public Library (FL), the Louisville Public Library (KY), the Memphis-Shelby Public Library & Information Center (KY), the Milwaukee Public Library (WI), the Multnomah County Library (OR), Nashville Public Library (TN), the Rochester Public Library (NY), the Salt Lake County Public Library (UT), the San Francisco Public Library (CA), the San Jose Public Library (CA), the Seattle Public Library (WA), the Stockton-San Joaquin County Public Library (CA), the Tucson-Pima County Public Library (AZ), the Tulsa City-County Library (OK), and the Vancouver Public Library (BC).

When making comparisons among library systems it is helpful to remember that every system allocates resources based upon the needs in its service area. Library systems must also address local legacies such as the number, size, and operating costs for facilities. This means that service priorities and programs, staffing patterns, and operating costs will vary from system to system. In addition, due to differences in the needs of residents and the availability of resources people use libraries in different ways. For example, in one area people may use their public library to borrow materials. In another area people may use the materials inside the library.

Comparative data is provided on resources available to D.C. residents and how patrons use the DCPL. Data is also provided for public library systems in DCPL's population group. The topic

of “resources” includes staffing, collections, electronic information, technology, and facilities. “Use” includes materials circulation, in-library use of materials, reference transactions, and library attendance (or gate count).

In summary, when compared to the statistical average or mean of other library systems in DCPL’s population group, the District of Columbia Public Library system has:

- a higher number of staff members per capita
- a staff with a larger percentage of librarians and a lower percent of support staff
- more/fewer collection items per capita. (updated DCPL information is required for an accurate comparison)
- almost one-half of the public access computers per capita as compared to other library systems of comparable population size
- more square feet of facilities space per capita
- a higher level of per capita expenditures
- a larger percentage of expenditures for staff
- a smaller percentage of expenditures for materials
- a lower dollar spending level for materials per capita
- fewer materials loaned per capita
- a smaller number of user visits per capita
- a higher use of materials inside its libraries
- a higher number of reference questions per capita

The findings listed above are shown in the tables that are included this appendix. Highlights from the data in each table are provided in accompanying text.

## Resources

### Staffing

The DCPL reported 0.62 staff members per thousand residents in FY 2004, as shown in Table E1, Total Staffing for FY 2004. This ratio was above the mean or average of 0.48 staff members per thousand residents and within the upper quartile (0.54) for public library systems serving populations of comparable size to DCPL.

The percentages of “librarians” and “other staff” on the DCPL staff were 44 percent and 56 percent, respectively, are shown in Table E2, Staffing Ratios for FY 2004. For public library systems serving populations of comparable size to the DCPL, the mean or average for “librarians” was 27 percent and for “other staff” was 73 percent for FY 2004.

Table E1.

Total Staffing for FY 2004					
Public Libraries Serving Populations From 500,000 to 999,999					
	Population of Legal Service Area *	Librarians *	Other Staff *	Total (FTE) *	FTE Per Thousand Residents
DCPL	563,384	153.8	195.4	349.2	0.62
Reporting Libraries	59	58	58	58	
Mean or Average	705,495	93.4	247.5	340.9	0.48
High	970,000	239	537	701	0.72
Upper Quartile (75%)	811,816	125.9	313.1	434.5	0.54
Median (50%)	675,071	80.3	235.8	336.4	0.5
Lower Quartile (25%)	577,281	58.7	180.2	241	0.42
Low	501,433	15.5	41.5	57	0.11

\* Source: Statistical Report 2005. Public Library Data Service.” American Library Association, Chicago, 2005.

The ratio of total staff members per resident, and the percentages of “librarians” to total staffing, can vary for many reasons, including service priorities, collective bargaining agreements, and budget. However, most libraries operate with a percentage of librarians in the range of 25 to 33 percent.

Table E2.

Staffing Ratios for FY 2004				
Public Libraries Serving Populations From 500,000 to 999,999				
	Population of Legal Service Area *	Percent Librarians *	Percent Other Staff *	Total Percent
DCPL	563,384	44%	56%	100%
Reporting Libraries	59	58	58	58
Mean or Average	705,495	27%	73%	100%
Upper Quartile (75%)	811,816	29%	72%	101%
Lower Quartile (25%)	577,281	24%	75%	99%
Low	501,433	27%	73%	100%

\* Source: “Statistical Report 2005. Public Library Data Service.” American Library Association, Chicago, 2005.

## Collections

[In recent years the DCPL has not purged its database of thousands of lost and de-accessioned items. This situation artificially inflates the number of items per capita and artificially decreases collection performance measures such as turnover rate. The following comparison tables and analyses can be completed when the database is purged. According to DCPL, the data may be purged in September or October of 2005]

The DCPL reported collection holdings\* of 2,623,320 items per capita at the close of FY 2004. This figure equaled 4.7 items per District resident, as shown in Table E, Collection Holdings for FY 2004. This amount was above the mean or average of 3.2 items per capita for public library systems serving populations of comparable size to DCPL. However, figures for subsequent years will be reduced significantly for DCPL because the collection database was purged in late 2005 of many items no longer in the collection. The database total for the collection dropped to 2,285,358, or about 4.1 items per capita. Additional adjustments to the database are anticipated next year. (“Collection holdings” includes all cataloged items, plus paperbacks and video items. Periodicals are not included, whether cataloged or not.)

**Table E3.**

Public Libraries Serving Populations From 500,000 to 999,999			
	Population of Legal Service Area	Holdings	Holdings Per Capita
DCPL	563,384	2,623,320	4.7
Reporting Libraries	59	59	26
Mean or Average	705,495	2,213,014	3.2
High	970,000	15,332,025	26
Upper Quartile (75%)	811,816	2,440,610	3.1
Median (50%)	675,071	1,614,460	2.3
Lower Quartile (25%)	577,281	1,162,651	1.9
Low	501,433	256,303	0.5
* Note: “Collection holdings” includes all cataloged items, plus paperbacks and video items. Periodicals are not included, whether cataloged or not.) Source: “Statistical Report 2005. Public Library Data Service.” American Library Association, Chicago, 2005.			

## Technology

The data in Table E4, Computers with Internet Access: FY 2004, shows that the DCPL fell significantly below the mean or average number of computers in libraries serving populations from 500,000 to 999,999. On a per capita comparison using extrapolated data, the DCPL had 0.9 computers with Internet access per 1,000 residents in FY 2004. This number was almost one-half of the mean or average (1.6) and at the lower quartile of 56 reporting libraries.



Table E4.

Computers with Internet Access: FY 2004			
Public Libraries Serving Populations From 500,000 to 999,999			
	Population	Computers with Internet Access *	Computers with Internet Access Per 1,000 Residents
DCPL	563,384	511	0.9
Reporting Libraries	58	56	
Mean or Average	705,495	1,145	1.6
High	970,000	2,346	2.4
Upper Quartile (75%)	811,816	1,604	2
Median (50%)	675,071	962	1.4
Lower Quartile (25%)	577,281	750	1.3
Low	501,433	229	0.5
*Statistical Report 2005. Public Library Data Service. American Library Association, Chicago, 2005. Population data approximated and per resident access extrapolated from available data.			

## Facilities

Table E5.

Facilities Space: FY 2001					
Public Libraries Serving Populations From 500,000 to 999,999					
	Population of Legal Service Area *	Present Total Square Footage *	Main Library Square Feet *	Branches Square Feet *	Square Feet Per Capita
DCPL	571,822	855,384	440,000	415,384	1.5
Reporting Libraries	59		46	59	
Mean or Average	703,635	443,207	210,222	232,985	0.6
High	998,948	1,475,654	900,000	575,654	1.5
Upper Quartile (75%)	816,839	556,125	288,750	267,375	0.7
Median (50%)	666,544	339,218	136,500	202,718	0.5
Lower Quartile (25%)	575,602	267,877	102,500	165,377	0.5
Low	500,537	119,990	38,976	81,014	0.2
Sources: "Statistical Report 2002. Public Library Data Service." American Library Association, Chicago, 2002.					

A special survey to collect and compare data about library facilities is conducted about every four or five years by the Public Library Association for its Public Library Data Service report. The most recent special survey collected data for FY 2001.

For FY 2001, the DCPL reported that it had 27 facilities, with a total of 855,384 square feet. This was 1.5 square feet of library space per resident, as shown in Table E5, Facilities Space: FY 2001. This ratio was above the mean or average of 0.6 square feet of library space per capita and was the “high” square footage per capita reported for public library systems serving populations of comparable size to the DCPL.

## Financial Support

### Expenditures

Looking at spending in major expenditure categories is most helpful in making general comparisons about one library in a group of library systems. The key categories to compare are salaries, materials, and total expenditures.

Detailed comparisons among library systems often are not useful due to the many unique local factors that affect spending. Each system is closely tied to their local environment in many ways. For example, salaries for specific positions are usually tightly linked to parent government pay scales. Utility costs are based on local rates. Maintenance expenses for older buildings are often higher than for new buildings.

Table E6, Per Capita Expenditures: FY 2004, shows total per capita expenditures for the DCPL and other library systems serving populations between 500,000 and 999,999. Table E7, Salaries and Materials as Percent of Expenditures: FY 2004, provides percentage information about salaries and materials for these same systems. Table E8, Expenditures for Materials: FY 2004, provides per capita information about spending on materials.

### Per Capita Expenditures

An operating expenditure of \$49.56 per capita was reported by the DCPL for FY 2004, as shown in Table E6, Per Capita Expenditures: FY 2004. This amount was well above the mean or average of \$35.55 per capita and into the upper quartile amount of \$43.53, for public library systems serving populations from 500,000 to 999,999. Comparisons for other recent years show similar relationships.

**Table E6.**

<b>Per Capita Expenditures: FY 2004</b>		
Public Libraries Serving Populations From 500,000 to 999,999		
	Population of Legal Service Area	Total Expenditure Per Capita
DCPL	563,384	\$49.56
Reporting Libraries	59	59
Mean or Average	705,495	\$35.55
High	970,000	\$101.40
Upper Quartile (75%)	811,816	\$43.53
Median (50%)	675,071	\$32.74
Lower Quartile (25%)	577,281	\$23.63
Low	501,433	\$4.92
Source: “Statistical Report 2005. Public Library Data Service.” American Library Association, Chicago, 2005.		

## Key Spending Percentages

In FY 2004, the DCPL spent 59.2 percent of its operating budget on salaries, as shown in Table E7, Salaries and Materials as Percent of Expenditures: FY 2004. This amount was well above the mean or average of 50.4 percent and into the upper quartile (54.5 percent), for public library systems serving populations from 500,000 to 999,999. The relatively high proportion of librarians to “other staff” in the DCPL contributes to its relatively higher level of expenditures for salaries.

**Table E7.**

Salaries and Materials as Percent of Expenditures: FY 2004			
Public Libraries Serving Populations 500,000 to 999,999			
	Population of Legal Service Area	Salaries as Percent of Expenditures	Materials as Percent of Expenditures
DCPL	563,384	59.20%	9.10%
Reporting Libraries	59	59	59
Mean or Average	705,495	50.40%	14.30%
High	970,000	65.80%	26.30%
Upper Quartile (75%)	811,816	54.50%	16.90%
Median (50%)	675,071	51.40%	14.50%
Lower Quartile (25%)	577,281	46.50%	11.20%
Low	501,433	30.10%	4.70%
Source: “Statistical Report 2005. Public Library Data Service.” American Library Association, Chicago, 2005.			

The percentage of operating expenditures for materials was 9.1 percent, as reported by the DCPL for FY 2004 and shown in Table E7. This amount was significantly below the mean or average of 14.3 percent and well into the lower quartile amount (which began at 11.2 percent), for public library systems serving populations from 500,000 to 999,999. Comparisons for other recent years show similar findings.

The driving factor in the relatively small percentage of expenditures for materials is the relatively larger percentage of expenditures devoted to staff costs, as compared to other library systems in the DCPL population category. The per capita spending on materials by the DCPL is lower in comparison with other library systems. In FY 2004, the DCPL reported spending \$4.51 per capita on library materials. The mean or average reported for that year by library systems serving comparably sized populations was \$5.09 per capita. This difference is about 60 cents per District resident. See Table E8, Expenditures for Materials: FY 2004, for additional details.

Table E8.

Expenditures for Materials: FY 2004		
Public Libraries Serving Populations From 500,000 to 999,999		
	Population of Legal Service Area	Materials Expenditures Per Capita
DCPL	563,384	\$4.51
Reporting Libraries	59	
Mean or Average	705,495	\$5.09
High	970,000	\$12.55
Upper Quartile (75%)	811,816	\$6.57
Median (50%)	675,071	\$4.70
Lower Quartile (25%)	577,281	\$3.07
Low	501,433	\$0.64
Source: Statistical Report 2005. Public Library Data Service.™ American Library Association, Chicago, 2005.		

## Use

Because the size of populations vary greatly, it is more helpful to consider per capita use figures than to compare activity level totals such as the number of items loaned. Four key activity measures used for public libraries are: materials circulation, in-library use of materials, reference transactions, and library attendance (or gate count).

In summary, on a per capita basis, the DCPL loans fewer materials and has lower library attendance and higher in-library use of materials and reference questions, when compared to other public libraries serving populations from 500,000 to 999,999. Table E9, Comparative Per Capita Annual Use: FY 2004, provides this comparison information.

DCPL materials circulation per capita for FY 2004 was reported to be 1.9. The mean or average was a circulation of 9 items per capita among its peer population-size library systems. The DCPL was well into the lower quartile of 59 libraries in its peer population and near the lowest library for this group in circulation per capita.

Several important factors affect materials circulation. These factors include the availability of items requested by the public, a sufficient quantity of requested items, loan periods, hours of service, and in-library use of materials rather than borrowing.

While the circulation of items by DCPL was relatively low, the opposite was true for in-library use of materials. For FY 2004, the DCPL reported in-library use at 4.3 items per capita. The mean or average for In-library use in DCPL's population group was 2.8, with the upper quartile beginning at 3.6 items per capita.

Since in-library use is usually calculated through periodic sampling, statistics on this type of use can vary greatly among libraries due to local sampling methodologies. Also, it should be noted that this activity measure was reported by 27 library systems, whereas 59 reported materials circulation data from their automated library systems. In-library use is frequently higher at central libraries. Also, in-library use frequently is higher in neighborhoods with lower household incomes.

## Exemplary Public Library Systems

Within the last five years, the Nashville, Tennessee Public Library, the Salt Lake City, Utah Public Library, and the Seattle, Washington Public Library built central libraries. The Nashville Public Library and the Seattle Public Library also recently renovated branch libraries.

As a result of building new libraries, the Nashville Public Library, the Salt Lake City Public Library and the Seattle Public Library experienced significant increases in use. It is important to note that some activity levels, decreased. For example, at the Salt Lake City Library the number of reference transactions decreased. Two possible reasons for the reduction in reference transactions could be that improvements in the online catalog and the effectiveness of the layout of the new Salt Lake City Main Library enabled more customers to locate materials without the assistance of staff.

**Table E9.**

Comparative Per Capita Annual Use: FY 2004					
Public Libraries Serving Populations From 500,000 to 999,999					
	Population	Materials Circulation	In-library Use of Materials	Reference Transactions	Library Attendance / Gate Count
DCPL	563,384	1.9	4.3	2	3.5
Reporting Libraries	59	59	27	57	56
Mean or Average	705,495	9	2.8	1.4	5.2
High	970,000	27.7	5.8	4.7	11.3
Upper Quartile (75%)	811,816	11.8	3.6	1.9	6.2
Median (50%)	675,071	8.4	2.6	1.3	4.9
Lower Quartile (25%)	577,281	5.2	1.6	0.6	3.8
Low	501,433	1.1	0.8	0.2	1
Source: "Statistical Report 2004. Public Library Data Service," American Library Association, Chicago, 2004.					

### Nashville Public Library

Since 2000, the Public Library of Nashville and Davidson County opened a new Main Library (June 9, 2001) and two new branch libraries. From FY 2000 to FY 2004, the library system reported significant increases in use, as shown in Table E10, Nashville Public Library: Use Trends. Highlights from the data in that table include:

- Circulation increased 64%. Main Library circulation increased by 139%, and branch library circulation increased by 47%.
- In-library use of materials increased 11%. In-library use declined by 28% at the Main Library, and there was a 22% increase at the branch libraries.
- Reference transactions increased 22%. The number of transactions increased by 36% at the Main Library. There was an 18% increase at the branch libraries.

Table E10.

<b>Nashville Public Library: Use Trends</b>			
	FY 00	FY 04	Change
Population	533,967	570,785	7%
Number of Facilities	19	21	11%
<b>CIRCULATION</b>			
Central Library	477,469	1,141,734	139%
Branch Libraries	2,088,701	3,061,601	47%
Total	2,566,170	4,203,335	64%
<b>IN-LIBRARY USE OF MATERIALS</b>			
Central Library	714,775	517,990	-28%
Branch Libraries	2,301,814	2,817,255	22%
Total	3,016,589	3,335,245	11%
<b>REFERENCE TRANSACTIONS</b>			
Central Library	64,276	87,146	36%
Branch Libraries	221,912	262,568	18%
Total	286,188	349,714	22%
<b>LIBRARY ATTENDANCE/GATE COUNT</b>			
Central Library	248,243	900,091	263%
Branch Libraries	2,094,343	2,771,519	32%
Total	2,342,586	3,671,610	57%
<b>PROGRAM ATTENDANCE</b>			
Central Library	12,462	76,473	514%
Branch Libraries	88,431	99,316	12%
Total	100,893	175,789	74%
* Source: "Statistical Report [year varies], Public Library Data Service," American Library Association, Chicago.			

- Library attendance (gate count) increased by 57%. Library attendance increased by 263% at the Main Library. There was a 32% at the branch libraries.
- Program attendance increased by 74%. Program attendance increased by 514% at the Main Library. There was a 12% increase at the branch libraries.
- Visits to the library's Web site increased by 141%.

## Salt Lake City Public Library

Salt Lake City opened the doors of its new Main Library on February 8, 2003. From FY 2000 to FY 2004, the following usage changes were reported:

- Circulation increased 43%. Main Library circulation increased by 71%. Branch library circulation increased by 21%.
- In-library use of materials decreased by 11%. In-library use increased by 56% at the Main Library. There was a 57% decrease at the branch libraries.
- Reference transactions decreased by 8%. The number of transactions remained consistent at the Main Library. There was a 20% decrease at the branch libraries.
- Library attendance (gate count) for the Main Library was 2,895,087 in FY 2004. No data was reported for FY 2000.
- Program attendance increased by 236%. Program attendance increased by 644% at the Main Library. There was a 64% decrease at the branch libraries.

## Seattle Public Library

More than 25,000 people visited the new Seattle Central Library on opening day, May 23, 2004. Thousands of people continue to visit the Central Library every month. Since the Seattle Public Library operates on a January-December fiscal year, data for FY 2005 is not yet available and thus it is not yet possible to provide a fiscal year comparison prior to and after the opening of the new Central Library.

The Seattle Public Library Foundation and the City of Seattle's Office of Economic Development recently funded an economic benefits assessment research project. The study was conducted by Berk & Associates. The Berk & Associates report on the economic benefits of the new Central Library can be found at [www.berkandassociates.com/spl.html](http://www.berkandassociates.com/spl.html).

Several key points from the Berk & Associates report titled, "Seattle The Seattle Public Library Central Library: Economic Benefits Assessment The Transformative Power of a Library to Redefine Learning, Community, and Economic Development" were included in the bulletin for the April 2005 conference of the Public Libraries International Networks. The key points are:

- "The library is responsible for \$16 million in net new economic activity in its first full year of operation, with net new revenue defined as incremental revenues above and beyond what the old library would have generated. If this level of interest in the library is maintained, in part aided by investments in the recommendations ... [in the study], new economic activity would total \$80 million for 5 years, \$160 million for 10 years, or \$320 million for a 20-year period."
- "The foot traffic and cultural vitality the Library brings enhances the marketability of Downtown and nearby neighborhoods as residential and commercial markets."
- "The library also raises Seattle's profile and attracts tourists, knowledge workers, and high technology industries."



Table E11.

<b>Salt Lake City Library: Use Trends</b>			
	FY 00	FY 04	Change
Population	174,348	179,894	3%
Number of Facilities		6	
<b>CIRCULATION</b>			
Main Library	1,078,167	1,846,020	71%
Branch Libraries	1,362,180	1,643,433	21%
Total	2,440,347	3,489,453	43%
<b>IN-LIBRARY USE OF MATERIALS</b>			
Main Library	397,222	619,320	56%
Branch Libraries	578,780	247,884	-57%
Total	976,002	867,204	-11%
<b>REFERENCE TRANSACTIONS</b>			
Main Library	161,676	162,422	0%
Branch Libraries	114,656	91,494	-20%
Total	276,332	253,916	-8%
<b>LIBRARY ATTENDANCE/GATE COUNT</b>			
Main Library	NA	2,895,087	NA
Branch Libraries	NA	NA	NA
Total			
<b>PROGRAM ATTENDANCE</b>			
Main Library	18,051	134,278	644%
Branch Libraries	24,479	8,720	-64%
Total	42,530	142,998	236%
* Source: “”Statistical Report [year varies], Public Library Data Service,” American Library Association, Chicago.			





## Appendix F: Branch Functional Requirements

### Table of Contents for Appendix F

Introduction	237
Branch Service Priorities	238
Basic Literacy	238
Best-sellers and Hot Topics	238
Homework Help	239
Information Literacy	239
Lifelong Learning	239
Public Spaces	239
Branch Functional Requirements	239
Organization	240
General Requirements	240
General Site Considerations	240
Site Selection Criteria	240
Accessibility	242
Landscaping and Fencing	242
Lighting	243
Parking	243
Trash and Recycling	244
General Architectural Considerations	244
Community Compatibility	244
Sustainability Considerations	244
Library Signage and Identity	245
Adaptability	245
Building Envelope	245
Operating Efficiency	247
Security	248
General Library Interior Considerations	248
Public Service Areas	248
Non-public Areas	249
Building Systems	250
Space Descriptions	253
Public Entrance and Vestibule	253
Lobby Area	254

Circulation Area	256
Adult Services	258
Adult Services Desk	258
Public Access Computers	259
Public Copiers	260
Seating	260
Collections	261
Young Adult Area	264
Children’s Services	266
Children’s Services Desk	266
Toddler Area	268
Juvenile Area	269
Story Room	271
Children’s Rest Room	272
Computer Laboratory	273
Conference / Study Room	273
Conference Room	273
Study Room	274
Meeting Room	274
Café / Coffee Cart Area	275
Public Rest Rooms	276
Non-public Areas	276
Staff Workroom	276
Storage Closet	277
Manager’s Office	278
Staff Rest Room(s)	278
Staff Lounge	279
Telecommunications Room	280
Mechanical Equipment Room	280
Custodial Services Closet	281
General Storage Room	281
Shipping and Receiving	281
Staff and Delivery Entrance	282
Space Allocation – 20,000 Square Foot Branch	283
Glossary	285



## Appendix F: Branch Functional Requirements

### Introduction

District residents should be able to look to their local branch library as an inviting destination that satisfies their needs for prompt, convenient access to publications, information and learning opportunities, as well as a welcoming community gathering place.

Today’s “new” public library is no longer a stuffy, old building with dusty book stacks and worn study tables. The best “new” public libraries are appealing facilities that provide special areas filled with computers for the new electronic services while attractively presenting traditional library collections for in-library use and borrowing. These facilities offer physical environments that are of a quality equal to those found in modern bookstores and other vibrant retail establishments.

DC’s public library users, in reality, are customers of retail services that happen to be operated by their local government without charge to the individual user. If the DCPL is to be successful in meeting the needs and desires of its users it must recognize that it is competing with video stores, music stores and bookstores such as Barnes & Noble or Borders.

To guarantee satisfaction and repeat visits of its customers, the DCPL must ensure that: a) users continually find that their branch library offers materials and services pertinent to their needs, b) customer service is always excellent and, c) the facility has comfortable spaces that provide convenient and easy access to library services.

This appendix presents an overview of topics to be considered in designing and organizing DCPL branch library spaces, public and non-public. This overview provides recommendations for a prototype branch library of 20,000 square feet, with service programs based on DCPL service priorities. The prototype includes recommendations for space allocations; collection allocations; types of furniture, fixtures, and equipment; and staffing levels, organization, and competencies. Not every branch should necessarily have 20,000 square feet of space. Some might be smaller and others larger, or have different kinds of spaces—all depending on the types of services to be offered, the number of residents to be served, and other important factors.

This overview is just that—an overview, intended to serve as a starting point for use in developing a branch library that will address the specific needs of a unique service area. This overview does not replace the key step of developing a building program statement—a lengthy technical document—that lays out the detailed requirements for a specific facility. This appendix recommends only the general requirements for the District of Columbia’s 21st century branch libraries. Every branch library will need its own building program statement because every service

area deserves a facility that addresses its specific needs.

## Branch Service Priorities

The design and construction of a new branch library provides a unique opportunity for the District and the DCPL to address some of the District's most pressing needs as well as make a visible statement about the value of reading, education, and lifelong learning. A branch library is one of the few local government services and civic spaces that community residents can, and do, use throughout their lifetime.

People use public libraries to: get homework help and support their formal educational efforts; learn to read; pick up a best seller, a DVD or CD; browse for new and classic publications; experience the joy of story hours; obtain information for themselves for personal and business pursuits; learn how to use a computer; access the Internet; get away from it all; be around other people; attend programs; participate in community meetings; engage in group or individual learning activities; read newspapers and magazines, or just relax.

Effective facility design dictates that buildings and services reflect the identity and community role of the District of Columbia Public Library. The design and layout of the branch libraries of the DCPL must support the service goals established to address the needs of District residents. In the anticipation of the approval of service goals by the Trustees of the District of Columbia Public Library, this document has been developed in accordance with the service priorities recommended by the Mayor's Task Force on the Future of the District of Columbia Public Library System. Based on the framework of library service responses included in *The New Planning for Results* by Sandra Nelson (Chicago: American Library Association, 2001.), the recommended service priority areas, in alphabetical order are:

### Basic Literacy

The library has a responsibility to address the need of residents to learn to read. The library needs to provide spaces, such as study/tutoring rooms, where students and tutors can meet.

The library shall also provide access to educational materials, as well as computers and instructional software, that enhance the effectiveness of tutoring efforts.

The library should coordinate with other neighborhood literacy service providers to help provide efficient and coordinated delivery of literacy services.

### Best-sellers and Hot Topics

The library should respond to residents' interest in popular cultural and social trends and their desire for satisfying recreational experiences. The library should provide a current collection with sufficient copies of titles in high demand to ensure that customer requests are met quickly.

The library needs to offer materials in the formats and in the languages people want, and these materials should be selected primarily on the basis of local demand. The library's collections should be organized in ways that make items easy to find. Also, the materials should be merchandised to the public through the use of displays and display shelving similar to that used in bookstores.

## Homework Help

The library can play a unique role in helping school-age children succeed in school. The library should provide informational resources and personal assistance that further the educational progress of students. Library activities and materials should support the learning standards of the D.C. Public Schools.

To help bridge the growing digital divide, the library needs to provide Internet access and should also offer access to other instructional technologies such as multimedia computers with educational software, educational media, and distance education equipment and facilities. Branches should include group study rooms and computer laboratories.

## Information Literacy

The library should address the needs of residents for skills related to finding, evaluating, and using information effectively.

The library should provide training and instruction in skills related to locating, evaluating, and using information resources of all types. Teaching the public to find and evaluate information should be emphasized over simply providing answers to questions. The library should provide access to information in a variety of formats and should offer public Internet training and access. The library should provide a computer laboratory.

## Lifelong Learning

The library should address the desire of residents for self-directed personal growth and development opportunities. The library should provide and maintain an extensive collection of circulating materials and digital content on a wide variety of topics in which the general public has a sustained interest.

The library should help parents and care-givers encourage preschool children to develop a love of reading and learning so children can enter school with the skills that they need to succeed.

## Public Spaces

The library has a responsibility to address the need of residents to meet and interact with others in their community and to participate in public discourse about local and national issues. There is a great need for the library to provide inviting and safe public spaces for meetings, programs, and gatherings.

This need for public gathering spaces can be addressed by designing a library that has interior spaces such as a meeting room, story room, conference room, study/tutoring room, computer laboratory, a gallery, or café where one can obtain something to eat or drink. There could also be exterior spaces that provide opportunities for public programming or events.

## Branch Functional Requirements

A branch library supports a wide variety of patron and staff activities, and excellent patron service depends, in part, on a well-designed building. One way that a functional library building contributes to excellent service is to help customers have rewarding experiences. This is accomplished, in part, by ensuring that the building provides a comfortable and aesthetically

pleasing environment.

An effective, functional branch library also supports self-service by customers and efficient use by staff. The interior layout is critical to functionality. Basic factors of functionality include relationships of building spaces and the arrangement of services, collections, furnishings, fixtures, and equipment, as well as traffic patterns within and among those spaces. Satisfying patron experiences require well-designed spaces with appropriate dimensions, natural and artificial lighting, furnishings, fixtures and signage, as well as easy-to-use and secure interior layouts.

In sum, patron and staff pursuits require spaces that support a variety of uses in addition to specialized spaces for unique activities and functions. The spaces to be provided in the branch libraries - and site and operational considerations—are described in this document.

This document is not intended to take the place of a detailed branch library building program statement. Rather, it is intended to serve as a guide for architects and staff in developing new state-of-the-art libraries. Furthermore, it shall serve as a basic set of guidelines to be used in the preparation of a library building program statement that reflects community needs as addressed by each individual branch.

## Organization

The Branch Functional Requirements document has three sections: “Introduction,” “General Requirements,” and “Space Descriptions.”

The “General Requirements” section provides an overview of topics to be considered in designing and organizing public and non-public spaces within branch libraries. Other topics include considerations required for branch library sites, effective and sustainable operations, and general architectural aspects.

The “Space Descriptions” section is organized into twelve (12) major branch library spaces. For each space the text provides functional activity statements, location and adjacency information, and major space components such as “collections” and “primary furnishings and components.”

Also included are a General Estimate of Needed Space for a 20,000 SF branch library and a Glossary.

## General Requirements

### General Site Considerations

#### Site Selection Criteria

The use of a branch library is significantly impacted by its location. Therefore, it is essential that each potential site be carefully evaluated prior to selection of any site for a branch library.

The site should allow the branch library to be sited prominently on the lot because the building must be designed in such a way that people passing by in a car, in a bus or on foot become aware of the building and are attracted to enter and use the facility. The branch must present an open, inviting and attractive front with a clearly visible entrance. It is recommended that, where



possible, the branch library be a single story building with a minimum of 20,000 square feet.

Site selection should include consideration of the following factors:

***Accessibility***

The site should be easily accessible by car, public transportation, bicycle, and on foot. The site should provide for a high degree of personal safety for people entering and leaving the branch, especially at night. Natural or man-made barriers should not impede access to the site.

***Acquisition Cost***

The cost of the site must be within the project budget, and the price to be paid for the site cannot exceed the fair market value of the site. It is important to note that the Council of the District of Columbia is considering legislation titled, The Library Enhancement, Assessment and Development Task Force Establishment Act of 2005, which among other things, will establish a library development task force to assess strategies for generating funds to enhance the library system and to support and implement the construction and renovation of library facilities.

***Adjacent Uses***

The current and anticipated use of surrounding facilities should complement branch use in terms of function, peak use times, and traffic patterns.

***Availability***

The site should be currently available for acquisition. The time required to acquire the site should not negatively impact the proposed project timeline, i.e. it should require eminent domain.

***Community Opinion***

The site should be one that is attractive or can be made attractive to the majority of residents in the projected service area of the proposed branch.

***Construction/Site Development Cost***

The site should enable the library to construct a branch without incurring significant additional costs to prepare the site for construction or to construct the branch such as mitigation of prior soil contamination or pre-existing environmental conditions such as poor drainage or unstable land formations.

***Convenience***

The site should be close to the geographic and traffic center of the area that is served by the branch. The site should be one where community residents will frequently and willingly go.

***Future Expansion***

The site should allow for expansion of the building and for additional parking as appropriate.

***Legal Matters***

The site should enable the library to acquire the property and construct the branch without significant additional legal costs.

***Parking***

The site should allow for required parking for library customers and staff, as well as short term parking for delivery vehicles.

***Size and Shape of Property***

The site should allow for the construction of an efficiently designed branch. The site will allow for required setbacks and landscaping, as appropriate.

***Utilities and Infrastructure Availability***

The site should allow for the construction of a branch without incurring significant additional cost to provide utilities (such as electricity, gas, water, and telecommunications) and infrastructure (such as sanitary and storm sewers) to the site.

***Visibility***

The site and the branch should be visible from major streets.

**Accessibility**

An accessible route to the library must be provided, including access to and from public transportation, sidewalks, the adjacent street(s) and public parking, if any. Access should be easy for pedestrians, including persons in wheelchairs. The library should ensure that pedestrian crosswalks, traffic lights, stop signs, and other mechanisms to control vehicular traffic are in place to facilitate the safety of everyone approaching or leaving the library.

The width of the access route shall be a minimum of 36" with turning and passing spaces (60" x 60") at any obstruction, but at no less than every 200 feet. The routes cannot have level changes without accessibility-compliant ramping. The ground surface must be firm, stable, adequately drained, and slip-resistant. Visible warnings are required for any hazardous vehicular areas, sculptures, bicycle racks, and monument signs. Any gratings must have spaces with a maximum of ½" width with the long dimension perpendicular to the direction of travel.

Public parking at the branch libraries, if required, will be guided by land use surveys and will meet or exceed requirements of local codes and American National Standards Institute (ANSI) and Americans with Disabilities Act (ADA) standards. Accessible parking must be clearly marked with a sign displaying the universal symbol of accessibility, a wheelchair symbol in white on a blue background, and must be located where it cannot be obscured by a parked vehicle or other object.

**Landscaping and Fencing**

Site plantings will include local plants. Trees that drip, drop berries, or produce large quantities of leaves that require raking should be avoided as should flowers that stain walkways, create slipping hazards, and/or are likely to be tracked inside the building. An automatic irrigation system equipped with a rain sensor should be provided.

To help maintain the exterior, hose bibs and electrical outlets must be provided at regular intervals around the building for exterior connection purposes. Hose bibs should be lockable. The electrical outlets should be protected from the elements and be lockable to prevent unauthorized access by the public. If necessary, outlets shall be recessed into the exterior wall and have a flush-mounted lockable cover plate and be controlled by a switch that is inside the library.

A flagpole with adjustable clips for a flag and a vandal-resistant locking mechanism should be provided for a flag sized three feet by five feet.

Fencing, if required or otherwise appropriate, shall be of solid steel pickets, without sharp points. Designs and materials will not include chain linking, tubing, wood, plastics, and razor

wire. The library must observe the fencing regulations issued by the Department of Consumer & Regulatory Affairs (DCRA). Approval for fencing must be achieved through the permitting process.

## Lighting

### *Façade*

Building façade illumination shall amplify the library's presence as an important civic and community building. An even light distribution on the façade will be augmented by accent lighting for features such as public art and entrances. All fixtures shall be easily accessible for maintenance. For cost and operational efficiencies, the number of different types of lamps will be kept to a minimum.

### *Security*

Exterior security lighting will include adequate illumination in the parking lot and by the entrances (both public and staff entrances). Automatic lights controlled by photocells are preferred. The capability of leaving one or two strategically placed light fixtures on throughout the night to discourage vandalism and burglary is required. The wiring pattern of the branch must accommodate this requirement.

Exterior pedestrian areas such as steps, ramps, paths, plazas, doorways, and potential hiding areas shall be adequately lit for safety and security. Service entrances, ramps, walkways, materials return slots, and parking areas must be well lighted for security and safety. The minimum lighting level should be five foot candles. To minimize vandalism, avoid use of light fixtures that are mounted low or flush with the ground. Lights will be positioned to minimize glare on adjacent properties.

## Parking

### *Automobiles*

Public parking at the branch libraries, if required, will be guided by land use surveys and will meet or exceed requirements of local codes and ANSI and ADA standards. Parking, if any, for library customers is adjacent to the building. Where feasible, provide only standard size parking spaces for safety. Walkways are provided between rows of parking spaces. Excellent visibility must be provided for drivers and pedestrians at the entrance and exit to the parking area.

Parking spaces for disabled customers are closest to the public entrance—immediately adjacent to walkways to the building—and do not require their customers to cross driving areas. The size and number of these spaces conform to local requirements.

The passenger pick-up/drop-off site and spaces for delivery vehicles are located a safe distance from the entrance/exit of the parking area.

Any parking area should be surfaced with a slip-resistant material that will minimize tire squeal. If tiles or similar materials are proposed as pavers for portions of the parking lot, consider slipping hazards (both for drivers and pedestrians), especially when the pavers become wet.

Parking lot lights shall be controlled by timers or photo-cells so that all or portions of the lights can be turned off at appointed time(s). Parking lot lighting will use high cut-off fixtures. Lights will be positioned to minimize glare on adjacent properties.

### *Bicycles*

Provide a bicycle rack (long ribbon or loop style with galvanized finish) for a minimum of 10 bicycles to allow bicycle frames to be locked to the rack, versus the wheel. The rack should be positioned close to the entrance, but in such a way as not to interfere with pedestrian traffic flow, and in a visible, well-lit location for theft prevention. For ease of maintenance, consider using a rack with a stainless steel finish.

### **Trash and Recycling**

The library must observe the recycling regulations as required by the Mayor's City Recycling Program. Each agency is required to recycle 45% of mixed paper, cardboard, and ink cartridges. Hazardous waste disposal, if any, must be achieved in accordance with the regulations issued by the appropriate regulatory agency.

A heavy-weight, large trash receptacle(s) with ash tray(s) should be provided adjacent to public entrance(s). Style should complement the exterior of the building. The receptacles are meant for the public to deposit their trash before entering the library.

Otherwise, receptacles for trash and recycling are located away from any main parking area, but are conveniently situated for staff and service vehicles. A screened and enclosed trash area should be provided near the staff/delivery entrance. Sufficient storage space for recycling bins, in a separate enclosure, should also be provided. Considerations should be given to aesthetics, proximity to neighbors and easy access by library, custodial, and sanitation staffs.

## **General Architectural Considerations**

All work on District-owned or library-owned property must be approved by the District of Columbia Department of Consumer and Regulatory Affairs (DCRA). Agencies that contribute to the DCRA design-drawing approval process include, but are not necessarily limited to, the District's Department of Transportation, Department of Health (including its Watershed Protection Division), and the District of Columbia Water and Sewer Authority. Also, depending on the location of the site within the District, the National Capitol Planning Commission and the U.S. Commission on Fine Arts may have roles in design approval. Designs should meet the requirements of these and other Commissions with jurisdiction, as well as of all applicable District and Federal codes and ordinances.

All branches will meet or exceed applicable codes regulations and library policies on accessibility.

### **Community Compatibility**

Building designs should be compatible with the prevailing or anticipated character of the surrounding structures, unless there is a compelling reason for the branch to be different from existing or anticipated architectural styles. Designers should consider the branch from a master planning perspective for the neighborhood.

### **Sustainability Considerations**

The building should be designed and constructed using environmentally sensitive design and construction methods. Wherever feasible, it should showcase energy and water conservation features, and use recycled and non-toxic building materials. The architect is encouraged to achieve as many of the U.S. Green Building Rating System points as economically feasible.

## Library Signage and Identity

Exterior and interior signage and graphic elements must comply with current DCPL signage and branding guidelines.

Signage identifying the library will be prominent, well-lit, and well-designed. This signage will be adequately sized to create a visual marker that is highly visible to pedestrian and vehicular traffic. The signs should be readily readable during the day and night by pedestrians and from cars or buses passing on the street(s). The building address number should be included in the exterior signage package.

A branch identification plaque will be provided near the public entrance. It should identify the library, date of construction, and appropriate public officials in accordance with approved DCPL policies.

A lighted, vandal-resistant directory recessed into the building façade provides information on branch hours, programs, and upcoming events.

Interior signage systems must maximize patron understanding of the branch layout, making it easy for customers to find materials and services. The signage systems should effectively communicate locations, directions, and information to customers. This signage program must provide a standard way-finding system throughout the building, while meeting applicable codes and using an approved, consistent, and aesthetically pleasing graphic image.

The signage system should be flexible enough to permit signs to be changed or moved easily. To the extent possible, signs should be vandal proof.

Signage must meet or exceed the requirements of the Americans with Disabilities Act (ADA).

The District of Columbia is an international city, and its residents speak numerous languages. It is essential that the exterior and interior signage reflect the languages spoken by local residents.

## Adaptability

Building structural, mechanical, electrical, lighting, and communications systems must be designed for expansion, if feasible, as well as changes in internal uses and layout.

Flexibility will be highly valued in designing the building interior. A twenty-year horizon will be used as a minimum when envisioning initial and potential layout changes, based on factors such as anticipated community demographics, land use patterns, and library service and technology trends. Interior load-bearing walls and fixed furniture will be kept to a minimum. Moveable shelving, furniture, fixtures, equipment, and partitions will be used as much as possible.

## Building Envelope

A branch is a civic building that will be used at least fifty to seventy-five years. Therefore, materials used for the façade, as well as for the structure and interior, should be durable and easily maintained. Locally and/or readily accessible materials should be considered before materials that are difficult to obtain.

The building envelope protects the branch from potential damage caused by environmental conditions such as rain, snow, humidity, organic matter, ultraviolet radiation, temperature changes, and wind. The exterior envelope shall meet or exceed energy code requirements and other applicable code standards.

## Exterior Cladding Systems

There are many possible exterior cladding systems for urban branches, however, architects should use traditional systems that can be easily repaired and maintained over the life of the branch. Such systems include concrete, masonry unit, metal, brick, and cement-based finishes.

When using architectural concrete as the exterior finish material, special consideration shall be given to the design and location of expansion and control joints, the texture of exposed surfaces, cold joints, form work, and other aesthetic considerations. Special curing requirements must be utilized to minimize efflorescence and other aesthetic concerns.

When using brick, concrete masonry units, and dimensional stone, a grout mud base is preferred over thin-set veneers. The anchoring of exterior masonry finishes to the building's perimeter wall is of special importance for adequate long-term performance and in seismic events.

Metals should be used only if they provide the best alternative to meet specific project criteria such as energy performance standards, design intent, construction costs, or other significant factors. The overlap of any metal cladding systems shall be done so as to protect the building from water, moisture, and wind infiltration.

Wood, if used, should be limited to trim, accent, and exterior fenestration. The use of wood siding as the prime exterior envelope system is not recommended.

Glass or glass block cladding systems are not generally recommended unless the design intent or other significant factors advocate the use of glass or glass block cladding systems, the previous performance history of the system has been positive over an extended period, and strict performance warranties are incorporated into the specifications. The use of glass or glass block with cladding systems based on other materials, however, is encouraged for providing access to natural light and creating open and welcoming interiors if safety, visual privacy, and energy efficiency are appropriately addressed.

Exterior insulation systems also are not recommended. If design intent or other significant factors advocate the use of exterior insulation systems, strict performance and warranties shall be incorporated into the specifications for these types of finishes.

All exterior paints and special coatings shall be of high quality. Architects shall select these products based on past performance and ease of maintenance.

## Anti-Graffiti Coatings

In addition to a hard texture that is not easily scratched, exterior walls should be graffiti-resistant. Anti-graffiti coating will be applied on all exterior walls to a minimum of 12 feet in height. Usually, anti-graffiti coatings will affect the color of the exterior walls to some degree. It is important that color-change be taken into consideration when specifying how high the anti-graffiti coating will be applied to avoid demarcation lines on the building. Anti-graffiti film should be included on all glass doors and windows below 12 feet. In unsupervised spaces, such as lobbies, the film should be placed on both sides of the glass.

## Roofs

Roofs should be clad with systems that are compatible with planned or existing aesthetics of branches. Specifications for roofing systems shall provide for a full-value 20-year labor and materials warranty from the roofing manufacturer with no dollar limit.

Flat roofs shall be avoided. All roofs shall have adequate positive slopes, preferably greater than 1:20, and drainage capacity exceeding code minimums.

Skylights are not recommended. A clerestory may be allowed in some circumstances.

### **Covered Entries and Awnings**

Covered entries and/or awnings will be provided for the Public Entrance, the Staff Entrance, and Materials Return Units attached to the building.

The Materials Return Units shall be specialty fire-rated assemblies, when built into the exterior wall and shall be flashed appropriately.

### **Fenestration**

Window systems and doors are important design feature of the branches. Windows can provide interior spaces with daylight, views to the outside, psychological comfort, cooling and ventilation. The placement of windows shall maximize natural lighting without exposing materials or equipment to direct sunlight and without unduly increasing heat gain. Window systems should have a warranty period of at least 10 years.

Frames for windows should be of aluminum, steel, or wood. Materials such as PVC and polymer-fiber composites are not recommended at this time because they lack proven longevity and durability.

Glazing should be employ double-glazed systems. Tempered safety and fire rated glazing shall be specified where required or needed.

Energy efficiency standards should be met or exceeded when selecting profiles and materials. Windows shall be certified for minimum shading coefficient values.

Operable windows shall be designed with security and safety as important considerations. Operating windows should be of types that are easy to operate but built with security considerations for the protection of library customers and materials. Windows in children's areas may have special operation, size, and height requirements for safety and security reasons. Operable windows shall be within a monitored line of sight or placed out of reach.

### **Operating Efficiency**

The building systems will be selected for overall life cycle costs as well as durability. Energy efficiency and ease of maintenance are very important factors for the library. Equipment selected for use by staff and the layout of work areas will address cost effectiveness as well as high quality service.

The interior layout of the building will allow for staffing efficiency in serving the public. Where practical, service desks will be combined. In some instances, there might be a Circulation Services Desk and an Information Services desk from which people of all ages receive assistance in locating information and using library resources. In other instances, the Circulation Services Desk might be a combined service point with information services staff, either adult services or children's services. Combining services desk might reduce overall operating costs, but care should be taken to maintain high quality customer service. Sight lines must permit effective visual monitoring of public areas. The location of staff areas, where possible, will afford quick access to public service desks when backup staffing is needed.

The interior layout of the building must support and encourage customer self-service. This includes, but is not limited to, self-check out of library materials, self-retrieval of items placed on reserve, and browsing of materials that have just been returned by other library users.

Interior signage systems should maximize patron understanding of the branch layout, making it easy for customers to find materials and services. The signage systems should effectively communicate locations, directions, and information to customers. This signage program must provide a standard way-finding system throughout the building, while meeting applicable codes and using an approved, consistent, and aesthetically pleasing graphic image. It should also facilitate use of the branch by community residents who speak languages other than English.

## Security

A security-conscious exterior building design and landscaping layout are important. Avoid nooks and crannies in the footprint of the building to prevent people from hiding or sleeping in those areas.

Digital security cameras and an alarm system will be fully integrated into building operations. The appropriate electrical and communication conduits must be provided in the exterior for security cameras. The security system must be linked to a central monitoring station, most likely to be located at the new Martin Luther King, Jr. Memorial Library. The surveillance system and all other security systems must be designed by a qualified security consultant or by working directly with a system vendor.

Locking gates, generally, will be used to control the use of parking lots after hours. The staff's ability to easily open/secure/close the gates should be considered in the design. Materials shall be of solid steel pickets and will not include chain linking, tubing, wood, plastics, and razor wire.

## General Library Interior Considerations

### Public Service Areas

All public service desks are designed to be patron oriented. It is critical that counters and workstations are inviting, easy to use, and do not present either physical or psychological barriers. Consideration should be given to using adjustable-height service desks. All patron service points shall have appropriate queuing, seating, and counter spaces. The staff must be able to move easily from behind counters or workstations to offer assistance to customers.

All patron work and reading areas are to be “patron friendly” to people of all ages, sizes, and abilities and fully accessible to wheelchairs, electric convenience vehicles, and other mobility devices. Every area is characterized by warmth, openness, and suitability to the target audience and activity through its furnishings and equipment. This is especially true for the Children's and Young Adult areas, which offer distinctive environments attractive to these audiences. Signage is clear, attractive, and conveniently located. Staff assistance is readily available to customers.

Customers are able to see major service desks and areas from the entrance. When this is not feasible, clear and appropriate directional signage is provided. Attractive, easily read signs clearly identify patron service points and collections. Standard signs indicate the different collection areas and the range of the classification system or the alphabet that can be found in each aisle or section of shelves.



Visual control of all public service spaces throughout the facility is critical to library operation and the security of customers, staff, and physical assets. Security of customers and staff will be considered in the interior design, building design, and layout of furniture, fixtures, and equipment. Avoid nooks and crannies in the building to prevent people from hiding or sleeping in those areas. Wiring for security cameras in public and staff areas, including all entrances to the building, should be provided. Entry to staff areas will be by keypad and/or keycard access.

Public service areas should encourage customer self-service. This includes, but is not limited to, self-check out of library materials, self-retrieval of items placed on reserve, and browsing of materials that have just been returned by other library users.

All aisles are obstacle free and easily accessible by wheel chair or electric convenience vehicles. The main aisle or concourse is wide enough to accommodate two-way traffic and afford an easy view of the Adult Services Desk, Children's Services Desk, and/or Circulation Services Desk. Aisles between stacks and around tables and workstations provide unhampered access by wheel chairs or other mobility devices.

All areas housing the library collection are "open stacks" with accessible aisles and no "dead ends." In adult collection areas, the top and base shelves generally are left unused for purposes of accessibility and possible collection expansion. In some branches, community needs may be best addressed through the interfiling of Non-fiction Collection for adults and the Juvenile Non-fiction Collection.

Public access catalogs, study tables, and reading chairs are interspersed throughout the building and within easy access from shelving and display fixtures. Stacks are spaced far enough from seats and traffic lanes so that customers using the collection, walking past the collection, and persons using chairs (whether seated or getting in or out of them) do not obstruct or interfere with one another.

Wireless Internet access should be available in all public service areas. Library users with their own laptop computers or wireless devices should be able to access the library catalog, licensed databases (with appropriate password authorization), and the Internet. The wireless network will also facilitate the lending of laptops for in-library use as well the provision of library programs or training in the meeting room, story room, conference room(s) and/or study room(s).

All rest rooms are to be ADA-compliant. All public rest rooms are equipped with changing counters. Three public rest rooms (female, male, and assisted care/unisex, where possible) are accessible from the Lobby and/or other areas, but not accessible from the Vestibule. A rest room, visible from the Children's Services Desk, for small children and an accompanying parent/caregiver is accessible from the Children's Services Area.

## Non-public Areas

The building contains one primary area for staff work spaces and an office for the Branch Manager. The Staff Workroom includes circulation support functions as well as work areas for Adult Services staff and Children's Services staff.

All staff offices, staff lounge and workrooms, and related areas are fully handicapped accessible (i.e., ADA-compliant) and wired for future telecommunications and electrical needs. The Staff Lounge and most work areas have outside windows. All staff areas have acoustical features to minimize noise pollution. Staff enters and exits the building through an exterior door for staff and deliveries. Within the building, each work area can be reached from the public service area. For staff, one or more unisex staff rest rooms are conveniently placed near the Staff Lounge. There is one strategically located, small storage closet in addition to the General Storage Room.

The small Storage Closet is within or adjacent to the Staff Workroom. This closet provides storage for supplies and other work support items. The larger General Storage Room is near or adjacent to the Staff and Delivery Entrance. This room provides long-term storage for supplies, items in transit, and large items. At least one Custodial Services Closet is strategically located for general efficiency and for quick access for urgent cleanup tasks.

## Building Systems

Branches should be designed as intelligent buildings, with computerized systems monitoring and controlling building operations, including security monitoring, lighting, life safety, and air-handling functions. Systems selected for the branch should be efficient, durable, and easy to maintain.

## Lighting

The importance of appropriate lighting levels throughout the building for reading and viewing purposes cannot be overemphasized. Lighting needs vary depending on the activity occurring in the space. For example, the need for lighting need will be different in areas where reading of print materials occurs as compared to areas designed for computer use or areas for program events. A variety of appropriate and flexible lighting is necessary in the building.

Shelving areas require special attention because ceiling-mounted lighting fixtures usually must be carefully coordinated with the shelving layout so that there is adequate light to read titles and call numbers on spines of books, especially on the bottom shelves. Task lights on tables should generally be avoided as a means of attaining acceptable lighting for reading purposes. However, task lighting can be appropriate in situations where computer screens and microform reader screens must be protected from glare, but customers also need lighting for reading and taking notes.

Controls should be in staff areas only. Interior lights should be on a master switch located in a central staff area such as the Circulation Desk or near the Staff Entrance. All lights, except for code required twenty-four hour lights, should have switch off capability.

The controls should also provide for separately dimming and/or darkening of the Story Room, Conference / Study Room, and Meeting Room separately. The Meeting Room and Story Room will need to be capable of being darkened completely for the purpose of showing videos. In addition to window treatments, consideration should be given to the placement of emergency lights in relation to the projection screen.

To ensure energy efficiency, the Meeting Room, Story Room, Lobby, Vestibule, rest rooms, and Telecommunications Room, as well as heating/ventilating zones, should have their own override switches.

Strong consideration should be given to using light fixtures that have long lasting, commonly available, inexpensive replacement lamps. The number of different lamps should be kept to a minimum to reduce storage needs and costs. Fixtures that do not produce VDT glare should be used. Low voltage, high intensity decorative light fixtures should be avoided.

Night lights should be provided at strategic locations to enable visual checks of the building by patrolling police officers and library security officers.

Future maintenance issues must be carefully considered, especially in relation to the number of different types of lamps and ease in replacing them, especially when designing lighting for high

ceiling areas. Preferably, the lamps will be located for easy access using a standard 8'–12' ladder.

## Electrical and Telecommunication Systems

Maximum flexibility is required for current and future needs. The library must be able to reconfigure access to electrical and telecommunications service as well as the locations of electronic equipment. The design must allow easy adaptation due to rapidly changing technologies throughout the life of the building. An in-the-floor grid system will provide the greatest flexibility for electrical service and telecommunications distribution. The grid system will connect all building areas to the Telecommunications Room, as well as to the electrical panels located in compliance with applicable codes. A raised-floor system is not necessary. The library is expected to comply with the most recent guidelines issued by the DC Office of the Chief Technology Officer.

Easy access, concealed wiring is strongly preferred. Conduit should be sized for future upgrades. Provide ample electrical outlets and conduits throughout the building. These items should be provided not only in designated computer areas but also in all public areas.

All electrical and data outlets must be flush mounted for hazard reduction and flexibility reasons. Floor monuments shall be flush mount, fully adjustable and with minimum of two each 1" conduit openings, unless otherwise specified.

Wireless technology is a preferred alternative over standard telecommunications cabling. Some equipment and technology that may require special attention include photocopiers, overhead projection equipment, laptop projection, ceiling or wall-mounted screens, teleconferencing, audio sound systems, and public address systems.

Aesthetic details involving electrical and data conduits are very important. Wire mold/raceway/conduit used to provide electrical and voice/data outlets at all public service desks and computer areas must be boxed in and hidden from view yet readily accessible for repair and maintenance. Provide 2 inch wide grommets on desks, tables, and counters for access to outlets that are under the work surfaces. The use of transformers on many equipment items requires consideration to the spacing of electrical outlets for service desks and computer locations.

Each computer station requires the following minimum electrical/data outlets: one quad electrical outlet and one data conduit wired with state-of-the-art cables for two data terminations and one voice termination, labeled appropriately.

For the above reason, it is very important that if wire mold/raceway/conduit is used to feed several computer stations for public and staff use, the raceway be large enough to hold all the cables needed to properly wire all stations and avoid the daisy chain effect.

It is extremely important that the siting of electrical and data outlets be carefully coordinated with the furniture layout and with the assumption that study tables will be wired for laptop computer use.

Full telecommunications capability and a sound system should be provided in the Meeting Room, along with built-in speakers, amplifiers, and wall jacks.

Cable television access to the building, with an outlet for a television set, should be provided in the Meeting Room, the Story Room, and the Staff Lounge.

## Heating, Ventilation, and Air Conditioning

A multi-zoned heating and cooling system will be used to provide flexibility in adjusting temperature from zone to zone according to uses, room orientations, and hours of operation. System should be controlled by a central time clock with bypass switches to enable each individual HVAC unit to operate after-hours if needed. The bypass switch for the Meeting Room should be accessible even when the rest of the library is closed after library hours. The other bypass switches can be grouped and installed in a centralized location, such as the Staff Workroom or Telecommunication Room.

Equipment location should protect equipment and air intake units from vandalism and provide quality air intake conditions and efficient operations.

Adjustable thermostats should be provided. Locking covers for thermostats must be provided in all public areas to prevent unauthorized temperature adjustment.

The cooling needs in heat-producing or heat-sensitive areas, such as the Telecommunications Room, need careful consideration. Although a dedicated unit serving just such areas is not mandated, local conditions may make it advisable to provide dedicated units for these areas.

## Security

Special attention should be given to problems relating to vandalism and illegal entry. Outside lights should be on photocells/timers. Intrusion alarm, motion sensors, panic buttons, and smoke and fire alarms should be included in the design.

The security alarm system must be capable of allowing certain portions of the building, such as the Meeting Room, to be turned off for after-hour access while protecting other parts of the building.

Conduits and electric outlets should be provided for the installation of both exterior and interior security cameras.

Panic buttons, tied to the security system's autodialer to a central library security telephone number, should be provided. The panic buttons should be installed at the following locations: Circulation Desk, Adult Services Desk, Children's Service Desk, Staff Workroom, Manager's Office, and Staff Lounge.

Individual door alarms must be provided to all emergency exit doors that are accessible to the public. These alarms are in addition to and separate from the intrusion alarm system that protects the building. These alarms will alert staff to unauthorized usage of the emergency exits. Staff should be able to identify which alarm has been triggered and be able to control the alarm system from a central location, preferably at the Circulation Desk.

An intrusion alarm keypad should be located near the staff/delivery entrance for ease of access. If a second control panel in the public entrance area is needed for after-hours access, consider possibilities of vandalism in locating the keypad.

A discreetly located and mounted doorbell should be provided at the staff entrance, with the bell to sound in the Staff Workroom and the Circulation Desk area. A wide-angle security peephole at the Staff and Delivery Entrance door should be provided if no vision panel is included on the door.

## Locks, Keying Systems, and Safe

The building will include a card access control system. It will require one computer server located in the Telecommunications Room. The software shall allow for the library to control employee access to doors through the programming of the restricted database feature on the access control system software. The system shall provide for the capability of remote access database management. Card readers shall be connected to locking devices on doors to be specified by the library. The system shall include “fail secure” door locks. In the event of a power failure, all doors will stay latched. The system shall include a UPS to ensure up to four hours of continuous use in the event of a power failure. All door locks and hardware must comply with library specifications.

A safe, generally a wall safe, should be located in either a closet in the Staff Workroom or, if necessary, in the Branch Manager’s Office.

## Fire Alarm and Fire Suppression

The fire alarm and suppression systems must comply with all applicable DC fire codes and ordinances, and the guidelines found in the DCPL-issued disaster protection and prevention plan. The fire suppression system throughout the library will be a dry pipe system, except in the Meeting Room where the fire suppression system is a wet pipe system. An autodialer is provided to enable the monitoring of the fire alarm system by an off-site central station to be selected by the library.

Provide locked covers over the fire alarm pull stations to prevent library customers from accidentally or intentionally activating the system.

# Space Descriptions

## Public Entrance and Vestibule

### Functional Activity Description

There should be only one easily identifiable Public Entrance to the building which must be visually prominent and inviting to customers and passersby. Access should be easy for pedestrians, including persons in wheelchairs, and for people entering from the parking lot, if any. The library should ensure that pedestrian cross-walks, traffic lights, stop signs, and other mechanisms to control vehicular traffic are in place to facilitate the safety of everyone approaching or leaving the library. Public safety and convenience are of primary importance.

The Public Entrance should consist of a pair of automatic or power-assist-option doors for patron convenience opening into the Vestibule. A second set of automatic or power-assist-option doors, set far enough apart to create a weather vestibule and to allow for universal access is also provided. The Lobby should be an inviting space that welcomes the public to the library. The interesting use of light, space, and graphics should introduce the building’s theme. Public art and the spaciousness required for traffic flow should combine to make this area an architectural focal point of the building.

The Vestibule aids energy efficiency and is an initial arrival space that introduces customers to an enjoyable and productive library experience. It is an inviting space with warm colors, radiant lighting and a high ceiling. The self-opening double set of doors, which have large amounts of glass, are easily operated by children and persons with disabilities. The area is uncluttered and without racks or other units for the distribution or collection of items such as flyers and donated

books. Space for these items may be provided inside the Lobby. The Vestibule is air-conditioned and has a replaceable wall-to-wall walk-off mat and a patron-counting device, if a counter is not provided as part of the library theft-detection system.

The Vestibule also is used by the library system as a space for communicating with customers. A lockable wall-mounted bulletin board/display unit with a light is provided for this purpose, in addition to the directory mounted on the building façade adjacent to the public entrance.

The Vestibule and Lobby operate together as one space with two distinct areas for specific activities. Both serve as “arrival spaces” for customers, allowing them time to move psychologically into the library experience and begin orienting themselves to the building and its services.

### **Location and Adjacencies**

The Public Entrance is located at a highly visible point convenient to pedestrians and customers using available automobile parking.

The Vestibule occupies the space adjacent to the Public Entrance doors and the Lobby.

Access to the Exterior Materials Return Units is provided if these units are located adjacent to the Vestibule but without access from another interior space, such as the Circulation Workroom.

### **Primary Furnishings and Components**

The Vestibule is neat and uncluttered.

#### ***Building Directory***

A lockable wall-mounted display unit is installed for display of a building floor plan and a directory of major spaces and service points within the building.

#### ***Dedication Plaque***

A wall-mounted dedication plaque is prominently located in the Vestibule, if not located on the building exterior. It identifies the library, date of construction, and appropriate public officials and other acknowledgments as necessary.

#### ***Information Display Unit***

A lockable wall-mounted display unit is installed for library use in promoting services, meetings, programs, etc.

#### ***Seating, Bench***

One or two benches for brief use by customers, if space allows, are situated for visibility to and from the drop off/pick up area. For example, seated at the benches, customers who are waiting for rides can see if their drivers have arrived.

## **Lobby Area**

### **Functional Activity Description**

The primary functions of the Lobby Area (and Vestibule) are to provide a formal entrance and arrival space for the facility. Ideally, immediate access is also provided to spaces such as the Meeting Room and the Public Rest Room(s). The Lobby is an orientation area for customers that gives them time, space, and information to become informed about the library’s layout. The Lobby’s shape, area, sight lines, overall ambiance, and space adjacencies signal expected behavior

and service philosophy, while also communicating the building's layout and service points through appropriate signage.

The Lobby permits a comfortable traffic flow for customers entering and exiting the building and using the Public Rest Rooms and the Meeting Room. It also provides areas for the materials theft detection equipment, photocopy machines, and a paper management system for neatly displaying community flyers, library brochures, and other materials.

The Lobby provides access to the Meeting Room and the Public Rest Rooms. This configuration allows these areas to be contained in a secure zone inside the library's interior--but away from the collections, computers, and offices, permitting their use during nonpublic service hours. A floor-to-ceiling security gate should be utilized for safeguarding the facility's interior during Meeting Room use when the library is closed.

In some branch libraries, it may be appropriate to allocate space for a coffee cart or for vending machines. If so, small tables and/or a counter should be provided for customers who wish to enjoy their beverage and/or snack. Wireless Internet access in this area is highly desirable.

### **Location and Adjacencies**

The Lobby is adjacent to and entered from the Vestibule. Acoustical finishes and, possibly a glass wall, should be used to limit noise penetration into other public service spaces. The Circulation Desk is located adjacent to and visible from the Lobby Area. The access route to Children's Services is near to and visible from the Lobby. The New Books display often is near to and visible from the Lobby.

The Meeting Room, where feasible, is adjacent to and entered from the Lobby, for visible supervision of the entrance by staff at the Circulation Desk. If this is not practical, the entrance to the Meeting Room is visible from at least one public service desk that is staffed during times when meetings and events are held.

The Public Rest Rooms, where possible, are adjacent to and entered from the Lobby, for visible supervision of the entrances by staff at the Circulation Desk. If this is not practical, the entrances to the Public Rest Rooms are visible from one or more other public service desk(s).

Theft detection stanchion units housing antennas are situated between the Circulation Desk and the doors leading to the Public Rest Rooms and/or Meeting Room. A glass wall or other transparent barrier is required to prevent materials bypassing the theft detection system. The wall or barrier requires customers to exit the library through the aisles between the stanchions.

The stanchions are clearly visible to staff working at the Circulation Services Desk, but located a sufficient distance from computers to avoid interference. The antennae are enclosed within stanchions spaced so as to provide ADA-compliant ingress and egress.

### **Primary Furnishings and Components**

The Lobby is primarily a transit and transition area. Furniture, equipment, and other items are kept to a bare minimum.

#### ***Materials Theft Detection System***

The stanchion units housing antennas for the theft detection system are located inside the Lobby between the Circulation Desk and doors leading to the Public Rest Rooms and Meeting Room. The stanchions create aisle ways that are clearly visible to staff working at the Circulation Services Desk. However, the stanchions are located a sufficient distance from computers to avoid interference. The antennae are enclosed within stanchions spaced so as to

provide ADA-compliant ingress and egress.

### ***Paper Management System***

A paper management system is located in the Lobby. This unit(s) is designed to efficiently store and display community information, flyers, and other documents available for passive distribution in accordance with established library policies. The wall-mounted fixture and/or a counter is/are located in a visible area that does not obstruct patron circulation flow through the Lobby, the use of the Interior Materials Return Units, and other activities.

### ***Drinking Fountain(s)***

One or more drinking fountains, depending on accessibility codes, are located on the wall adjacent to the public rest rooms.

## **Circulation Area**

### **Functional Activity Description**

The Circulation Area provides space for the Circulation Desk, Self-charge Machines, Self-service Reserve Pick-up Shelves, Just-returned Shelves, and Adult Services Desk (when combined with the Circulation Desk). Sufficient space is provided for customers passing through the Circulation Area as well as queuing for transactions.

The primary function of the Circulation Area is to efficiently handle the circulation of the library's materials. This includes the following tasks:

1. Library customers checking-out library materials at the Circulation Desk and self-checkout units.
2. Library staff completing routine business transactions including registration, payment of fines and fees, processing holds and reserves, etc.
3. Library staff checking in returning borrowed materials.
4. Library staff sorting various materials.
5. Library staff reshelving the collection items in their proper locations.

### **Location and Adjacencies**

The Circulation Services Desk is located immediately inside the public entrance to the library. The service counter is clearly visible to customers entering and exiting the library through the Lobby. Where possible, it is located on the right as customers enter the library through the Lobby. Conveniently placed self-sort material drops permit customers to return their materials before passing the Circulation Services Desk. The Circulation Services Desk is near to and has visual contact with the Self-checkout Stations, the Self-Service Reserves Pick-up Shelves, the New Materials Display shelves, and the Express Catalogs. The Adult Services Desk and the Children's Services Desk are within view of the Circulation Desk.

Self-checkout stations are located within view and access of staff at the Circulation Services Desk. The self-checkout stations are positioned so that they are the preferred service point for checking out library materials. In very busy libraries, a self-checkout station may also be located in the Children's Service Area.



## **Primary Furnishings and Components**

### ***Circulation Desk***

Workstations at the Circulation Desk allow staff to face the customers and to see the library's interior. Situated so staff cannot be approached from behind by the public, the modular workstations are designed to accommodate varying workloads caused by check-in and check-out functions. Whenever possible, an adjustable-height desk should be provided.

The check-in stations are positioned so that customers can move easily to the counter through the theft detection stanchions (security gates). A cashier station is easily accessible for people who need to pay fines or fees or make purchases. Consideration should be given to providing customers the option to pay fines or fees with a credit or debit card.

Other equipment located at or near the Circulation Desk includes items such as security camera(s), alarm button(s), fire alarm panel (annunciator), public address system, and central lighting control panel.

The staffed check-in stations allow staff to greet customers who are returning materials. The staffed check-out stations, facing the library's interior, are positioned for natural queuing after customers select their materials. If an adjustable-height desk is not provided, then the height of at least one station accommodates customers in wheelchairs and smaller children.

### ***Self-checkout Stations***

The Self-checkout Stations should be positioned so that they are the preferred way to check out library materials. In very busy branches, a self-checkout station may also be located in the Children's Service Area. Ideally, the Self-checkout Station would permit customers to use a credit or debit card to pay outstanding fines or fees.

### ***Self-service Reserves Pickup Shelves***

Self-service Reserves Pick-up Shelves facing the public service area are provided for self-service patron access to items placed on hold and awaiting pickup. In sight of, but apart from, main traffic areas, the location is near the Circulation Services Desk.

### ***Just-returned Materials Shelves***

Shelves for just-returned materials also face the public service area so customers can easily select items for borrowing. The just-returned shelves are in sight of but apart from main traffic areas. The location is near the Circulation Services Desk. Whenever possible, the shelving on which the just-returned materials are located is adjacent to the Staff Workroom.

### ***Express Catalogs***

Public access computers limited to catalog access are visible from the Lobby and near the Circulation Services Desk and the New Materials Display. The computer stations are positioned so they do not block aisles. However, their screens face the aisles. (ADA-compliant computer stations are conveniently located for customers using wheelchairs or electric convenience vehicles.)

Public address system equipment is located in this area so that Circulation Services staff can make announcements throughout the building.

Security and alarm notification devices for the building, including doors for staff entry and receiving deliveries, are also located in this area.

Two interior material return units are located in or immediately adjacent to the Circulation Services Desk. Multiple slots allow self-sorting by customers.

## Adult Services

### Functional Activity Description

Adult Services provides customers with access to staff who provide information services and access to the adult collections, study seating, and Public Access Computers. Adults and young adults consult reference and circulating materials as well as electronic resources to find answers and to locate items for study and personal use.

Included in Adult Services are the Adult Services Desk, Public Access Computers, study seating, several collections, and public photocopier(s).

### Location and Adjacencies

Adult Services is located so that customers can see the Adults Services Desk shortly after entering the library.

It is important that parts of Adult Services are located away from noisy, high traffic areas so that appropriate study and reading environments are available to customers.

### Adult Services Desk

#### Functional Activity Description

The Adult Services Desk is a primary service point in the branch. The Desk serves as a base from which the staff provide adult customers with reader's advisory services and assist them with information searching and access to reference books, the Internet, and electronic databases.

In some branches, the Adult Services Desk is combined with the Circulation Desk and/or the Children's Services Desk, the other primary focal points for patron service.

The Desk is patron-friendly in design and counter heights, and whenever possible, an adjustable-height desk is provided. The height of at least one workstation accommodates customers and staff in wheelchairs, if an adjustable-height desk is not provided. The Desk is positioned for natural queuing by customers waiting for service.

Workstations at the Adult Services Desk are positioned to allow staff to face and greet customers and to see the interior of the Adult Services area. Situated so staff cannot be approached from behind by the public, the workstations are designed to accommodate varying workloads. Typical equipment located on the Adult Services Desk includes items such as computer keyboards and swivel-based screens, telephones, and brochure holders for library information. The Ready Reference Collection may be located behind the Desk for convenience.

#### Location and Adjacencies

The Adult Services Desk is visually prominent and easily approached by customers. Its location affords visual access to equipment, study areas, and materials for service and supervision by staff working in the Adult Services Area. The Adult Services Desk also has visual contact with other service points.

The location of the Adult Services Desk provides convenient access to all areas of the adult collection. The location should enable staff at the Adult Services Desk to use the Non-fiction Collection to supplement reference resources and to assist customers looking for materials.

The Adult Services Desk is in clear view of and near the computer workstations for adult customers, allowing convenient supervision and assistance from staff. Ready reference materials are stored on shelves adjacent to or directly behind the desk, within reach of the staff. Telephones, Public Access Computers, networked printer, and a photocopy machine are all conveniently located near staff. The service desk and adjacent shelving/equipment are positioned so that the staff face the customers and cannot be approached from behind.

All adult reference resources are located near the Adult Services Desk.

### **Primary Furnishings and Components**

#### ***Adult Services Desk***

The shape of the Adult Services Desk allows the staff to come to its front to assist customers. The Adult Services Desk is in clear view of and near the computer workstations for adult customers, allowing convenient supervision and assistance from staff. Acoustical features in the ceiling and the desk itself reduce noise from ringing telephones and patron/staff conversations. Drawers, shelves and files under the counters hold frequently needed supplies and ready reference information.

#### ***Computers, Staff***

One networked computer, which prints to a networked printer, is provided for every staff workspace at the Adult Services Desk. The swivel-base computer screens are mounted on the desktop.

### **Collections**

READY REFERENCE MATERIALS: Ready reference materials heavily used by staff or subject to theft are located on shelves within, immediately behind, or adjacent to the Adult Services Desk.

### **Public Access Computers**

#### **Functional Activity Description**

Public Access Computers are used by customers to access the library catalog, databases and other electronic information resources, and the Internet. Lengthy sessions are likely for these workstations. Public Access Computers should be configured to print to a remote copy station.

Public Access Computers should be managed by a flexible software reservation system which allows customers in the library to sign up for the next available PC. The reservation system should also allow people in the library and at remote locations to reserve a PC for a specific date and time.

Express Catalogs strategically located throughout the building offer only catalog access. These computers are used for quick searches.

#### **Location and Adjacencies**

At least one set of Public Access Computers is located in Adult Services for convenient patron and staff access while using the collections. As needed, Express Catalogs are situated near major collections. The computer stations are positioned so they do not block aisles. However, their screens face the cross aisles. ADA-compliant computer stations are conveniently located for customers using wheelchairs or electric convenience vehicles.

## **Primary Furnishings and Components**

*Chairs, Technology*

*Computers, Public Access*

*Workstations, Technology*

Adjustable height sit-down and stand-up units.

## **Public Copiers**

### **Functional Activity Description**

Public Copiers are used by library customers to copy library materials or their own documents.

### **Location and Adjacencies**

One copier station is visible from the Circulation Desk. If additional copiers are provided, each one should be visible from a public services desk.

The public copier is located just off of the main traffic path. The copier station is convenient for staff at the Circulation Desk because they will provide supervision and assistance. The public copier(s) should also be convenient to customers using the Adult Services Area and the Children's Services Area. Possibly, more than one public copier location may be required.

Acoustical treatment may be required since the copier is located in an open public area.

A dedicated electrical line and a telecommunications line are provided for each copier. The layout of the area must allow access to the sides or rear of the machines for servicing the equipment, refilling paper and toner, and removing paper jams. Space must be provided in the area for change machines, card vending machines, and other equipment as necessary. There must be a logical way for customers to queue either inside or just outside the area during busy periods.

## **Primary Furnishings and Components**

*Copiers: Black/white and color*

*Document Preparation Counter*

*Modular Acoustical Panels*

## **Seating**

### **Functional Activity Description**

Individual adults and young adults use this space for consulting reference and circulating materials, studying, and reading.

### **Location and Adjacencies**

There are several groups of adult study seating in the library, adjacent to shelves containing adult materials. The locations of these areas, along with acoustical features and treatments, provide a range of environments that minimize noise from photocopiers and other equipment and high activity sites such as the Circulation Desk, the Adult Services Desk, the Young Adult Area, and the Children's Services Area.

The book stacks and furniture and equipment are arranged as a buffer to patron seating so that customers can have spaces for quiet reading, study or undisturbed thought. However, all seating areas have sight lines from the Adult Services Desk and/or high traffic pathways.

**STUDY SEATING:** Study seating for adults is provided in three areas: One area is adjacent to the Reference Collection and close to the Adult Services Desk. Acoustical features and treatments minimize noise from activity at the Adult Services Desk.

The second area of study seating is interspersed with the collections in Adult Services. The seating groups are adjacent to shelves containing materials for adults. Each area contains one or more groupings of wired study tables and chairs.

The third area of adult study seating is the Quiet Room, if provided. The location of the Quiet Room minimizes noise from photocopiers and other equipment and high activity sites such as the Circulation Desk, the Adult Services Desk, the Young Adult Area, and the Children's Services Area. However, the location and space provide maximum visibility from other areas of the library. The Quiet Room should be a "glass box" with at least one interior glass wall to maximize supervision. Seating is at individual tables. Casual seating may also be provided.

### **Primary Furnishings and Components**

#### *Seating, Casual*

Soft chairs with durable and easily cleanable coverings.

#### *Seating, Study*

#### *Tables*

Tables for four individuals seated in study chairs.

#### *Tables, Individual*

Tables for individuals seated in study chairs.

### **Collections**

#### **Functional Activity Description**

Easy public access is provided to the collections housed in Adult Services. The adult collections include the New Books, Fiction Collection, Paperbacks, World Languages, Adult Basic Education, English as a Second Language, Large Print, Non-fiction, Ready Reference, Reference, African-American Collection, Audio-visual, and Periodicals.

The New Books Display attractively features recent additions to the collection. Titles are displayed face-out to increase their visibility and appeal to customers. The area is spacious enough to accommodate several browsers at once. The aisles are sufficiently wide for comfortable movement past browsers standing at shelves. Many customers will enter this area and browse while standing, but occasionally customers will want to sit for brief periods to examine a book more closely. Overall, this area should have the appearance and feel of a modern book store, and the shelving that houses the books should be attractive display units. The shelves are within easy reach of most adult customers.

The Fiction Collection also is a browsing collection, with customers seeking items by genre as well as by author and/or title. Customers often sit to peruse several titles before selecting items to borrow. The Fiction Collection may include genre sub-collections such as Mysteries, Science

Fiction, and Westerns.

The Paperback Collection is a browsing collection for customers seeking materials in this format. Paperbacks are housed on display shelves, with many titles displayed face-out.

The World Languages Collection is composed of books (fiction and non-fiction), periodicals, newspapers, and media materials. Community demographics will determine the size and scope of this collection in a branch library.

The Adult Basic Education (ABE) Collection includes easy-to-read materials (levels 0 – 8) for adult learners as well as pre-GED and GED materials. Community demographics will determine the size and scope of this collection in a branch library.

The English as a Second Language (ESL) Collection includes fiction and non-fiction materials of interest to adults who are learning to speak, read, and write English. The collection is also used by teachers and tutors assisting others to learn English. Community demographics will determine the size and scope of this collection in a branch library.

The Large Print Collection offers a selection of popular titles in large type editions. To assist easy access to the Large Print Collection, the materials are located on well-illuminated shelving with wide aisles. The top and bottom shelves are not used.

The Non-fiction Collection is used by staff to supplement reference resources. Customers seek specific items from the collection after identifying them in the catalog or browse subjects for items of interest. To improve accessibility to the items, the top and bottom shelves should not be utilized.

The Reference Collection is used by staff in assisting on-site and telephone customers. Other customers use the collection themselves to find needed information, taking one or two items from the shelves for use at study tables.

The Audio-visual Collection is used primarily as a browsing collection, and many customers select items for home use based on current availability rather searching for a particular item in the online catalog and then going to the shelves to locate it. Materials are attractively displayed on media shelving units. The arrangement and display provides easy access to a variety of media formats such as Audio Books on Cassettes, Audio Books on CD, Audio Compact Disc (CD), CD-ROMs, DVDs, Video Cassettes, and other emerging media formats.

The Periodicals Collection provides customers with access to a selection of current magazines, newspapers, and other serial publications. Current magazines and newspapers will typically be housed on hinged, slanted display shelving with a limited number of back issues stored on a flat shelf underneath. Access to older issues and a broader set of titles is provided electronically through the Public Access Computers.

Topical displays on high interest subjects are located just off high traffic pathways to attract customers to browse and select items of interest. These topical displays of materials are changed frequently to ensure that they are current and to offer fresh browsing experiences for customers.

### **Location and Adjacencies**

**NEW BOOKS DISPLAY:** The New Book Display Area is highly visible from the Lobby and the Circulation Desk, and located just off the main traffic path in the library. The New Books Display is also in proximity to and visible from the Audio-visual Collection because many customers will browse for new books and media materials during the same visit to the library, or while their

children attend a program. The New Books Display is also located for convenient access from the Adult Services Desk.

**FICTION COLLECTION:** The Fiction Collection is visible from the Lobby, the Circulation Desk, and the Adult Services Desk. The Fiction Collection is located toward the front of the library for easy adult access, with proximity to the Adult Services Desk or the Circulation Desk. The Fiction Collection is in proximity to the New Book Display and the Audio-visual Collection, with clear sight lines to the New Book Display. The location of the Fiction Collection permits staff at the Adult Services Desk to assist customers looking for materials and to use the Fiction Collection. Seating is nearby for use by customers wanting to peruse and/or read books from the Fiction Collection.

**PAPERBACK COLLECTION:** The Paperback Collection is located just off a high-traffic pathway for easy browsing access by customers. The collection is adjacent to or near the Fiction Collection.

**WORLD LANGUAGES COLLECTION:** The World Languages Collection is located so that it is clearly visible when entering Adult Services and, preferably, also from the Lobby or Circulation Desk. The Adult Services Desk should be in proximity so that staff can easily assist customers using these materials. Seating is located nearby to assist customers in making and reading their selections from the World Languages Collection.

**ADULT BASIC EDUCATION COLLECTION:** The Adult Basic Collection is located so that it is clearly visible when entering Adult Services and, preferably, also from the Lobby or Circulation Desk. The Adult Services Desk should be in proximity so that staff can easily assist customers using these materials. Seating is located nearby to assist customers in making and reading their selections from the Adult Basic Education Collection.

**ENGLISH as a SECOND LANGUAGE:** The English as a Second Language Collection is located so that it is clearly visible when entering Adult Services and, preferably, also from the Lobby or Circulation Desk. The Adult Services Desk should be in proximity so that staff can easily assist customers using these materials. Seating is located nearby to assist customers in making and reading their selections from the English as a Second Language Collection.

**LARGE PRINT COLLECTION:** The Large Print Collection is situated where it is easily accessible to customers with an interest in this format. It is visible from the Adult Services Desk, the Lobby, and the Circulation Desk. The placement of the Large Print Collection permits staff at the Adult Services Desk to assist customers who are using the Collection and looking for materials. Seating is located nearby to assist customers in making and reading their selections from the Large Print Collection.

**NON-FICTION COLLECTION:** The adult Non-fiction Collection is situated so that it is in proximity to the Adult Services Desk. Customers should be able to see its perimeter from the Lobby and the Circulation Desk. The relationship to the Adult Services Desk enables staff to use the Non-fiction Collection to supplement reference resources and to assist customers looking for materials. Study Seating is adjacent to the Non-fiction Collection. The Quiet Room, if any, is located within proximity to the Non-fiction Collection.

**REFERENCE COLLECTION:** The Reference Collection is adjacent to the Adult Services Desk and in proximity to the Non-fiction Collection, Study Seating, and Quiet Room (if any). At least one photocopier is located within a few feet of the Reference Collection to provide convenient patron access and increase security of reference materials. (Ready Reference materials heavily used by staff or subject to theft are located on shelves controlled from the Adult Services Desk.)

**AFRICAN-AMERICAN COLLECTION:** The African American collection consists of non-fiction materials concerning the history of the Black Experience in the United States. Historical information on slavery, the Civil Right Movement, and militant organizations are included as are biographies of prominent Black Americans. Students, authors and scholars use this collection for research.

**AUDIO-VISUAL COLLECTION:** Audio-visual media and digital media are visible and easily accessible from the Lobby and the Circulation Desk. The collection is near the New Book Display. When feasible, the Audio-visual Collection is also located in proximity to the Young Adult Area to promote use by young adults. Where possible, the collection is located for convenient use by families and caregivers while their children are using Children's Services.

**PERIODICALS COLLECTION:** The Periodicals Collection is located away from Children's Services and other noisy areas. The Periodicals Collection is visible from the Lobby and may be near the front of the library and close to the New Books Display. The location, however, is not so busy as to be disruptive to customers. Study seating at tables and casual seating with arms are located adjacent to the Periodicals Collection.

## **Primary Furnishings and Components**

### ***Shelving, Display***

Free-standing bookstore-type display shelving.

### ***Shelving (steel, except where factors such as historic preservation prevail)***

Open-stack shelving units with 12-inch bases for circulating and reference materials, magazines and newspapers (hinged sloping shelves), and format-appropriate attachments such as spinners, accordion ("zigzag" or "ribbon") shelving, or browser boxes for media and paperback materials.

## **Young Adult Area**

### **Functional Activity Description**

The intended audience for this space is young adults, ages 13 through 18, most of whom are middle school or high school students. This space provides them with collections, special study areas, and casual seating that they can feel is well designed for them. In this space, the needs of young adults are met with media materials, listening and viewing stations, special collections, limited privacy, and the ability for young adults to exchange ideas conversationally without disturbing other customers or staff - with visual supervision by staff and other library customers.

The Young Adult Area has a distinct look and feel and is apart from, but not incompatible with the design of or physically isolated from, the Adult Services Area. The Young Adult Area is designed to feel unique and be special to teens.

The space is attractive to young adults. The area is "decorated" with items such as current posters, casual furniture in up-to-date colors, and contains equipment with a popular "high-tech" appeal and useful for viewing DVDs and listening to music of interest to this audience.

The Young Adult Area offers a collection specially selected for this audience. Tables and study seating are provided for group study. The area's casual seating and public access computers are likely to be used by adults as well as teens. Although the area is designed to appeal to teens, it is likely to be used by adults using the library during morning and early afternoon hours before the young adults arrive.



Public Access Computers are available for study and general use. Some of the technology workstations are designed for use by two people since many young adults work collaboratively on projects for school or while exploring topics of personal interest.

Books, magazines, and media materials for young adults are displayed attractively, with many books shelved face-out. Media viewing and listening stations are available for customers of the Young Adult Area.

### **Location and Adjacencies**

The Young Adult Area is located so as to provide a clear line of sight from the Adult Services Desk and/or the Circulation Desk. The Area is located in proximity to at least one of these desks. If situated between Adult Services and Children's Services, visual cues indicate proximity to Adult Services and not to Children's Services. The Young Adult Area is located adjacent to or near the Audio-visual Collection for easy access by young adult customers.

### **Primary Furnishings and Components**

#### *Chairs, Study*

#### *Chairs, Technology*

#### *Computers, Public Access*

#### *Media Viewing & Listening Stations*

#### *Seating, Casual*

Soft chairs with durable and easily cleanable coverings.

#### *Shelving (steel, except where factors such as historic preservation prevail)*

Open-stack shelving units with 12-inch bases for circulating and reference materials, magazines and newspapers (hinged sloping shelves), and format-appropriate attachments such as spinners, accordion ("zigzag" or "ribbon") shelving, or browser boxes for media and paperback materials.

#### *Shelving, Display*

Free-standing bookstore-type display shelving.

#### *Tables, Individual*

Tables for Individuals seated in study chairs.

#### *Tables, Study*

Tables for four individuals seated in study chairs.

#### *Workstations, Technology*

Adjustable height sit-down and stand-up units.

### **Collections**

**YOUNG ADULT BOOK COLLECTION:** This high interest fiction and non-fiction collection is kept fresh in content and attractively displayed, with face-out shelving of many titles.

**YOUNG ADULT PAPERBACKS:** Multiple copies of high demand titles are provided in paperback. This includes graphic novels.

YOUNG ADULT PERIODICALS COLLECTION: Titles of specific interest to young adults are displayed on periodical shelving, with back issues stored below display shelves.

## Children's Services

### **Functional Activity Description**

This is a distinct space in the library designated for use by children, who browse through the picture books and other materials for children, study, receive homework assistance, use computers to access information, and participate in programs. The primary function of the Children's Services staff is to provide guidance in the choice of books and media materials, and present story hours and programs for children up to 13 years of age.

In designing the space for Children's Services, special attention is given to providing wall displays, distinctive carpeting, and color treatment. This area must be exciting and interesting to young children, with colors, shapes and patterns, and treatments that welcome and delight children. Children's Services is not a scaled-down adult library. The environment of Children's Services encourages children to linger in the area and have fun while developing an interest in books, reading, and information seeking skills.

Children's Services includes the Children's Services Desk, a Toddler Area for pre-school children, a Juvenile Area for older children, and a Children's Rest Room. A Story Room is provided where space permits. Alternatively, part of the Toddler Area is designed to accommodate a storytelling area.

Low shelving enables staff to see and supervise the entire Children's Services Area. Furniture and fixtures are appropriately sized for their intended customers – children and their parents or caregivers. The child-friendly/companion rest room is easily accessible and equipped with a changing counter.

### **Location and Adjacencies**

Easy access to Children's Services is provided from the Lobby for children and their caregivers. The interior entrance to Children's Services is at (or very near) the Circulation Desk. Whenever possible, clear sight lines exist between the Children's Services Desk and the Circulation Desk. This location allows easy access by children to Children's Services while minimizing noise and disruption in other areas of the library.

## Children's Services Desk

### **Functional Activity Description**

The Children's Services Desk is a primary service point in the branch. The Desk serves as a base from which the staff provides customers with reader's advisory services and assists them with information searching and access to reference books, the Internet, electronic databases, and educational toys and games.

The Children's Services Desk, along with the Circulation Services Desk and the Adult Services Desk, is one of three focal points for patron service. (In some libraries the Adult Services Desk will be combined with the Circulation Desk and/or the Children's Services Desk). One fully equipped service station is provided for Children's Services staff, with convenient access to all areas of the Children's Services space.

The Children's Services Desk is visible and easily approached from the Lobby. Its location allows staff to view all areas in Children's Services and supervise children's use of the materials, computers, educational games, and study areas in Children's Services. Staff at the Children's Services Desk assist the children and their families with their collection and information needs, using print and media materials and electronic resources.

The Desk is child-friendly in design and height. It meets ADA requirements. The height of at least one workstation accommodates staff and customers in wheelchairs. The Desk is positioned for natural queuing by customers waiting for service.

Typical equipment located on the Children's Services Desk includes items such as computer keyboards and swivel-based screens, telephones, and brochure holders for library information. Children's ready reference materials may be located behind the Desk for convenience.

### **Location and Adjacencies**

The location of the Children's Services Desk provides convenient access to all areas of Children's Services. The location enables staff at the Children's Services Desk to use the adjacent Juvenile Reference Collection and the Juvenile Non-fiction Collection to supplement reference resources and to assist customers looking for materials.

The Children's Services Desk is in clear view of and near the computer workstations for children, allowing convenient supervision and assistance from staff. Ready reference materials are stored on shelves adjacent to or directly behind the desk, within reach of the staff. Telephones, Public Access Computers, networked printer for patron copies, and a photocopy machine are all conveniently located near staff. The service stations and adjacent shelving/ equipment are positioned so that the staff face the customers and cannot be approached from behind.

All children's reference resources are located near the Children's Services Desk.

### **Primary Furnishings and Components**

#### ***Computers, Staff***

One networked computer, which prints to the networked printers, is provided for every staff service position at the Children's Services Desk. The swivel-base computer screens are mounted on the desktop.

#### ***Children's Services Desk***

The shape of the Children's Services Desk allows the staff to come to its front to assist customers. Acoustical features in the ceiling and the desk itself reduce noise from ringing telephones and patron/staff conversations. Drawers, shelves and files under the counters hold frequently needed supplies and ready reference information.

#### ***Shelving (steel, except where factors such as historic preservation prevail)***

Low shelving units (45-inch height) with 12-inch bases for circulating and reference materials.

### **Collections**

JUVENILE READY REFERENCE MATERIALS: Ready reference materials heavily used by staff or subject to theft are located on shelves within, immediately behind, or adjacent to the Children's Services Desk.

## Toddler Area

### **Functional Activity Description**

This area of Children's Services houses the Preschool Collection, which includes print, media, computers with educational software, and educational toys collection for pre-school children. The book collection consists primarily of picture books. There is also seating space for children and their families or caregivers. Young children select reading materials with the assistance of their families and library staff. Families frequently sit with and/or read books to or play games with their children.

The area has a cheerful, colorful ambience to delight the young children, for which it is intended. Carpeting and toddler-sized soft furniture is provided, along with an oversized chair for family reading. Sturdy wooden or metal frame stools or chairs are available for adults and older children accompanying toddlers.

Staff assists young readers, families, and caregivers in this area by finding books on specific subjects or at appropriate reading levels. If an adjacent Story Room is not provided, this area also accommodates a storytelling area (with acoustical features and treatments to minimize noise).

### **Location and Adjacencies**

The Toddler Area is close to the Children's Services Desk so that staff can supervise the area and assist young children. Clear sight lines are strictly maintained between the Children's Services Desk and the Toddler Area.

Entrance into the Toddler Area requires passing close to and within full view of the Children's Services Desk.

### **Primary Furnishings and Components**

#### *Chairs, Preschooler's*

#### *Computers, Public Access (with equipment for listening and viewing)*

#### *Seating, Casual Children's*

Soft chairs with durable and easily cleanable coverings

#### *Seating, Family*

#### *Shelving (steel, except where factors such as historic preservation prevail)*

Low shelving units (45-inch height) with 12-inch bases for circulating and reference materials.

#### *Tables, Preschooler's*

#### *Workstations, Technology Child's*

### **Collections**

**PRESCHOOL COLLECTION:** The Preschool Collection includes picture books and board books.

**EDUCATIONAL TOYS COLLECTION:** The Education Toys Collection includes toys that stimulate the imagination of young children and enhance their verbal and motor skills.

## Juvenile Area

### **Functional Activity Description**

This area of Children's Services houses the print collections, seating, and Public Access Computers for older children, up to age 13. This area is used by unaccompanied children as well as by those attended by families or caregivers.

The Juvenile Area is designed with special attention to providing an environment that encourages children to linger in the area and have fun while developing an interest in books, reading, and information seeking skills. Colorful and juvenile themed wall displays, distinctive carpeting, and furnishings offer an interesting ambience for children, with colors, shapes and patterns, and treatments that welcome and delight. The Juvenile Area is neither a scaled-down adult service area nor a scaled-up version of the Toddler's Area. The environment is designed for the unique interests and learning needs of children from age 5 to 12.

The collections consist of the Juvenile Easy Readers, Juvenile Fiction, Juvenile Paperbacks, Juvenile World Languages, Juvenile Non-Fiction, Juvenile Homework, Juvenile Reference, Juvenile Audio-visual, and Juvenile Periodicals. There may be a Parenting collection with items on child development and other topics of interest to parents and caregivers.

The library staff assists customers by finding books and media on specific subjects or at appropriate reading levels. Since these children are old enough to begin searching for their own materials, the children may locate the materials in the stacks by themselves.

The Children's Public Access Computers provide children and their families and caregivers with access to the online catalog, databases, other electronic information sources, and the Internet from these stations. Media viewing and listening stations are available for use by children.

Counters and tables are large enough to accommodate items such as backpacks, jackets, and other personal belongings. The Juvenile Area is a high traffic area, especially when school is not in session.

The Juvenile Area is well lit and visually appealing to older children. It is located in a prominent space within the building. Low shelves allow visual supervision from the Children's Services Desk.

Seating in the Juvenile Area includes study seating at tables for four and casual seating. Seating at Technology Workstations is also available, with some workstations accommodating two customers.

### **Location and Adjacencies**

This space is visible from the interior entrance to Children's Services, but it may be somewhat removed from the front of Children's Services because of its size. It is in the proximity of the Children's Services Desk so that the staff can assist children. Clear sight lines are maintained between Children's Services Desk and the shelving and seating in the Juvenile Area. Entrance into the Juvenile Area requires passing close to and within full view of the Children's Services Desk.

The Children's Public Access Computers should be located just inside the entrance area to the Juvenile Area so that they are visible to children and their families as soon as they enter the Juvenile Area.

## **Primary Furnishings and Components**

### *Chairs, Children's Casual*

### *Chairs, Children's Study*

### *Chairs, Children's Technology*

### *Computers, Children's Public Access*

### *Media Viewing & Listening Stations, Children's*

### *Shelving, Display*

### *Free-standing bookstore-type display shelving*

### *Seating, Children's Casual*

Soft chairs with durable and easily cleanable coverings.

### *Shelving (steel, except where factors such as historic preservation prevail)*

Open stack shelving units (maximum height 66 inches) with 12-inch bases for circulating and reference materials, magazines and newspapers (hinged sloping shelves), and format-appropriate attachments such as spinners, accordion ("zigzag" or "ribbon") shelving, or browser boxes for media and paperback materials.

### *Tables, Children's*

Tables for four individuals seated in study chairs.

### *Tables, Children's Individual*

Tables for individuals seated in study chairs.

### *Workstations, Children's Technology*

Adjustable height sit-down and stand-up units.

## **Collections**

**JUVENILE EASY READERS COLLECTION:** The Juvenile Easy Reader Collection is located close to the Toddler Area and the Children's Services Desk, and in proximity to the Juvenile Fiction Collection. This location of the Juvenile Easy Readers Collection, which is visible from the Children's Services Desk, permits customers to be easily assisted by staff at the Children's Services Desk or by their parents if they are with children in the Toddler Area. The location also makes it easy for customers to access the Juvenile Easy Readers Collection.

**JUVENILE FICTION COLLECTION:** The Juvenile Fiction Collection is visible from the interior entrance to the Juvenile Area and the Children's Services Desk. The Juvenile Fiction Collection is located toward the front of the Juvenile Area for easy access, with proximity to the Children's Services Desk. The Juvenile Fiction Collection is in proximity to the Juvenile Audiovisual Collection. The location of the Juvenile Fiction Collection permits staff at the Children's Services Desk to assist customers looking for materials and to use the Juvenile Fiction Collection. Seating is nearby for use by children who want to peruse and/or read books selected from the Juvenile Fiction Collection.

**JUVENILE PAPERBACK COLLECTION:** The Juvenile Paperback Collection is located just off a high-traffic pathway for easy browsing access by customers. The collection is adjacent to or near the Juvenile Fiction Collection.

**JUVENILE WORLD LANGUAGES COLLECTION:** The Juvenile World Languages Collection's perimeter is visible from the interior entrance to the Juvenile Area and from the Children's Services Desk. The placement of the Juvenile World Languages Collection encourages browsing by customers and permits staff at the Children's Services Desk to assist customers looking for materials in this collection.

**JUVENILE NON-FICTION COLLECTION:** The Juvenile Non-fiction Collection is situated so that customers can see its perimeter from the interior entrance to the Juvenile Area and from the Children's Services Desk. The location enables staff at the Children's Services Desk to use the Juvenile Non-fiction Collection to supplement reference resources and to assist customers looking for materials. Study seating is adjacent to the Juvenile Non-fiction Collection.

**JUVENILE HOMEWORK COLLECTION:** The Juvenile Homework Collection is adjacent to study tables and children's Public Access Computers and in proximity to the Children's Service Desk. This location of the Juvenile Homework Collection affords customers with relatively easy access to staff at the Children's Services Desk. The Juvenile Homework Collection also is located in proximity to the Juvenile Reference Collection and the Juvenile Non-fiction Collection to aid patron access to other materials useful in completing homework assignments.

**JUVENILE REFERENCE COLLECTION:** The Juvenile Reference Collection is adjacent to the Children's Service Desk and in proximity to the Juvenile Non-fiction Collection and study seating. A photocopier may be located within a few feet of the Juvenile Reference Collection to provide convenient patron access and increase security of reference materials. (Juvenile Ready Reference materials heavily used by staff or subject to theft are located on shelves controlled from the Children's Services Desk.)

**JUVENILE AUDIO-VISUAL COLLECTION:** Audio-visual media and digital media are visible and easily accessible from the interior entrance to the Juvenile Area. It may include materials such as Juvenile Books on Tape, Juvenile Books on CD, Juvenile Music, Juvenile Video, Juvenile DVDs, and Kits containing a book and a CD or cassette tape.

**JUVENILE PERIODICALS COLLECTION:** The Juvenile Periodicals Collection is visible from the interior entrance to the Juvenile Area and from the Children's Services Desk. Study seating at tables and casual seating are located adjacent to the Juvenile Periodicals Collection.

**PARENTING COLLECTION:** The Parenting Collection is adjacent to or near the Toddler Collection and visible from pathway(s) frequently used by parents in Children's Services. This location will afford easy access by parents who are accompanying their children in Children's Services.

## Story Room

### **Functional Activity Description**

The Story Room provides an enclosed space for many different kinds of activities and programs including story hour presentations, puppet shows, media programs, and arts and crafts activities. Internet access and ADA looping sound technology are provided. Generally, children will sit in a semi-circle with library staff making a presentation, or a projection screen or TV monitor will be the focus of their attention. At other times, tables will be set up for children to participate in projects. Staff will work closely with children during activities and presentations. Acoustical features will ensure that noise from the Story Room during programs does not disturb customers in other parts of the library.

The Story Room is closed and locked when not in use. The Story Room requires a key for entry but not exit. Children will not use this space while unattended.

The Story Room has a sink, counter space, a tiled area adjacent to the sink and a wall screen. An adjoining Story Room Storage Closet houses folding tables, cushions, stacking chairs, cushions, a puppet stage, and a cabinet and racks for craft materials and other activities. The door to the storage closet opens into the Story Room and requires a key for entry but not for exit.

### **Location and Adjacencies**

The Story Room entrance is visible from the Children's Services Desk. The entrance to the Story Room is visible from and near the Toddler's Area.

### **Primary Furnishings and Components**

#### *Media Equipment*

#### *Cabinets, Storage*

#### *Chairs, Children's Stacking (with dollies stored in Story Room Storage Closet)*

#### *Cushions (with durable and easily cleanable coverings)*

#### *Puppet Stage*

#### *Tables, Children's Folding (with dollies stored in Story Room Storage Closet)*

## **Children's Rest Room**

### **Functional Activity Description**

This space provides easy access for children and their caregivers to a child-friendly/companion rest room supervised by Children's Services staff.

The Children's Rest Room is large enough for a family member or caregiver to accompany a child.

The Children's Rest Room includes fixtures, a changing counter, and a diaper disposal container. The rest room is fully ADA-accessible and child-friendly.

### **Location and Adjacencies**

The Children Rest Room is located within Children's Services and near the Toddlers Area and the Story Room. The entrance is visible from the Children's Services Desk, with clear sight lines strictly enforced at all times. The Children's Rest Room requires a key for entry but not exit.

### **Primary Furnishings and Components**

#### *Baby Changing Counter*

#### *Commode, Children's (Self-activated, wall hung)*

#### *Diaper Disposal Container*

#### *Sink, Children's (Self-activated metered faucets, wall hung)*



## Computer Laboratory

### **Functional Activity Description**

The Computer Laboratory provides a permanent space to teach classes on the use of the library's online catalog, databases, Internet searching, and various software applications. This room will be available for staff training and library programming. Computers in the laboratory may be used by library customers when a class is not in session.

The room will have training tables (sufficiently wide for note-taking as well as for equipment), multimedia computers, an instructor's station, and a sound and data projection system.

### **Location and Adjacencies**

The entrance to Computer Laboratory is visible from the Adult Services Desk and/or Circulation Desk. Although it is anticipated that the Computer Laboratory will be "staffed" during some periods of use, the Adult Services staff will be secondarily responsible for its supervision. Enough space must be provided near the Computer Laboratory to accommodate large groups entering, departing, or waiting to enter the room.

### **Primary Furnishings and Components**

*Cabinets (Lockable)*

*Carrels, Technology*

*Chairs, Technology Workstation*

*Coat Rack*

*Computers, Public Desktop*

*Instructor's Station (Systems Furniture)*

*Projector, Ceiling Mounted (Media and computer, LCD to DLP)*

*Chairs, Technology Workstation*

*Computers, Public Desktop*

## Conference / Study Room

### Conference Room

#### **Functional Activity Description**

The Conference Room will serve a variety of different purposes including use as a small group meeting room, a literacy tutoring space, a space for library users to work on collaborative projects, a multimedia viewing room, or a staff conference room. It should accommodate eight adults seated at a conference table.

#### **Location and Adjacencies**

The Conference Room should be located in a public area where is highly visible to staff at a nearby service desk. The room should be a "glass box" with at least one interior glass wall to maximize supervision.

## **Primary Furnishings and Components**

*Chairs, Reader*

*Table, Conference*

*White Board*

## **Study Room**

### **Functional Activity Description**

The Study Room will be used as a literacy tutoring space or as an area for quiet study. It should accommodate two adults seated at a table.

### **Location and Adjacencies**

The Study Room should be located in a public area where is highly visible to staff at a nearby service desk. The room should be a “glass box” with at least one interior glass wall to maximize supervision.

## **Primary Furnishings and Components**

*Chairs, Technology*

*Computer with instructional software to support literacy programs (if appropriate)*

*Table, Conference*

*Technology workstation (if computer is provided)*

## **Meeting Room**

### **Functional Activity Description**

The Meeting Room is designed for a variety of activities such as lectures, classroom visits, formal and informal group meetings, exhibits, and receptions. It is used for programs sponsored and co-sponsored by the library, and community meetings and events as policies permit. In branches without a separate Story Room, the Meeting Room might be used for children’s programs.

The space is open, with a shape conducive to a variety of layouts supporting a wide range of activities. Depending on community need, the number of persons that could be accommodated in meeting room chairs (stacking) arranged auditorium-style could range from 75 to 125. In addition to being used for one large event or meeting, consideration should be given to providing acoustical divider panels that would enable two meetings or events to occur simultaneously.

The Meeting Room is equipped with a large projection screen and stage lighting. Its sound system has assistive listening capabilities. Wired for access to all electronic resources and services, the Meeting Room has sufficient electric power and outlets to accommodate various kinds of media equipment and personal laptop computers. The Meeting Room’s surfaces have acoustical treatments to provide appropriate sound quality within it and to reduce noise pollution coming from it.

A Storage Room adjoins the Meeting Room. The Storage Room houses tables, chairs, and equipment, while not in use in the Meeting Room. If the Meeting Room is also used for

children's programs, addition storage space will be needed for items such as children's stacking chairs, puppets, and other items required for children's activities. The Storage Room requires a key for entry but not for exit.

A Kitchenette adjoins the Meeting Room. The Kitchenette provides work space, a refrigerator, and a microwave for preparation and storage of refreshments.

### **Location and Adjacencies**

The Meeting Room is located off one side of the Lobby. It is accessible through the Lobby. The Public Rest Rooms are accessible through the Lobby. The configuration and adjacencies of the Meeting Room, Lobby, and Public Rest Rooms allow events to be held when the library is not open to the public. The Meeting Room has an emergency exit.

A Storage Room and a Kitchenette are adjacent to and accessed from the Meeting Room.

### **Primary Furnishings and Components**

*Cart, Media / Technology*

*Chairs, Meeting Room (Stacking) (with dollies stored in Storage Closet)*

*Lectern (with space for a laptop computer)*

*Projection Screen*

*Projector, Ceiling Mounted (Media and computer, LCD to DLP)*

*Tables, Meeting Room (with dollies stored in Story Room Storage Closet)*

*Video Conferencing Equipment*

## **Café / Coffee Cart Area**

### **Functional Activity Description**

The Café / Coffee Cart Area is designed for use by customers who want a beverage or a snack while using the library. A coffee cart and/or vending machines are located in the space, along with counters, with stools, tables with chairs, and an area for standing. Wireless connectivity is provided for customers who want to use their laptop computers. The Café / Coffee Cart Area is located off the Lobby and may have floor to ceiling glazing to reduce noise leakage into other parts of the library. (The decision about including a Café / Coffee Cart Area, as with many other building features, should be considered in the context of local needs and practicality on a case-by-case basis.)

### **Primary Furnishings and Components**

*Café Tables, with Chairs*

*Coffee cart*

*Counter with Stools*

*Vending Machines*

**Location and Adjacencies**

The Café / Coffee Cart Area is located off the Lobby. This location provides easy accessibility for persons using the meeting room, as well as by customers using the Adult Services, Young Adult, or Children's Services areas. For general supervisory purposes, the interior of the Café / Coffee Cart Area is clearly visible from the Circulation Desk.

## Public Rest Rooms

**Functional Activity Description**

At least one pair of fully ADA-accessible female and male rest rooms is provided for public use. Other general Public Rest Rooms may also be provided. (A special rest room for use only by children and their families/caregivers is located in Children's Services.) A baby changing counter is provided in all Public Rest Rooms.

**Location and Adjacencies**

The Public Rest Rooms (Female and Male) are located off the Lobby. Their entrances are visible from the Circulation Desk and they are located so that the Meeting Room and the Public Rest Rooms can be secured for after hour use. All entrances to Public Rest Rooms are clearly visible from at least one public service desk.

**Primary Furnishings and Components**

*Baby Changing Counter*

*Commodes and Urinal(s) (self-activated, wall hung)*

*Dryer, Hand*

*Mirror, Stainless Steel*

*Package Ledge*

*Sinks (self-activated metered faucets, wall hung)*

## Non-public Areas

### Staff Workroom

**Functional Activity Description**

This is a non-public work area for staff to perform general administrative and clerical duties. The Staff Workroom provides space for back-of-house staff activities. Because this is the only workroom in the library, staff workstations to support children's activities, adult services work, and any other kind of staff support activity are located here.

**Location and Adjacencies**

The Staff Workroom is as close as possible to the Circulation Desk, preferably adjacent, for staffing efficiency. As feasible, the Staff Room should be readily accessible from the Staff/Delivery Entrance. The Manager's Office and Circulation Desk should be adjacent to the Staff Workroom. Staff move frequently between each space, but particularly between the Circulation Desk and the Staff Workroom. For this reason, not only should there be easy access between the spaces, there should also be a sight line between the Staff Workroom and the Circulation Desk so that staff can

fill-in if a line starts to form at the desk.

The External Materials Return Units should be close to the Staff Workroom, if not adjacent, where possible. Ideally, the Just Returned Shelves in the Circulation Area are on a wall adjacent to the Staff Workroom to facilitate a “pass through” of just returned items for public viewing and selection.

### **Primary Furnishings and Components**

*Bar Code Readers, Fixed Mount*

*Book Trucks*

*Bulletin Board*

*Cabinets, Above and Below Counter*

*Chairs, Task*

*Chairs, Visitor*

*Computers, Staff Desktop*

*Fax Machine, Desktop*

*Key Cabinet*

*Paper Towel Dispenser, Wall-mounted*

*Printer, Laser (B&W)*

*Recycling Bin*

*Schedule Board*

*Safe, Wall*

*Shelving, Single Faced (90”h Steel)*

*Workstation, Clerical Counter*

*Workstation, Shipping and Receiving Counter*

### **Storage Closet**

#### **Functional Activity Description**

This Storage Closet is for staff use to store needed supplies, equipment, and program materials. The safe and key cabinet is located in the Storage Closet. This room should be lockable so equipment can be secured if necessary.

#### **Location and Adjacencies**

The Storage Closet is adjacent to or easily accessible from the Staff Workroom and/or the Circulation Desk.

### **Primary Furnishings and Components**

*Shelving, Industrial (90”h Steel)*

*Shelving, Single Faced (90”h Steel)*

## Manager's Office

### **Functional Activity Description**

This is the office for the Branch Manager, who plans activities and administers the library's plan of service. This office will provide a private space where staff reviews can be conducted and where the public can come to discuss confidential issues regarding their circulation records.

The office is large enough to comfortably accommodate an administrative desk, credenza, computer workstation, shelving/cabinet/filing space, and a conference table with four chairs. The office has access to natural light.

A door or window between the Staff Workroom and this office will facilitate supervision. Window treatment is provided for occasions requiring privacy, such as personnel counseling.

### **Location and Adjacencies**

The office for the Branch Manager is adjacent to the Circulation Desk for patron accessibility. The primary entrance to the Branch Manager's Office is from the public service area of the library. A second door connects to one or more staff work areas, such as the Staff Workroom.

The office should be easily accessible from the Circulation Desk if problems arise with customers. Ideally, customers should be able to access the office without going behind the Circulation Desk or into any of the back-of-house spaces.

### **Primary Furnishings and Components**

*Chair, Supervisor's*

*Chair, Visitor's*

*Computer, Staff Desktop*

*Desk, Branch Manager's*

*File Cabinet, Lateral (Four Drawer)*

*Printer, Color*

*Shelving, Single Faced (66" h Steel)*

*Table, Conference (with four chairs)*

## Staff Rest Room(s)

### **Functional Activity Description**

ADA-compliant unisex staff rest room(s) will be provided in accordance with code.

### **Location and Adjacencies**

The Staff Rest Room(s) is adjacent to the Staff Lounge and near the Staff Workroom. The entry to the Staff Rest Room(s) does not open directly into the Staff Lounge or the Staff Workroom.

**Primary Furnishings and Components**

*Commode (self-activated, wall hung)*

*Dryer, Hand*

*Mirror, Full Length*

*Paper Towel Dispenser*

*Shelf*

*Sink and counter (self-activated metered faucets, wall hung)*

**Staff Lounge****Functional Activity Description**

The Staff Lounge is for the staff to relax and prepare meals in during breaks, lunch, and dinner. This area should be comfortable, quiet, and relaxing.

This area will be used by staff for warming food for meals while at work and for storing personal belongings in lockers. An effective air exhaust system removes food odors to the outside of the building to avoid food smells permeating the branch. The kitchen sink should be large enough so that large coffee pots and pans can fit under the faucet easily for filling and cleaning purposes.

**Location and Adjacencies**

The Staff Lounge should be adjacent to the Staff Rest Room, which should not open directly into the Staff Lounge. The Staff Lounge should be adjacent to the Staff Workroom and in the proximity of the Staff and Delivery Entrance.

**Primary Furnishings and Components**

*Cabinets, Above and Below Counter*

*Chairs, Café*

*Coffee Maker/Urns*

*Hot Water Urn*

*Lockers (full length)*

*Microwave Oven*

*Paper Towel Dispenser*

*Refrigerator, Full Sized*

*Sink, with Garbage Disposal*

*Soap Dispenser*

*Sofa (Two Seat)*

*Tables, Café*

*Workstation, Food Preparation Counter*

## Telecommunications Room

### **Functional Activity Description**

This room is where the network, systems, and telecommunications equipment is housed to support the library's electronic capabilities. This room is the main point of entry to the building for data, telephone, and security system lines. The Telecommunications Room has a separate thermostat for appropriate temperature control. The room has a static-free floor.

### **Location and Adjacencies**

This space must be located in a secure non-public area and easily accessible from the Staff Workroom. The electrical service and equipment are located away from the Telecommunications Room.

### **Primary Furnishings and Components**

*Backboard, Telecommunications (wall-mounted fire-rated plywood)*

*Cabinet, Supply*

*Computer Server, Mini (CPU), Rack-mounted*

*Computer Stand*

*Computer System*

*Fire Extinguisher (hand-held, wall hung unit)*

*Hub/ Multiplexer, Telecommunications Equipment*

*Rack, Computer / Communications Equipment*

*Router/Switch, Rack-mounted*

*Safe, Data / Tape Carrier*

*Server, Desktop / Rack Mount*

*Tape Drive, External DAT / Cartridge Tape*

*Video Monitor & Keyboard*

## Mechanical Equipment Room

### **Functional Activity Description**

This room is for the placement of the mechanical equipment that operates the library's HVAC system. This room should have a set of double doors, or an extra-wide single door, for bringing bulky items in and out of the room. The room shape facilitates the maintenance and replacement of equipment.

Mechanical equipment may be roof mounted to maximize the public space on the main floor. It should be located unobtrusively or screened from view. Sturdy roof access ladders with handrails or cage on top should be provided.

Mechanical equipment located outside the building should be caged and locked to protect from vandalism.



**Location and Adjacencies**

This room should not be located near study, program, or meeting areas.

**Custodial Services Closet****Functional Activity Description**

Space must be provided throughout the building for sink closets and storage for custodial purposes.

**Location and Adjacencies**

The Custodial Services Closet should be adjacent to the Public Rest Rooms, where it will be convenient for cleaning these spaces, the Meeting Room, the Kitchenette, the Lobby, and the Vestibule.

**Primary Furnishings and Components**

*Cabinet, Supplies*

*Shelving, Industrial*

*Sink, Mop*

**General Storage Room****Functional Activity Description**

The General Storage Room provides space for long-term storage. It will house furniture and equipment that is waiting to be repaired or to be placed into service, bulk paper and supplies shipments, seasonal displays and holiday decorations. Optional storage cages may also provide additional space for stacking boxes, and furniture and equipment in transition, and can segregate the storage by individual library departments. This room should have a set of double doors (or an extra-wide single door), for moving bulky items in and out of the room.

**Location and Adjacencies**

The area is accessible only to authorized staff. Near the Staff and Delivery Entrance, the General Storage Room is conveniently situated for transporting items to and from the library's interior.

**Shipping and Receiving****Functional Activity Description**

Shipping and Receiving accommodates the deliveries of supplies, the sorting of materials for transport to other facilities, and temporary storage of items waiting for shipment. Shipping and Receiving is located adjacent to the Staff and Delivery Entrance and has a wide door for easy movement of boxes and other bulky items. Shelves and counters are provided for the sorting of materials by staff.

### **Primary Furnishings and Components**

*Counter, Sorting*

*Shelving, Industrial*

*Stool*

### **Location and Adjacencies**

Shipping and Receiving is located adjacent to the Staff and Delivery Entrance for easy access by delivery personnel.

## **Staff and Delivery Entrance**

### **Functional Activity Description**

A combination staff-only/delivery entrance to the library is provided separately from the Public Entrance. The doors accommodate deliveries of equipment, supplies, materials for transport to and from other facilities, and temporary storage of other items awaiting shipment.

A roof or overhang allows loading and unloading during inclement weather. Doors and corridors are large enough to accommodate bulky equipment and furniture.

### **Location and Adjacencies**

The Staff and Delivery Entrance allows convenient staff access to the Staff Lounge, the Staff Rest Rooms, and staff parking area (if any). The General Storage Room is conveniently located for easy access to and from the Staff and Delivery Entrance. The Shipping and Receiving Room is adjacent to the Staff and Delivery Entrance. The safe positioning of the Staff and Delivery Entrance relative to exterior spaces such as parking and pedestrian access is critical.

## Space Allocation – 20,000 Square Foot Branch

This table provides recommendations for space allocations for a prototype branch library of 20,000 square feet, with service programs based on DCPL service priorities. Not every branch should necessarily have 20,000 square feet of space. Some might be smaller and others larger, or have different kinds of spaces—all depending on the types of services to be offered, the number of residents to be served, and other important factors.

<b>General Estimate of Needed Space</b>		
20,000 Square Foot Branch Library		
<b>Spaces</b>	<b>Space Square Feet</b>	<b>Division Square Feet</b>
<b>Public Entrance and Vestibule</b>	NAS *	
<b>Lobby Area</b>	NAS *	
<b>Circulation Area</b>	600	600
<b>Adult Services</b>		5115
Adult Services Desk	200	
Public Access Computers	380	
Public Copiers	60	
Seating	975	
Collections	3500	
<b>Young Adult Area</b>	850	850
<b>Children's Services</b>		3435
Children's Services Desk	200	
Toddler Area	575	
Juvenile Area	2150	
Story Room Area (35 children)	510	
Children's Rest Room	NAS *	
<b>Computer Laboratory (16 users)</b>	650	650
<b>Conference / Study Rooms</b>		270
Conference Room ( 8 persons)	200	
Study Room (2 persons)	70	
<b>Meeting Room (100 persons)</b>	1375	1375

<b>Café / Coffee Cart</b>	350	350
<b>Public Rest Rooms</b>	NAS *	
<b>Non-public Areas</b>		2555
Staff Workroom	1215	
Storage Closet	130	
Manager's Office	150	
Staff Rest Room(s)	NAS *	
Staff Lounge	495	
Telecommunications Room	140	
Mechanical Equipment Room	NAS *	
Custodial Services Closet	100	
General Storage Room	100	
Shipping and Receiving	225	
Staff and Delivery Entrance	NAS *	
<b>Non-assignable Areas</b> (@ 24% of assignable space)	4800	4800
<b>Total Approximate Square Feet</b>	20,000	20,000
<p>* NAS = Non-assignable Space: Non-assignable spaces include stairways, dedicated corridors and walkways, public lobbies, restrooms, duct shafts, mechanical rooms, electrical closets, janitor's closets, interior and exterior wall thickness, and exterior spaces that are part of the building but not enclosed, such as patios, canopies, porches, covered walkways, or loading docks.</p>		

# Glossary

## **Adjacent**

A spatial relationship category indicating the recommendation that specific Divisions and Spaces adjoin each other, sharing interior walls or corridors. This is the highest level in the hierarchy of spatial relationships designations, being more significant than Close or Proximity.

## **Away**

A spatial relationship category indicating that specific Divisions and Spaces have no physical relationship and that in some cases an adjacency would prove detrimental to the functionality of the space.

## **Canopy Top**

A finish detail (accessory) for steel shelving units frequently used for all units, but most typically for units below 72" high, or below eye level.

## **Chair, Casual (also Chair, Children's Casual)**

A comfortable chair that is upholstered, sometimes referred to as "soft seating."

## **Chair, Conference Room**

A chair, often upholstered, that will be used to sit at a conference or meeting table.

## **Chair, Meeting Room (also Chair, Children's Meeting Room)**

A chair, usually stacking, used by customers in a program, meeting, or multi-purpose room. (Different from a "conference room chair.")

## **Chair, Study (also Chair, Children's Study)**

A chair used by customers to sit at a study, conference, or meeting table. Generally, study chairs have a slab seat and a back of medium height consisting of spindles or a plank; may or may not have arms.

## **Chair, Task (also Chair, Children's Task)**

An ergonomic clerical chair, with or without arms, that adjusts to the user's body via mechanisms ranging from simple seat height to a multitude of other adjustments. Casters are attached to the base, which facilitate easy movement.

## **Chair, Technology Workstation Task**

A task chair, that may or may not have arms, (see above) that is located at a technology workstation, either in the public area or at a staff workstation.

**Close**

The second level in the spatial relationship hierarchy indicating the recommendation that specific Divisions and Spaces be in the same general area, very close to, but not necessarily sharing walls with each other. Less significant than Adjacent, but more significant than Proximity.

**DF/Double Face Shelving**

A standard shelving unit type that allows access to shelving on two sides, usually 36" wide.

**Division**

The highest-level breakdown of areas in the library is the Division. Each Division is made up of one or more Spaces, representing an administrative department, such as Adult Services, a common functional activity such as Meeting Rooms, or Spaces that are co-located such as Library Entrance.

**End Panel**

A finish detail (accessory) for steel shelving units, which is typically used for all units in public areas, and ideally for all others as well.

**Non-assignable Space**

Non-assignable space is the utility area of a building required for the function of the building. Non-assignable spaces include stairways, dedicated corridors and walkways, public lobbies, restrooms, duct shafts, mechanical rooms, electrical closets, janitor's closets, interior and exterior wall thickness, and exterior spaces which are part of the building but not enclosed, such as patios, canopies, porches, covered walkways, or loading docks.

**Proximity**

A spatial relationship category indicating the recommendation that a specific Division or Space be in the general vicinity of another Division or Space. This is the lowest tier in the hierarchy of spatial relationships, being less significant than Adjacent or Close.

**SF (Single Face)**

A standard shelving unit type with access to shelving on one side, which is usually bolted to a wall surface.

**Shelving Square Footage**

Net square footage for shelving is the amount of space that is necessary to house the shelving unit plus space in front of the unit for a person to stand. The net square footage for shelving units in Libris DESIGN includes regular (side) aisle space, which is shared with the adjacent shelving unit and an allotment of space for main and end aisles.

**Space**

A Space is an area of the library building that has a common usage or purpose. A Space derives its square footage from the Inventory Items and/or shelving units within it. There can be multiple Spaces in each Division.

**Table, Folding**

An item representing a portable work or meeting table which does not have assignable square footage, because it does not occupy a permanent place. Folding tables do occupy space in storage when they are housed on a table dolly because that does have assignable square footage.

**Table, Group Study**

A group study table is a reader table that will occupy an enclosed room. This requires the table to have more square footage to meet accessibility requirements.

**Vols/LF**

The number of volumes (units) for a specific volume type that can fit on a linear foot of shelving that will leave approximately 25% of the shelf unoccupied.

**Workstation, Desk**

A public service desk or section of a public service desk that has clear space on both the staff side and on the patron side.

**Workstation, Office System**

Office System workstations are an Inventory Item representing a type of staff workstation, also known as Panel Furniture, Systems Furniture, or Landscape Furniture. Units are available with varying numbers, lengths and depths of work surfaces; work surfaces which are mounted to a panel, to a wall or are supported by pedestal units; panels of varying heights and materials; pedestal units which either support the work surface or are suspended from the work surfaces; and accessories such as storage shelves, lockable cabinets, task lights, keyboard carriers, and other hanging storage devices. When more than one work surface is included they can be joined at either a 90° angle or by a corner unit which may include a 45° angle to receive a keyboard carrier.







## Appendix G: Table of Contents

Introduction	291
Planning Steps	292
Some Important Questions	293
Recommended Spaces	295
General Library Interior Considerations	297
Space Grouping and Stacking Considerations	297
Public Service Area Considerations	298
Space Descriptions and Considerations	299
General Spaces	300
Public Entrance and Vestibule	300
Lobby Area	301
Circulation Area	301
Public Restrooms	303
Adult Services Spaces	304
Adult Services Desks	305
Adult Collections	306
Adult Computer Laboratory	308
Literacy Center	309
Young Adult Services Spaces	310
Collections	312
Computer Laboratory	313
Study and Tutoring Rooms	313
Teen Living Room	314
Children's Services Spaces	315
Homework Help Area	318
Computer Laboratory	318
Program Room	319
Discovery Room	320
Multipurpose Room	320
Children's Rest Room	321
Public Spaces	321
Theater	322
Multipurpose Rooms	322
Exhibitions Areas	323
Small Conference Rooms	324

Food and Beverage Spaces	324
Service Support Areas	325
Other Interior Spaces	325
Exterior Spaces	326



## Appendix G: Central Library Functional Recommendations

### Introduction

A central library can express the values and goals of a city. Replacing the current obsolete Martin Luther King, Jr. Memorial Library with a new state-of-the-art central library is a critical step in the transformation of the District of Columbia Public Library (DCPL) system.

A new structure and technology will create the foundation for a strong, vibrant, and responsive public library system. The revitalized central library will be a magnet for people of all backgrounds. A new central library will create stimulating spaces for discussions, programs, events, and contemplation. The central library will provide prompt, convenient access to publications, media, information, and learning opportunities. The transformed central library will offer digital services that will provide branch library users with a wealth of online resources. Whether the branch library user is at a branch library, at home or the office, the staff at the central library will be able to guide branch users, in real time, to electronic resources. The new Martin Luther King, Jr. Memorial Library will become a tourist destination, a place of civic pride, and contribute to the economic development of the downtown area.

A 21st century central library depends, in part, on a well-designed building. A well-designed building provides patrons with a comfortable and aesthetically pleasing environment. An effective, functional central library supports self-service by customers and the efficient use of staff. The interior layout is critical to the functionality of a library. The interior layout of a successful library addresses relationships among building spaces, traffic patterns, and the placement of services, collections, and furniture.

In addition to functionality, the library must provide satisfying patron experiences. To please patrons, libraries should offer well-designed spaces that are properly lit, comfortably furnished, easy-to-use, and secure.

In reality, library users are customers of a retail service that happens to be operated by their local government. In addition to providing a comfortable central library building with convenient and easy access to library services, libraries must guarantee satisfaction. To earn repeat visits of its customers the new Martin Luther King, Jr. Memorial Library must offer pertinent materials and

services and excellent customer service.

Providing pertinent services will require DCPL to offer non- traditional library services. Ongoing collaboration with museums, schools, community colleges, universities, and businesses will be necessary to expand the current DCPL offerings and establish innovative services that are responsive to the needs of Washingtonians.

To revitalize the central library, it will require more than a new facility or digital technology, telecommunications, audiovisual media, and the printed word. The new central library must fuse active learning opportunities with easy access to stored thought and data. This new dynamic will team programs, events, hands-on activities, and discussions with books, media, and electronic resources.

The rejuvenated central library will be a library with spaces for experiencing live learning as well as accessing collected wisdom and information. The new central library must include discovery spaces, tutoring rooms, computer laboratories, program rooms, conversation rooms, a theater, civic meeting spaces, and places to eat. In addition to fresh collections of current books and media, useful standard publications, multilingual materials, GED and SAT practice books, historic documents and records, a library must have pertinent online databases and digital content, and a knowledgeable staff.

The outmoded Martin Luther King, Jr. Memorial Library must be replaced. The residents of the District deserve a 21st century central library. Now is the time to begin the planning process.

## Planning Steps

Planning for the new Martin Luther King, Jr. Memorial Library should include eight major steps:

- Share recommendations of the Task Force with the public
- Listen to District residents to learn their hopes and dreams for a new central library
- Set service priorities to be addressed by the new facility
- Determine the general organization of collections and services
- Prepare a building program statement detailing the technical requirements for spaces, furniture and equipment
- Retain an architect
- Select a site
- Design the new Martin Luther King, Jr. Memorial Library

The functional recommendations in this appendix provide simply an overview that is intended to serve as a starting point in planning and developing a new central library. This overview does not replace any of the key planning steps that are listed above.

The Space Descriptions and Considerations section of Appendix G. outlines different kinds of spaces, lists recommended major spaces, and provides brief functional descriptions and an overview of key adjacency relationships. Also provided are general considerations for the interior spaces of the central library.

## Some Important Questions

A great deal of planning will be required before the new Martin Luther King, Jr. Memorial Library becomes a reality. The planning process must be inclusive and comprehensive. During the planning process, many difficult questions will be raised. Some of the following questions should be addressed:

- What will be the scope, size, and organization of the collections?
- Which services will be provided?
- What special collections will be established?
- Should separate literacy centers be established for adults, teens, and/or children?
- What kinds of public spaces, such as performance theaters and exhibit areas, will be included?
- Will amenities such as food courts, cafés, book stores, and other retail shops be included within the building?
- Should space be provided within the building for other organizations and agencies with whom DCPL partners?
- How much space will be provided for future growth, if any?
- Will the administrative and support functions for the DCPL be housed within the new central library or in a separate location?
- What will be the location, size, and shape of the site?
- How will building height regulations affect the building design and organization of services?
- What additional operating costs, including ongoing maintenance expenses, will be necessary for the new central library?
- What will be the capital costs? What will be the funding source for the capital costs?

These and many other questions must be answered and incorporated into a detailed building program statement and a fiscal plan to construct and operate the new central library. The building program statement and the fiscal plan will be used by planners, designers, staff, and government officials. Planning and construction will take several years. Now is the time to begin tackling these difficult questions.

## Service Priorities

Service priorities drive the way that spaces, collections, technology, equipment, and staff are organized in a library. This section provides an overview of the service priorities that were recommended by the Mayor's Task Force on the Future of the District of Columbia Public Library System (Task Force).

The design and construction of a new Martin Luther King, Jr. Memorial Library provides a unique opportunity for the District of Columbia and DCPL to address some of the most pressing needs of the residents of the District. The new central library will serve as a visible statement about the value of reading, education, and lifelong learning. A central library is a key civic space

that residents use throughout their lifetime. As a result, the central library should be beautiful, exciting, effective, and efficient.

People use public libraries to: get homework help and support their formal educational efforts; learn to read; pick up a best seller, a DVD or CD; browse for new and classic publications; experience the joy of story hours; obtain information for themselves for personal and business pursuits; learn how to use a computer; access the Internet; get away from it all; be around other people; attend programs; view art and other exhibits; participate in meetings; engage in group or individual learning activities; read newspapers and magazines, or just relax. The design and layout of the new Martin Luther King Jr., Memorial Library must support the service goals that are established to address the needs of District residents.

This document was developed in accordance with the service priorities that were recommended by the Mayor's Task Force on the Future of the District of Columbia Public Library System. It is understood that the District of Columbia Public Library Board of Trustees must approve the recommendations of the Task Force. Based on the framework of library service responses included in *The New Planning for Results* by Sandra Nelson (Chicago: American Library Association, 2001.), the recommended service priority areas, in alphabetical order are: Basic Literacy, Best Sellers and Hot Topics, Homework Help, Information Literacy, Lifelong Learning, and Public Spaces.

It is assumed that the new Martin Luther King, Jr. Memorial Library will address, in some manner, all DCPL service priorities. The recommended service priorities, briefly summarized below, are describe in more detail in Section II, Future Service Priorities and Implications.

### **Basic Literacy**

The DCPL has a responsibility to address the need of residents to learn to read.

### **Best-sellers and Hot Topics**

The DCPL should respond to residents' interest in popular cultural and social trends and their desire for satisfying recreational experiences. DCPL should provide a current collection with sufficient copies of titles that are in high demand to ensure that customer requests are met quickly.

### **Homework Help**

The DCPL can play a unique role in helping school-age children succeed in school. The library should provide informational resources and personal assistance that further the educational progress of students.

### **Information Literacy**

The DCPL should address the needs of residents for skills related to finding, evaluating, and using information effectively.

### **Lifelong Learning**

The DCPL should address the desire of residents for self-directed personal growth and development opportunities. The DCPL should also help parents and care-givers encourage preschool children to develop a love of reading and learning so children can enter school with the skills that they need to succeed.

## Public Spaces

The DCPL has a responsibility to address the need of residents to meet and interact with others in their community. There is a great need for the DCPL to provide inviting and safe public spaces for meetings, programs, and gatherings.

## Recommended Spaces

Today's central libraries are not sterile buildings with formal and confining spaces that do little to welcome and inspire residents who seek publications, media, and information. Exemplary central libraries are appealing facilities with inviting, open, and cheerful areas that attractively present traditional library collections for in-library use and borrowing while offering equally important areas filled with computers for the new electronic services. State-of-the-art central libraries offer physical environments that rival vibrant retail establishments.

Modern central libraries include many kinds of spaces. These include lobbies, circulation and registration areas, service desk areas, shelving areas (stacks) for collections, special collection rooms, study areas, casual seating areas, copy centers, computer areas for catalog access and Internet use, computer laboratories, story and activity rooms for children, conference rooms, multipurpose rooms, auditoriums, art galleries, patios, gardens, gift shop, beverage and snack areas. Some central libraries also include a literacy center, archives, performance theaters (adult and children's), exhibition halls for artwork and other displays, a café or restaurant, a book store, and a parking garage.

Support spaces often include spaces that are required for library system support as well as spaces that are needed to support public service functions. Central library support areas usually include staff work areas, rest rooms and lounge, storage rooms, and shipping and receiving areas. Primary areas in support of the library system include administrative offices, technical service units that procure and process library materials, spaces for automation and telecommunications equipment and staff, and maintenance shops and equipment.

Some of these spaces are enclosed "rooms" such as auditoriums, meeting conference rooms, and computer laboratories. Other spaces are open areas defined by their furnishings and fixtures or their distance from other areas. One example of these kinds of areas is Young Adult Services areas, which will have its own décor, collections, public access computers, and seating but will not be a walled off room.

Library spaces are arranged to make them convenient for users and efficient for operations. Usually, these spaces are grouped in the building according to their purposes or audiences, or both. Urban central libraries have many rooms and spaces, all of which must be designed for flexibility.

Major spaces that should be included in the new Martin Luther King, Jr. Memorial Library include the following major space groups: General, Adult Services, Young Adult Services, Children's Services, Public Spaces, Service Support Areas, Other Interior Spaces, and Exterior Spaces. These groupings and the major spaces within them are listed below and described briefly in this appendix.

**General Spaces**

- Public Entrance and Vestibule
- Lobby Area
- Circulation Area
- Public Rest Rooms

**Adult Services Spaces**

- Services Desks
- Collections
- Computer Laboratory

**Young Adult Services Spaces**

- Collections
- Computer Laboratory
- Study and Tutoring Rooms
- Teen Living Room

**Children's Services Spaces**

- Homework Help Area
- Computer Laboratory
- Program Room
- Discovery Room
- Multipurpose Room (class visits, training, and tutoring)
- Children's Rest Room

**Public Spaces**

- Theater
- Multipurpose Rooms (programs, meetings, and events)
- Exhibitions Areas
- Small Conference Rooms
- Food and Beverage Spaces (vending area and café)
- Service Support Areas (central library and system-wide support functions)
- Other Interior Spaces (retail shops and offices for other organizations)
- Exterior Spaces (open spaces and buildings and tenants in close proximity)



## General Library Interior Considerations

The design and development of the new Martin Luther King, Jr. Memorial Library will require a significant planning effort. This endeavor will involve the public as well as the Office of the Mayor, the District of Columbia Public Library Board of Trustees, the District of Columbia Public Library Foundation, the Federation of Friends of the District of Columbia Public Library, the Council of the District of Columbia, D.C. public schools, charter schools, District agencies, the staff of the DCPL, and other stakeholders. The planning process will include months of technical decision-making followed by more months of design by architects and engineers.

The following considerations are given as starting points for discussions. These initial considerations are presented in two sections: 1) Space Grouping and Stacking Considerations; and 2) Public Service Area Considerations. General considerations regarding support functions and areas are not included in this document.

### Space Grouping and Stacking Considerations

The grouping of related spaces and their allocation to floors in the new central library will require extensive study. This study will consider topics such as service priorities, customer convenience, and operational efficiency. The results of this study must be melded with the realities of the size and shape of the site for the new central library, which largely determine the foot-print of the building. That foot print is a major factor in the ultimate grouping and stacking of spaces within the new facility. The number of floors that are below grade level, as well as the number of floors that are above grade level, also greatly affects the placement of spaces.

The following general considerations are a starting point for initial discussions about the grouping and stacking of locations in the new Martin Luther King, Jr. Memorial Library.

#### **General Spaces**

By definition the Public Entrance, Vestibule, and Lobby must be located together at the main entrance to the building.

#### **Adult Services Spaces**

The more popular, high demand collections and related staff service points should be located on the first floor for customer convenience and reducing unnecessary traffic in other parts of the building. Strong candidates for first floor locations include the New Materials Collection, the Paperback Collection, and the Media Collection. Other candidates include the Large Print Collection and the Fiction Collection.

Another set of spaces that might be grouped together are spaces that largely serve customers who, initially, might not be familiar or comfortable with a large public library facility. These spaces include the Adult Basic Education Collection, the World Languages Collection, the English as a Second Language Collection, and the Training and Tutoring Rooms. If there is sufficient space, the Adult Computer Laboratory might also be grouped with these spaces.

Other collections for adults and their related service points that would be located on contiguous floors above or below the more popular Adult Collections would include the Reference Collection, the Non-fiction Collection, the Special Collections, and the Government Documents Collection.

### **Young Adult Services Spaces**

Young Adult Services Spaces also should have a location that is convenient to the Public Entrance, but not necessarily on the main floor. These spaces include the Young Adult Collections, the Computer Laboratory, and the Training and Tutoring Rooms as well as study and casual seating. Young adults also will need access to Adult Collections such as the Adult Reference Collection, Adult Media Collection, the New Materials Collection, and the Adult Non-fiction Collections.

### **Children’s Services**

Spaces for Children’s Services require convenient accessibility from the Public Entrance, a safe environment, and natural lighting. This group of spaces includes seating areas, the Children’s Collections, the Homework Help Area, the Computer Laboratory, the Program Room, the Discovery Room, the Children’s Rest Room, and the Multipurpose Room. Preferably, children would not need to use an elevator or escalator as part of the pathway to Children’s Services Spaces.

### **Public Spaces**

Public Spaces such as the Theater, Multipurpose Rooms, and Exhibitions Areas should support one another as needed. This means that they should be located on a common level. Because of its raked (sloped) floor, the Theater will occupy several levels. However, the Theater entrance should be on the same floor as the Multipurpose Rooms and the Exhibitions Areas.

The Small Conference Rooms can be located in public areas throughout the central library.

### **Food and Beverage Spaces**

The two types of Food and Beverage Spaces have different location criteria. The Vending Areas should be located on multiple floors of the building. The Café should be located on a main floor, with direct street access.

### **Service Support Areas**

Service Support Areas should be located away from the Public Entrance and prime customer service space, unless their function requires otherwise. Some Service Support areas will be located below grade or at grade, such as delivery functions.

### **Other Interior Spaces**

The location criteria differ for the two kinds of Other Interior Spaces. The retail shops require locations with high traffic volumes and direct access from the street or a plaza. The offices for other organizations can be located on levels that are not prime spaces for library functions.

## **Public Service Area Considerations**

All public service desks should be designed to be patron oriented. It is critical that counters and workstations should be inviting, easy to use, and do not present either physical or psychological barriers. Consideration should be given to using adjustable-height service desks. All patron service points should have appropriate queuing, seating, and counter spaces. The staff must be able to move easily from behind counters or workstations to offer assistance to customers.

All public spaces must be “patron friendly” to people of all ages, sizes, and abilities and fully accessible to wheelchairs, electric convenience vehicles, and other mobility devices. Every area

should be characterized by warmth, openness, and suitability to the target audience and activity through its furnishings and equipment. This is especially true for the areas serving children and young adults, which offer distinctive environments attractive to these audiences. Signage must be clear, attractive, conveniently located, and multilingual. Staff assistance must be readily available to customers.

Customers must be able to see primary service desks when entering an area. When this is not feasible, clear and appropriate directional multilingual signage must be provided. Attractive, easily read signs clearly identify patron service points and collections. Multilingual signs indicate the different collection areas and the range of the classification system or the alphabet that can be found in each aisle or section of shelves.

Visual control of all public service spaces throughout the central library is critical to its operation and the security of customers, staff, and physical assets. The security of customers and staff should be considered in the interior design, building design, and the layout of furniture, fixtures, and equipment. Nooks and crannies should be avoided in the building to prevent people from hiding or sleeping in those areas. Wiring for security cameras in public and staff areas, including all entrances to the building, should be provided. Entry to staff areas should be by keypad and/or keycard access.

All aisles must be obstacle free and easily accessible by wheel chair or electric convenience vehicles. The main aisles or concourses must be wide enough to accommodate two-way traffic. Aisles between stacks and around tables and workstations provide unhampered access by wheel chairs or other mobility devices.

Elevators, escalators, and stairs must be easy to locate. Pathways to them must be clearly identified. All elevators, escalators, and stairs must be monitored visually for safety and security.

Public service areas should encourage customer self-service. This includes, but is not limited to, self-check out of library materials, self-retrieval of items placed on reserve, and browsing of materials that have just been returned by other library users.

Wireless Internet access should be available in all public service areas. Library users with their own laptop computers or wireless devices should be able to access the library catalog, licensed databases (with appropriate password authorization), and the Internet. The wireless network will also facilitate the lending of laptops for in-library use as well the provision of programs and training.

Public Rest Rooms should be provided on all floors of the central library. Public Rest Rooms must be convenient and sufficient in number for attendees in the Theater, Exhibitions Areas, and Multipurpose Rooms, as well as for customers in the adult, young adult, and children's services areas. Strong consideration should be given to stacking Public Rest Rooms so that they can be easily located by customers and construction and maintenance costs can be minimized.

All Public Rest Rooms must comply with the requirements of the Americans with Disabilities Act. All Public Rest Rooms must be equipped with diaper changing counters. Special Children's Rest Rooms must be provided in Children's Services for the convenience and safety of children.

## Space Descriptions and Considerations

The space descriptions that follow are grouped into eight categories: General Spaces, Adult Services Spaces, Young Adult Services Spaces, Children's Services Spaces, Public Spaces, Service Support Spaces, Other Interior Spaces, and Exterior Spaces. For each major space, the

accompanying text provides a functional activity description and general location and adjacencies criteria. Some descriptions will include notes about primary furnishings and the components that are required for the space and key considerations about the space.

## General Spaces

This important set of spaces includes the Public Entrance and Vestibule, the Lobby Area, Public Rest Rooms, and the Circulation Area. They provide key functions in creating an inviting and efficient experience for central library customers.

### Public Entrance and Vestibule

The Public Entrance and Vestibule are important building features. They set the tone for and introduce users to an enjoyable and productive library experience.

#### **Functional Activity Description**

The Public Entrance must be visually prominent and inviting to customers and passersby. Access should be easy for pedestrians, including persons in wheelchairs, and for people entering from the parking lot, if any. For security and operational efficiency, there should be only one Public Entrance if possible.

The library should ensure that pedestrian cross-walks, traffic lights, stop signs, and other mechanisms to control vehicular traffic should be in place to facilitate the safety of everyone approaching or leaving the library. Public safety and convenience must be of primary importance. Clear directional signage leading customers to the central library should be provided for pedestrians, drivers, and Metro rail and bus riders.

The Public Entrance should consist of a pair of automatic or power-assist-option doors for patron convenience opening into the Vestibule. A second set of automatic or power-assist-option doors should be set far enough apart to create a weather vestibule and to allow for universal access.

The Vestibule aids energy efficiency and is an initial arrival space that introduces customers to an enjoyable and productive library experience. It must be an inviting space with warm colors and a high lighting level. The self-opening double set of doors, which have large amounts of glass, must be easily operated by children and persons with disabilities.

Security staff and equipment must be located in this area to monitor persons and items entering the building. The Vestibule must be well designed and of sufficient size to accommodate this function and to allow the easy flow of users into and out of the building.

The Vestibule and Lobby operate together, although they are two distinct areas for specific activities. Both serve as “arrival spaces” for customers, allowing them time to adjust psychologically into the library experience and begin orienting themselves to the building and its services.

#### **Location and Adjacencies**

The Public Entrance must be located at a highly visible point that is convenient to pedestrians and customers who arrive at the central library by public transportation, tour or school bus, and automobile.

The Vestibule occupies the space adjacent to the Public Entrance doors and the Lobby.

### **Key Considerations**

If the central library is part of a complex of buildings with common plazas, atria, and enclosed walkways, it might be desirable or necessary to have two entrances for the public despite additional initial construction costs, space allocations, and on-going operating costs.

### **Lobby Area**

The Lobby must be an inviting space that welcomes the public to the library. The interesting use of light, space, and graphics should introduce the building's theme. Public art, an efficient layout, and the spaciousness required for traffic flow combine to make this area an architectural focal point of the building.

### **Functional Activity Description**

The primary functions of the Lobby Area are to provide a formal entrance and an arrival space for the facility. Ideally, access is also provided to building areas housing spaces for group activities, such as the Exhibition Area, Theater, Multipurpose Rooms, and a set of Public Rest Rooms. The Lobby is an orientation area for customers. It gives them information about the layout of the library. The Lobby's shape, area, sight lines, overall ambiance, and space adjacencies signal the service philosophy and expectations about behavior. Through appropriate multilingual signage, the Lobby communicates the building's layout and service points.

The Lobby permits a comfortable traffic flow for customers entering and exiting the building and using the Public Rest Rooms and many of the building's group spaces. It also provides space for materials theft detection equipment.

### **Location and Adjacencies**

The Lobby is adjacent to and entered from the Vestibule. Acoustical finishes, and possibly a glass wall, should be used to limit noise penetration into other public service spaces.

The Lobby is located so that it can be used as an after-hours entrance and exit for users of group spaces such as the Theater, the Multipurpose Rooms, and the Exhibition Area. The configuration of these areas allows them to be contained in a secure zone inside the library's interior—but away from the collections, computers, and offices—permitting their use before and after general service hours.

The Circulation Area is located adjacent to and visible from the Lobby Area. The access route to Children's Services Area must be near to and visible from the Lobby. The Adult New Materials Collection should be near to and visible from the Lobby.

One set of Public Rest Rooms should be accessed from the Lobby.

### **Circulation Area**

The circulation area is a busy center for checking materials in and out of the library, and many other activities. This area provides spaces for returning materials, staffed service counters, and self-charge machines for borrowing and returning materials. In nearby convenient locations are the "just-returned shelves" for customer browsing and the self-service reserve pick-up shelves for items placed on hold by users.

This area also includes the main pathway into and out of the library. The circulation area is located between the lobby and interior public service spaces.

### **Functional Activity Description**

The Circulation Area provides space for the circulation service counter, self-charge machines, self-service reserve pick-up shelves, and just-returned shelves. Sufficient space must be provided for customers passing through the Circulation Area as well as queuing for transactions.

The primary function of the Circulation Area is to efficiently handle the circulation of the library's materials. This includes the following tasks:

1. Library customers checking-out library materials at the Circulation Desk and self-checkout units.
2. Library staff completing routine business transactions including registration, payment of fines and fees, processing holds and reserves, etc.
3. Library staff checking in returning borrowed materials.
4. Library staff sorting various materials.
5. Library staff reshelving the collection items in their proper locations.

### **Location and Adjacencies**

The Circulation Area is located immediately adjacent to the Lobby. The circulation service counter must be clearly visible to customers entering and exiting the library through the Lobby. Conveniently placed units for self-sorting returned materials permit customers to return their items before passing the Circulation service counter.

Self-checkout stations should be located within view and access of staff at the circulation services counter. The self-checkout stations should be positioned so that they are the preferred service point for checking out library materials. A self-checkout station should also be located in the Children's Service Area.

### **Primary Furnishings and Components**

#### ***Circulation Desk***

Workstations at the Circulation Desk allow staff to face the customers and to see the library's interior. The check-in stations should be positioned so that customers can move easily to the counter through the theft detection monitors. The staffed check-in stations allow staff to greet customers who are returning materials. The staffed check-out stations, facing the library's interior, must be positioned for natural queuing after customers select their materials.

The Circulation Desk and nearby areas will be designed in anticipation of future technology developments, such as RFID - Radio Frequency Identification, that will simplify and improve borrowing tasks for customers and staff. Some of these newer technologies also will help maintain operating costs at current levels, or create cost savings.

#### ***Materials Return Units***

Customers returning borrowed materials to the central library will be encouraged to place them in Materials Return Units. These units should be conveniently located so that customers can use them before reaching the Circulation Desk. At least three units should be available so that customers can self-sort items by materials type (adult books, children's books, and media).

***Self-checkout Stations***

The Self-checkout Stations should be positioned so that they are the preferred way to check out library materials. A self-checkout station may also be located in the Children's Service Area. Ideally, the Self-checkout Station would permit customers to use a credit or debit card to pay outstanding fines or fees.

***Self-service Reserves Pickup Shelves***

Self-service reserves pick-up shelves facing the public service area are provided for self-service patron access to items placed on hold and awaiting pickup. In sight of, but apart from, main traffic areas, the location should be near the circulation service counter.

***Just-returned Materials Shelves***

Shelves for just-returned materials also face the public service area so customers can easily select items for borrowing. The just-returned shelves should be in sight of but apart from main traffic areas. The location should be near the circulation services counter. Whenever possible, the shelving on which the just-returned materials are located should be adjacent to the staff workroom.

***Express Catalogs***

Public access computers limited to catalog access should be visible from the Lobby and near the circulation service desk and the New Popular Materials area.

***Materials Returns Units***

Interior material return units should be located immediately adjacent to the circulation service counter. Multiple slots allow self-sorting by customers.

**Public Restrooms**

At least one set of public rest rooms should be located on each floor of the central library. Each set of public rest rooms should include female and male rest rooms. Companion/ADA rest rooms should be provided. In addition, Children's Services should have a special separate set of rest rooms for use by children.

**Functional Activity Description**

Public Rest Rooms provide accessible facilities for the public. Separate public rest rooms are required for each gender, with separate accessible/ADA facilities provided as needed. Public rest rooms should be of sufficient size and quantity to meet District of Columbia codes, as well as high demand associated with programs and events. All rest rooms should meet all applicable requirements for paths of travel and aisle accessibility. They also must be designed to be resistant to vandalism and for ease of cleaning.

All men's and women's rest rooms, as well as the Children's Rest Rooms, should include a diaper changing counter.

**Location and Adjacencies**

One set of Public Rest Rooms should be located near the Lobby for customer convenience. This set may be configured as part of the group rooms and areas in Public Spaces section of the library.

Other Public Rest Rooms should be located on each floor of the central library. These locations should be convenient for and easily accessible by library customers.

**Key Considerations**

Strong consideration should be given to locating the Public Rest Rooms at the same point on each floor. Construction cost savings may result from “stacking” these facilities. Also, similar floor layouts in multiple-story buildings help customers orient themselves more quickly.

## Adult Services Spaces

Central library has a variety of spaces to meet the needs of adult users. Adult Services spaces include:

- Services Desks
- Collections
- Computer Laboratory
- Study and Tutoring Rooms

**Functional Activity Description**

Adult Services provides customers with access to staff to assist in finding information, using electronic resources, and locating items in the Adult Collections. Some of the Adult Collections emphasize new print and media items of current interest. Other collections provide in-depth publications and media on a wide variety of topics. These in-depth collections support personal learning as well as formal study and research.

Many adults and young adults, independently consult reference and circulating materials, as well as electronic resources, to find answers and to locate items for study, research, and personal use. Easy-to-use interior layouts with excellent multilingual signage facilitate this self-service activity.

**Location and Adjacencies**

It is important that many parts of Adult Services are located away from noisy, high traffic areas so that appropriate study and reading environments are available to customers. Some collections require special security to safeguard their materials.

Not all Adult Services Collections and services should be located on the same floor. Their combined size will exceed the capacity of any single floor. Therefore, Adult Services Collections and services should be stacked on multiple floors for convenience and cost effectiveness.

Adult Service Desks should be positioned to be easily located. Convenient locations should be provided for the Adult Public Access Computers, the Adult Seating areas, and public photocopying equipment.



## **Primary Furnishings and Components**

### ***Shelving***

Shelving is a dominate item in Adult Services Spaces. Although typical rows of shelving (stacks) house the Adult Collections, a variety of display shelving and media fixtures also should be used.

### ***Public Access Computers***

Public Access Computers should be available throughout the Adult Services Area. These computers provide customers with access to electronic resources licensed by the DCPL to compliment the printed publications and media physically housed in the central library. These computers also provide customer access to content available through the Internet.

### ***Express Catalogs***

Public access computers limited to catalog access must be located strategically throughout the stacks for convenient customer access while they are seeking shelved materials. One or more online catalogs should be positioned near Adult Services Desks so that staff can easily assist customers in using the catalog.

### ***Seating***

Groups of study seating at tables for several users should be interspersed throughout Adult Services. Single-user tables or carrels should be available.

Casual seating, with easily cleaned coverings, should be located adjacent to the Adult Magazines and Newspapers Collection and the Fiction Collection, as well as in “scattered” locations throughout Adult Services.

## **Adult Services Desks**

There should be a number of staffed service points in Adult Services. The number of Adult Services Desks will depend on the number of floors on which Adult Services units are located and the decisions made about the organization of collections and services (as outlined below in “Key Considerations”).

### **Functional Activity Description**

The Adult Services Desks are service points in the central library. Usually, they serve as a base from which the staff provides adult customers with help in locating materials or assist them with information searching and access to reference books, the Internet, and electronic databases. At some desks, staff services may focus on helping customers use public access computers or copy equipment.

All Adult Services Desks must be patron-friendly in design and counter heights and, whenever possible, an adjustable-height desk should be provided. If an adjustable-height desk is not provided, the height of at least one workstation should accommodate customers and staff in wheelchairs. All service desks should be positioned for natural queuing by customers waiting for service.

### **Location and Adjacencies**

All Adult Services Desks must be located for visual prominence and easy access from the primary entrance to the areas they serve. The workstations at the desks are positioned for greeting customers and allowing convenient supervision and assistance from staff.

### **Primary Furnishings and Components**

Workstations at the Adult Services Desks should allow staff to face and greet customers and to have visual supervision of the area they serve. Workstations should be designed to accommodate varying workloads. Workstations should be positioned so staff faces approaching customers. Typical equipment located on the Adult Services Desks includes items such as computer keyboards and swivel-based screens, telephones, and brochure holders for Library information. Other resources and equipment in support of their functions may be located adjacent to or near the desks for convenience.

### **Key Considerations**

The type and number of Adult Services Desks in a central library depend on several factors. The primary factors are service priorities, the size and number of floors on which Adult Services is located, the size and arrangement of the Adult Collections, and the organization of public service staff. In turn, the decisions about each of these factors can affect one or more of the other factors.

Another important decision is whether there will be a centralized reference department that houses non-circulating materials and public access computers for customers seeking information. Such departments have a service desk with staff to assist customers in finding the information they are seeking. Many other libraries, including the current DCPL central library, however, organize their reference and circulating materials into subject departments, each with its own staff. These groupings are influenced by the building, service priorities, and operating costs.

Materials formats also are a factor in the number of Adult Service Desks. Individual service points often are provided to serve customers who use non-book formats such as audiovisual media, periodicals (magazines and newspapers), and government documents.

## **Adult Collections**

The new central library should have the capacity to house and provide access to a physical collection comprised of more than one million items. These items should include printed publications, media, and electronic resources. How the items are organized will answer a number of fundamental questions.

It is anticipated that Adult Collections will include, at least, the following major groups, some of which may be further subdivided:

- Non-fiction Collection
- Reference Collection
- Fiction Collection
- New Materials Collection
- Paperback Collection
- Large Print Collection
- World Languages
- Special Collections

- Government Documents
- Adult Basic Education
- English as a Second Language
- Magazines and Newspapers Collection
- Media Collection

The organization of Adult Collections is a key decision. The organization of Adult Collections will drive service options, space allocations, building layout, organization of staff, and operating costs.

The current Martin Luther King, Jr. Library is organized into 17 different adult collections. Thirteen of these collections are based mostly on non-fiction subject content. Three collections are based on format, magazines, newspapers, and audio-visual media. There also is a collection, primarily comprised of fiction materials.

### **Functional Activity Description**

The spaces for Adult Collections house printed publications, audiovisual media, and resources in microform and electronic form. These items are arranged according to a classification scheme. Items are located by using the online catalog or by browsing. The staff assists customers in finding the items that they need.

Generally, collections in public libraries are on open shelves to facilitate independent access by customers. Rare and fragile items and those prone to theft usually are housed in areas closed to public access. In these cases, wanted items are retrieved by staff for customer use in a secure area.

### **Location and Adjacencies**

All adult materials should be located and arranged for easy customer access, except for collections that require a closed stack to protect them from theft or damage. These collections cannot be located on a single floor. They should be located on multiple floors based on the stacking requirements of the footprint of the building.

Several collections should be located for very convenient access by customers, preferably near the Public Entrance. These collections include the New Materials Collection, the Media Collection, and the Fiction Collection.

The Adult Reference Collection should be located away from noisy, high traffic areas so that appropriate study and reading environments are available to customers. Some collections require special security to safeguard their materials.

Special collections usually require secure areas and sometimes extraordinary temperature and humidity control. These collections should be located so as to be accessible to customers but not located near the Public Entrance or high traffic areas.

Most Adult Collections should have appropriate seating adjacent or nearby. For most collections this means study seating. Study seating with tables should be available adjacent to or near all collections for customers who want to study or peruse items selected from the stacks.

The Adult Media Collection should have listening and viewing stations adjacent to the display fixtures that house the media.

Public access computers limited to catalog access must be located strategically throughout the stacks for convenient customer access while they are seeking shelved materials. One or more express catalogs are also positioned near Adult Services Desks so that staff can easily assist customers in using the catalog.

### **Primary Furnishings and Components**

#### ***Shelving***

Appropriate shelving and display fixtures are required. Display shelving and fixtures must be used with new, popular items. Stacks with good lighting to the floor should house most of the other collections.

#### ***Seating***

Study seating with tables should be available adjacent to or near all collections for customers who want to study or peruse items selected from the stacks.

Casual seating should accompany the Adult Magazines and Newspapers Collection. Casual seating also should be scattered throughout the central library, especially in the Adult Fiction Collection and Adult New Materials Collection.

### **Key Considerations**

The type and number of Adult Collections for a central library depends on several factors, primarily those of service priorities, the size and number of floors on which Adult Services is located, the practicalities of interior layout based on building design, and the organization of public service staff. Further, decisions about each of these factors can affect one or more of the other factors.

For example, a decision to arrange the non-fiction materials in a continuous flow according to the Dewey Decimal Classification scheme (rather than in distinct sets of subject groups) will affect the number Public Services Desks and where they are located in the building. This decision also will influence the organization of staff and their qualifications and work assignments.

Materials formats often are used in organizing Adult Services Collections. Frequently, separate spaces and service points are established for non-book formats. These include audiovisual media, periodicals (magazines and newspapers).

Special collections, such as the Washingtoniana Collection, the Washington Star Collection, and the Government Documents Collection, are frequently organized as distinct collections apart from the other adult materials. Some special collections may be grouped together. Decisions about special collections with fragile items require consideration of extraordinary temperature and humidity control. Rare and valuable items require additional security considerations.

### **Adult Computer Laboratory**

The central library should have one or more computer laboratories to serve adults. DCPL service priorities, and the number of D.C. residents who did not complete high school, suggests that there is a strong need for the services that are supported by computer laboratories.

### **Functional Activity Description**

Computer laboratories provide a permanent space to teach classes on the use of the library's online catalog, databases, Internet searching, and various software applications. Computers in the laboratory should be open for use by library customers when a class is not in session.

### **Location and Adjacencies**

The Adult Computer Laboratory should be convenient for users to reach, but not necessarily near the Public Entrance.

Although it is anticipated that the Adult Computer Laboratory will be “staffed” during most periods of use, the room must be located and designed for easy supervision. Enough space must be provided near the Adult Computer Laboratory to accommodate large groups entering, departing, or waiting to enter the room. The queuing area and traffic path should not be located near spaces and activities that require a quiet environment.

### **Primary Furnishings and Components**

All central library computer laboratories should have training tables, multimedia computers, an instructor's station, a sound and data projection system, technology chairs, and coat racks. The training tables should be sufficiently wide for note-taking as well as for equipment.

### **Key Considerations**

Consideration should be given to having more than one computer laboratory. The needs of many District residents for training and access to basic computer software applications are likely to create heavy demands for these services.

Consideration also should be given to either segmenting learners into classes and use periods according to age, such as adults, younger teens, and children—or having multiple computer laboratories. If there are multiple computer laboratories, consideration must be given as to whether they will be located near one another, or in areas with services for their respective age groups.

The need should be considered for separate literacy spaces for families and children, for teens, and for adults.

## **Literacy Center**

### **Functional Activity Description**

The Literacy Center provides spaces for family and adult learning, including learning laboratories with computers, multipurpose rooms, spaces for small groups and one-on-one learning activities, and shelving for collections. Multipurpose spaces support small group instruction and presentations to a range of group sizes. Learning stations provide spaces for individual learners using computer software for language and reading practice. Acoustical treatments minimize noise in the Literacy Center and reduce noise pollution from these spaces into adjoining and nearby spaces within the library.

### **Location and Adjacencies**

The Literacy Center should be located for convenient access from the Lobby by families and adults.

### **Primary Furnishings and Components**

Learning laboratories include instructor stations, computer workstations, digital projection equipment and ceiling-mounted projection screens. Two-person learning stations enable one-on-one tutoring. Shelving houses and displays materials for new adult readers and other learning items. Multipurpose spaces and classrooms should be equipped with a projection screen or unobstructed wall surface (smooth texture, white paint) for use with a projector. A television distribution outlet should be provided as well as Internet access.

## **Young Adult Services Spaces**

The DCPL defines young adults as being people between the ages of 13 and 18. This is the intended audience for Young Adults Services Spaces, most of whom are middle school or high school students. The spaces specifically designed for use by young adults include:

- Collections
- Computer Laboratory
- Study and Tutoring Rooms
- Teen Living Room

### **Functional Activity Description**

The central library should be a destination for young adults. It should provide stimulating learning opportunities that support their success in life. In addition to offering lifelong learning experiences, the DCPL should address their needs for homework help, exam preparation, and using computers and software applications. High quality program events are a key to the success of the library in assisting young adults.

Young Adults Services Spaces provides its audience with collections, special study areas, and casual seating well designed for them. In these spaces, the needs of young adults should be met with media materials, listening and viewing stations, special collections, and spaces for young adults to meet and exchange ideas without disturbing other customers—with visual supervision by staff and other library customers.

The spaces in the central library for young adults should have a distinct look and feel that is distinct, but not incompatible with the design of or physically isolated from, the Adult Services Spaces. The Young Adult Spaces should be designed to feel unique, and be special to teens.

The area should be “decorated” with items such as current posters, casual padded furniture in up-to-date colors, and equipped for viewing DVDs and listening to music.

Young Adult Services Spaces should offer a collection that addresses the interests of this audience. Books, magazines, and media materials for young adults must be attractively displayed, with many books shelved face-out.

Tables and study seating should be provided for group study. Public Access Computers and media viewing and listening stations should be available for use with library materials. The Teen Living Room should provide meeting and conversation spaces, interesting mix of seating for young adults. All of these elements are important to the success of the Young Adult Services Spaces.

### **Location and Adjacencies**

Young Adults Services Spaces should be located for convenient access from the Public Entrance. Because it is likely to be a place of conversation, as well as study, Young Adult Services Spaces should be located away from areas that need a very quiet environment.

Young adults are in a transition period between childhood and adulthood. Visual cues should indicate proximity to adult service areas and not to areas serving children. Psychologically, the location and relationship to other spaces should communicate closeness to services for adults, rather than children.

Young Adult Services Spaces should also be in proximity to the New Materials Collection, which will be used by teens to supplement materials available in the young adult services collection.

### **Primary Furnishings and Components**

#### ***Services Desk***

The Services Desk is the primary service point in this special area for young adults. The desk will serve as a base from which the staff provides young adult customers. Although many young adults will use collections and services in the adult areas of the central library, staff in this area will provide help in locating materials and information or assistance accessing the Internet and electronic databases.

The Services Desk must be located for visual prominence and easy access from the primary entrance to the Young Adult Spaces. The workstations at the desk should be positioned for greeting the young adults and allowing visual supervision.

The desk should be patron-friendly in design and counter heights and, whenever possible, an adjustable-height desk should be provided for convenience and to address ADA requirements. All service desks should be positioned for natural queuing by customers waiting for service.

#### ***Shelving***

Display shelving and fixtures are a major component for Young Adult Services Spaces. Display shelving and fixtures should replicate the ambience of bookstores. Materials should be displayed face-out to encourage browsing and selection of books, media, and magazines for reading in the library and/or borrowing for home use.

#### ***Express Catalogs***

A set of public access computers limited to catalog access should be located near display shelving for materials.

#### ***Public Access Computers***

Public Access Computers should be available for young adults to use in accessing electronic resources licensed by the DCPL and the Internet. Since many young adults work collaboratively, some of the technology workstations should be designed for use by two people.

***Seating***

Study seats at tables for several users should be interspersed throughout Young Adult Services to accommodate the preference of many young adults to study in groups. This space in the central library will be heavily used by young adults outside of school hours. It also will be used during the day by teens who are no longer enrolled in school.

Casual seating, with easily cleaned coverings, should be located adjacent to the audiovisual materials. Small clusters of casual seating should be provided in several locations.

**Collections****Functional Activity Description**

Collections, as a group, function as a high-interest small-scale library. Collections should be furnished and organized like a bookstore. These collections contain materials especially well-suited to the needs and interests of young adults, including the latest media titles and graphic novels. Collections should be maintained with multiple copies of high demand items. The stock should be updated and pruned continually for freshness and relevancy to the ever evolving current interests of young adults.

It is anticipated that Young Adult Collections will include the following major groups:

- Fiction Collection
- Paperback Collection
- Non-fiction Collection
- Media Collection
- Magazines and Newspapers Collection

**Location and Adjacencies**

Collections should be located in a visually prominent area within Young Adults Services Spaces for easy access by users. The arrangement should encourage browsing as well as accessibility through the online catalog. Staff at the Young Adult Services Desk should be able to see the collections and easily reach customers who need assistance in locating materials.

Casual seating should be adjacent to or near the Magazines and Newspapers Collection. This collection should be near the Teen Living Room so that materials can be taken into that space for use in a relaxed environment.

Listening and viewing stations should be adjacent to the Media Collection for convenient use by young adults.

**Primary Furnishings and Components**

Appropriate shelving and display fixtures are required for each type of material formats, including media as well as books and periodicals. To the extent possible, materials need to be “merchandized” with as many items as practical displayed with covers facing outward. This means that some items on standard shelves housing the Fiction and Non-fiction Collections also should be turned face out to encourage browsing and selection by young adults.



## Computer Laboratory

Young adults using the central library should have access to a computer laboratory within Young Adult Spaces that addresses their needs in a safe and comfortable environment. DCPL service priorities, and the number of D.C. young adults who dropped out of high school, suggests a strong need for including a computer laboratory in the central library to serve young adults.

### **Functional Activity Description**

This computer laboratory provides a permanent space for young adults to take classes on the use of the Library's online catalog, databases, Internet searching, and various software applications. These applications should include educational software to build study and research skills and provide homework help. Computers in the laboratory should be available for use by teens when a class is not in session.

### **Location and Adjacencies**

The Computer Laboratory should be convenient for its users to reach. The location may be in the Young Adults Services Space, or alternatively in an area of the central library with other computer laboratories.

Although it is anticipated that the Computer Laboratory will be staffed during most periods of use, the room must be located and designed for easy supervision. Enough space must be provided near the Computer Laboratory to accommodate large groups entering, departing, or waiting to enter the room. The queuing area and traffic path should not be located near spaces and activities that require a quiet environment.

### **Primary Furnishings and Components**

Like other computer laboratories in the central library, this laboratory for young adults should have training tables, multimedia computers, an instructor's station, a sound and data projection system, technology chairs, and coat racks. The training tables should be sufficiently wide for note-taking as well as for equipment.

### **Key Considerations**

Consideration should be given to having more than one computer laboratory in the central library. The needs of many District young adults for training and access to basic computer software applications are likely to create heavy demands for these services by this audience.

If there is not a computer laboratory specifically for young adults, consideration should be given to segmenting learners into classes and use periods according to age, such as adults, younger teens, and children. If there are multiple computer laboratories, consideration must be given as to whether the computer laboratories will be located near one another, or in areas with services for their respective age groups, such as in within Young Adult Services Spaces.

## Study and Tutoring Rooms

### **Functional Activity Description**

The Study and Tutoring Rooms are spaces that can be used for literacy tutoring and for quiet study. The Study and Tutoring Rooms should accommodate one to four adults seated at a table. The spaces accommodate small-group literacy classes as well as one-on-one tutoring.

These spaces should be designed as "glass boxes," with at least one interior glass wall to maximize

supervision.

### **Location and Adjacencies**

The Study and Tutoring Rooms should be located in public areas with sufficient foot traffic to encourage appropriate behaviors by occupants.

### **Primary Furnishings and Components**

All Study and Tutoring Rooms should be equipped with a conference table, conference chairs, and a projection screen or unobstructed wall surface (smooth texture, white paint) for use with a projector. A television distribution outlet should be provided as well as Internet access.

### **Primary Furnishings and Components**

Equipment for the Young Adults Study and Tutoring Rooms should include folding tables, chairs, instructor stations, ceiling mounted projection equipment, portable and wall-mounted white boards, and other equipment needed for training.

### **Key Considerations**

Consideration should be given to having Study and Tutoring Rooms in more than one location in the central library. The needs of many of the District's young adults for places to study and receive tutoring are likely to create heavy demands for these services by these services.

If there are multiple Study and Tutoring Rooms, consideration must be given as to whether they will be located near one another, or in areas with services for their respective age groups, such as in within Young Adult Services Spaces.

## **Teen Living Room**

### **Functional Activity Description**

The Teen Living Room is a place where young adults can meet and talk. This space should provide an interesting mix of casual seating and conversation spaces for young adults. It should include an open area with casual padded seating and end tables for reading and conversation, counters and stools, and an adjacent vending area. Lining the side of the Teen Living Room there could be small, open "meeting" rooms, each with a table and six to eight chairs. These "rooms," with an open front and three walled sides, would be available for group discussion and conversation, group homework projects, and meetings. Each room should offer white boards and a tackable surface.

Acoustical treatments must mitigate the noise level in the Teen Living Room and avoid noise pollution in other areas that require a quiet environment. The space should have clear visual supervision by the staff at the Young Adult Services Desk and by other library customers.

### **Location and Adjacencies**

The Teen Living Room should be located with clear visual supervision from the Young Adult Services Desk and easy access from the interior entrance of Young Adult Spaces. Its location and acoustical treatments should avoid noise pollution in areas needing a quiet environment. A Vending Area should be convenient to the users of the Teen Living Room.

### **Primary Furnishings and Components**

The Teen Living Room should be furnished with study tables and chairs, casual padded seating,

and stools and counters.

## Children’s Services Spaces

Children up to 12 years of age are the primary target audience for Children’s Services in the DCPL. Parents, child caregivers, and teachers are secondary audiences. The Children’s Services staff assists the children and their families, caregivers, and teachers by helping them find books and audiovisual media on specific subjects or at appropriate reading and comprehension levels. Children also receive assistance with the use of electronic resources including educational software, the online catalog, and databases.

Children’s Services Spaces include the following major spaces:

- Collections
- Homework Help Area
- Computer Laboratory
- Program Room
- Discovery Room
- Multipurpose Room
- Children’s Rest Room

### **Functional Activity Description**

Children’s Services Spaces should be a distinct area of the central library. It should be designed for use by children to browse through the picture books and other materials, study, receive homework assistance, use computers to access information, and participate in programs. The primary function of the Children’s Services staff is to provide guidance in the choice of books and media materials, assist with the use of electronic resources, provide computer training, and present story hours and programs for children through 12 years of age.

In designing Children’s Services Spaces, special attention must be given to providing wall displays, distinctive carpeting, and color treatment appropriate for children. The spaces must be exciting and interesting to children. The colors, shapes and patterns, and treatments must welcome and delight children. Children’s Services Spaces is not a scaled-down adult library. The environment of Children’s Services Spaces encourages children to linger and have fun while developing an interest in books, reading, and information seeking skills.

Low shelving will enable staff to see and supervise the entire Children’s Services Area. Furniture and fixtures should be appropriately sized for children and their parents or caregivers. The child-friendly/companion rest room should be easily accessible and equipped with a changing counter.

Children’s Services Spaces should include a Services Desk, a Toddler Area for pre-school children, a Juvenile Area for older children, and a Children’s Rest Room. The Program Room, the Discovery Room, and the Multipurpose Room provide specially designed spaces for these services.

The Services Desk is the key service point in Children’s Services. The Desk serves as a base from which the staff helps children and other customers locate materials and assists them with information searching and access to reference books, as well as using the computers, electronic resources for children, and educational toys and games. The Desk should be child-friendly in

design and height and meet ADA requirements. The height of at least one workstation should accommodate staff and customers in wheelchairs.

The position of the Services Desk should permit natural queuing by children and other customers waiting for service. The Desk's location should afford easy visual supervision of all areas of Children's Services, especially the Toddler Area. Individuals entering the Children's Services Spaces should be in clear view of the Services Desk.

A Parenting Collection should be housed in Children's Services, in addition to the collections developed especially for children's needs and the interests of Toddlers and older children. This convenient collection would duplicate many of the items available in the Adult Collections.

A Teacher's Collection should be located in Children's Services. This collection would provide resources for teachers, such as teaching aids as well as publications on subjects such as the learning needs of children, reading skills, and learning disabilities.

### ***Toddler Area***

The Toddler Area within Children's Services Spaces houses the Pre-school Collection, which includes print, media, computers with educational software, and educational toys collection for pre-school children. The book collection should primarily consist of picture books. There should be seating space for children and their parents, caregivers, and teachers to read books or play games with the children.

The area should have a cheerful, colorful ambience to delight the young children. Carpeting and toddler-sized soft furniture that is easy to clean must be provided, along with oversized chairs for family reading. Sturdy wooden or metal frame stools or chairs should be available for adults and older children.

Collections in the Toddler Area include the Preschool Collection and the Educational Toys Collection.

### ***Juvenile Area***

The Juvenile Area should house the print collections, seating, and Public Access Computers for older children, from five to twelve years of age. This area will be used by children, families, and caregivers.

The Juvenile Area must provide a pleasant environment that encourages older children to develop an interest in books, reading, and information seeking skills. The Juvenile Area is neither a scaled-down Young Adult service area nor a scaled-up version of the Toddler's Area. The Juvenile Area environment is designed for the unique interests and learning needs of children from age 5 to 12.

Collections in the Juvenile Area include:

- Easy Readers Collection
- Fiction Collection
- Paperback Collection
- Non-fiction Collection
- Homework Collection
- Reference Collection

- Magazines Collection
- World Languages Collection
- Parenting Collection
- Teacher's Collection

### **Location and Adjacencies**

Children's Services Spaces should be located for easy access from the Public Entrance. The location must provide easy access by children to Children's Services Spaces while minimizing noise and disruption in other areas of the library. The pathway should clear, as short as possible, and avoid passing any areas that need a quiet environment. The pathway should accommodate groups such as classes and clubs, which could be transported to and from the central library by bus.

The safety of children should be the primary criterion in the location and layout of Children's Services Spaces, including all seating areas, the collections, the Computer Laboratory, the Program Room, the Discovery Room, the Children's Rest Room, and the Multipurpose Room.

For the safety of toddlers, the Toddler Area should be located away from elevators, escalators, and stairs. The Toddler Area must be adjacent to or very near the Program Room and Activity Room.

### **Primary Furnishings and Components**

#### ***Shelving***

Low shelving will enable staff to see and supervise the entire Children's Services area. A variety of display shelving and media fixtures should be used.

#### ***Children's Public Access Computers***

Children's Public Access Computers should be available near the Services Desk for easy assistance by the staff. Children's Public Access Computers should also be located in the Homework Help Area. These computers will provide children with access to electronic resources licensed by the DCPL to complement the printed publications and media that are housed in the Children's Services Spaces.

#### ***Express Catalogs***

Public access computers limited to catalog access should be located near the Services Desk, so that staff can easily assist children in using the catalog.

#### ***Seating***

Groups of study and activity seating at tables for several children should be located in the Toddler Area and the Juvenile Area. The chairs and tables must be appropriate in height and design for their intended users. Stools for parents and oversized chairs for parent/child use should be provided.

## Homework Help Area

### **Functional Activity Description**

The Homework Help Area addresses the needs of kindergarten through eighth grade (K-8) student for information services, homework assistance, and computer training. The Homework Help Area should support success in school by providing materials and reference services and helping students locate electronic resources to support school assignments. The Homework Help Area could provide access textbooks that are used by K-8 students in D.C. Public Schools and public charter schools.

### **Location and Adjacencies**

The Homework Help Area should be located close to the Services Desk, with sight lines, so staff at the Desk can supervise the space and provide assistance to students.

The Homework Help Area should be close to the Reference Collection so that resources there can be used by students in the Homework Help Area.

This space should be located close to Children's Public Access Computers.

### **Primary Furnishings and Components**

#### ***Children's Public Access Computers***

Children's Public Access Computers should be easily available to students, parents, and tutors working in the Homework Help Area. These computers will provide access to electronic resources for children. Computers will also provide access to the Internet. Some workstations should accommodate more than one person to facilitate work by several students or a parent, tutor, teacher, or staff member working with a student.

#### **Express Catalogs**

Public access computers limited to catalog access are provided for identifying items in the collection.

#### **Seating**

Study seating at tables for several students should be provided in clusters.

## Computer Laboratory

Children using the central library should have access to a computer laboratory that serves their needs in a safe and comfortable environment. DCPL service priorities suggest a strong need for consideration of a computer laboratory in the central library specifically to serve children.

### **Functional Activity Description**

The Computer Laboratory should provide a permanent space to teach classes to children on basic computing skills, the use of the library's online catalog, databases, Internet searching, and software applications such as learning resources to build skills in mathematics, reading, or languages. Educational software to build learning skills and hand-eye coordination also should be available for the children. Computers in the laboratory should be available for use by children when a class is not in session, provided that there is adequate security to ensure the safety of the children.

### **Location and Adjacencies**

The Computer Laboratory should be convenient. The location may be in the Young Adults Services Space, or alternatively in an area of the central library with other computer laboratories.

Although it is anticipated that the Computer Laboratory will be staffed during most periods of use, the room must be located and designed for easy supervision. Enough space must be provided near the Computer Laboratory to accommodate groups of children entering, departing, or waiting to enter the room. The queuing area and traffic path should not be located near spaces and activities that require a quiet environment.

### **Primary Furnishings and Components**

Like the other computer laboratories in the central, the children's laboratory should have training tables, multimedia computers, an instructor's station, a sound and data projection system, technology chairs, and coat racks. All furniture used by the children, and computer equipment including keyboards and mice, must be the appropriate size and design for children. The training tables should accommodate the equipment and provide enough space for note-taking.

### **Key Considerations**

Strong consideration should be given to providing a computer laboratory for children. The needs of many children for training in and access to basic computer software applications are likely to create heavy demands for these services by this audience. Based on the anticipated high demand for homework help, consideration should be given to providing one or more computer laboratories that are large enough to accommodate entire classes of students.

## **Program Room**

### **Functional Activity Description**

The Program Room provides an enclosed space for many different kinds of programs, including story hour presentations, puppet shows, and media programs. Generally, children sit in auditorium-style chairs. Acoustical features will ensure that noise from the Program Room during programs does not disturb customers in other parts of the library.

The Program Room is a delightful and fun space for young children to enter and stay for programs. It must be colorfully decorated in a theme that interests children.

The Program Room should have an adjoining storage closet to house folding tables, cushions, stacking chairs, cushions, a puppet stage, and a cabinet for supplies.

### **Location and Adjacencies**

The Program Room entrance should be visible from the Services Desk. The entrance to the Program Room must be visible from the Toddler's Area.

Sufficient space must be provided for groups that are waiting to enter the Program Room and, possibly, from the adjacent Discovery Room.

The Children's Rest Room should be visible from the Program Room and readily accessible.

### **Primary Furnishings and Components**

Ceiling mounted media projection equipment and a built-in audio system must be provided for programs and presenters. A retractable wall or ceiling-mounted screen should also be provided.

Internet access and ADA looping sound technology should be provided in the Program Room.

A puppet stage should be an integral part of the design of the Program Room.

### **Key Considerations**

If classes and other groups will be scheduled to use the Program Room, then consideration should be given to providing a room where the children can store their coats and backpacks, eat their lunches, and assemble before departing.

## **Discovery Room**

### **Functional Activity Description**

The Discovery Room is a space for delight and learning. It is designed for educational programs and activities on a wide variety of topics, including nature, science, art, cultures, and history as well as typical traditional arts-and-crafts activities. These programs and activities will create stimulating education experiences as well as positive, fun, and lasting impressions.

The Discovery Room should be equipped with a sink, counters, child-height tables and chairs, and storage cabinets. A tile floor and washable walls, table tops and chairs help provide an environment for fun and learning. The Discovery Room should have a ceiling mounted digital projection system and retractable screen for illustrating instructions for crafts and activities.

An adjoining storage closet should house folding tables, equipment, supply cabinets, and racks.

### **Location and Adjacencies**

The Discovery Room entrance should be visible from the Services Desk. The entrance to the Discovery Room should be visible from and near the Toddler's Area.

Sufficient space must be provided for groups that are waiting to enter the Discovery Room.

The Children's Rest Room should be visible from the Discovery Room and easy for children to reach.

The Discovery Room is adjacent to, or in close proximity to, the Program Room.

### **Primary Furnishings and Components**

Work counters, a sink, storage cabinets, and a tile floor are essential furnishings for the Discovery Room.

The floor finishes must be stain resistant, dirt repellant, durable, colorful, child-resistant, and as maintenance free as possible because this space will receive heavy use. Wall finishes should be mark resistant, colorful, highly durable and easy to clean. Finishes must be friendly and warm with colorful plastics and laminates preferred to stone or tile. To reduce the possibility of injuries to children, there should be no sharp corners or edges.

## **Multipurpose Room**

### **Functional Activity Description**

The Multipurpose Room provides a versatile space for use with class visits, presentations, training, and tutoring. This flexible space should be open, with a shape that is conducive to a variety of



layouts supporting a wide range of activities.

### **Location and Adjacencies**

A storage room should adjoin the Multipurpose Room. The storage room will house tables, chairs, and equipment.

The Multipurpose Room should be located within Children's Services. All persons entering the Multipurpose Room should pass by a security checkpoint, or the Services Desk.

The Multipurpose Room entrance must be visible from the Services Desk.

Sufficient space must be provided for groups that are waiting to enter the Multipurpose Room.

The Children's Rest Room should be visible from the Multipurpose Room and easy for children to reach.

### **Primary Furnishings and Components**

The Multipurpose Room should be equipped with a large projection screen. The sound system should include assistive listening capabilities. The Multipurpose Room should be wired for access to all electronic resources and services. The Multipurpose Room must have sufficient electric power and outlets to accommodate various kinds of media equipment and laptop computers for presentations.

## **Children's Rest Room**

### **Functional Activity Description**

The Children's Rest Room will provide a child-friendly, space for children and their caregivers. The Children's Rest Room should include appropriately sized fixtures, a diaper changing counter, and a diaper disposal container.

### **Location and Adjacencies**

The Children Rest Room must be located within Children's Services and near the Toddlers Area, the Program Room, and the Activity Room. The entrance must be visible from the Services Desk, with clear sight lines strictly enforced at all times. The Children's Rest Room should require a key for entry but not exit.

### **Primary Furnishings and Components**

All fixtures, equipment, and finishes for floors and walls must be resistant to vandalism. Wall-hung fixtures will be easy to clean. The fixtures should be appropriately sized for use by children.

The Children's Rest Room should include a counter for changing diapers.

## **Public Spaces**

Public library users in the District need attractive spaces for meetings, discussions, programs, study, and reflection. A revitalized central library can fulfill this need and provide innovative programs, events, and experiential learning activities. The new central library should be the primary venue for lifelong learning.

Public Spaces provide performance, conference, and meeting space for library programs, community groups, and organizations. In addition to these formal spaces, the central library should provide informal spaces for casual seating and conversation. It should be anticipated that the Public Spaces will be used after library service hours. Also, attendees will need convenient access to public parking.

The major Public Spaces include a Theater, Multipurpose Rooms, Small Conference Rooms, an Exhibitions Area, and Food and Beverage Spaces. The Theater, Exhibition Area, and Multipurpose Rooms are configured as a group of spaces that can work in combination, when needed.

## Theater

### **Functional Activity Description**

The Theater provides space for educational, cultural, and recreational events, including musical and theatrical performances, lectures, public forums, and continuing education. These events would be sponsored by the library and by other organizations.

The raked (sloped) floor, with fixed auditorium-style seating, would offer superior viewing and acoustical properties. Performance enhancing treatments, for instruments and voice, must be provided, to keep sound inside the Theater. Surfaces, including carpet, wall treatments, and ceiling tiles, should be sound absorptive. The stage, lighting, sound system, and the data and video projection system must meet high professional standards. These include electronic voice and music reinforcement (including assistive listening for the hearing impaired), a control room for the management of sound, lighting, projection equipment, and cameras.

Green rooms and other event support spaces should be included in the group of spaces surrounding the Theater. The lobby of the Theater must accommodate large groups. A catering kitchen and serving areas for refreshments and receptions should be located nearby.

The design of the Theater and the supporting spaces are critical to the functionality of the Theater. For example, the size of the stage will determine the kinds of programs that can be offered. The amount of storage space for items such as lighting fixtures, sound equipment, and a piano will be important, as will be convenience in getting large items in and out of the building. Comfortable seating with ample leg room will be a requirement for lengthy events. The Theater should provide easy access to Public Rest Rooms.

The success of the Theater will depend on aesthetics, functionality, and acoustics. The theater should appeal to a wide range of residents.

### **Location and Adjacencies**

The Theater should be accessible from the Lobby of the central library. A formal entrance from the street should be provided for after hours use and crowds exiting after events. This entrance should be near public parking.

The lobby of the Theater must accommodate large groups. Nearby areas, should include a catering kitchen. There should also be Multipurpose Rooms and Exhibition Areas.

## Multipurpose Rooms

Multipurpose rooms of various sizes must be designed for a variety of activities such as lectures, classroom visits, formal and informal group meetings, exhibits, and receptions. Multipurpose

rooms can be used for library programs and community meetings.

### **Functional Activity Description**

The function of the Multipurpose Rooms is to provide space that can be used for a variety of purposes, including activities such as lectures, programs, discussions, classroom visits, formal and informal group meetings, small conferences, and receptions. These activities, sponsored by the library or by organizations and groups, would include educational, cultural, and civic events. On occasion, the events will take place after regular library hours.

The spaces should be open and their shapes should be conducive for a variety of layouts supporting a wide range of activities. The spaces should be equipped for Internet access, data and video projection, flexible audio systems, and ADA looping sound technology.

The multipurpose rooms may be divided temporarily into smaller spaces by using moveable acoustical panels. However, the panels must be of high quality. Also, the lighting and sound systems for each area must be independently adjustable.

Kitchenettes may adjoin one or more multipurpose room.

### **Location and Adjacencies**

The configuration and location of the library's Multipurpose Rooms must enable visual supervision of the entrance to the area and to individual rooms. The layout of the areas must provide easy staff access to all rooms.

The Multipurpose Rooms should be easily accessible from the Public Entrance and Lobby of the central library and readily accessible to at least one set of Public Rest Rooms.

Storage for the Multipurpose Rooms must be close to the rooms and readily accessible for the movement of equipment to and from these rooms.

Several of the Multipurpose Rooms should have an adjacent kitchenette with a rear entrance so refreshments can be brought in without disturbing a meeting or program. A pass-through window may be included so that light refreshments can be served without having to set up separate tables.

### **Primary Furnishings and Components**

The Multipurpose Rooms should be equipped with a large projection screen and a sound system with assistive listening capabilities. Wired for access to all electronic resources and services, the Multipurpose Rooms have sufficient electric power and outlets to accommodate various kinds of media equipment and personal laptop computers.

## **Exhibitions Areas**

### **Functional Activity Description**

The Exhibitions Areas include an art gallery, spaces for small displays, and a large flexible space for major exhibitions. The spaces should be designed for the mounting of several independent exhibits, a group of interrelated exhibits, or a single large exhibit. The Exhibitions Areas should showcase national traveling exhibits, local or regional exhibits.

The Exhibitions Areas must have appropriate, flexible lighting systems for a variety of exhibit needs. The air conditioning system must accommodate a wide range of attendance that varies by

event and hour in multiple exhibit zones. Entrance and exit design must accommodate a variety of space configurations that will change based on the requirements of curators.

### **Location and Adjacencies**

The Exhibitions Areas must be easily accessible for large numbers of attendees, while not disturbing library use requiring a quiet environment. Access from the central library's interior, as well as from a street entrance, should be provided.

The Exhibitions Areas should be near the Theater and Multipurpose Rooms. This will allow related uses in support of their respective functions.

### **Key Considerations**

DCPL should consider partnering with the Library of Congress, the Smithsonian Institution, National Geographic or District of Columbia agencies, to provide exhibits and related programming in the Exhibition Areas.

The importance of including an art gallery and exhibition area in Children's Services should be explored. Displays could include artwork by the children.

## **Small Conference Rooms**

### **Functional Activity Description**

The Small Conference Rooms will serve a variety of purposes including meeting rooms for small groups, literacy tutoring spaces, and multimedia viewing by small groups. Small Conference Rooms should accommodate approximately eight adults seated at a conference table.

### **Location and Adjacencies**

The Small Conference Rooms should be located in public areas where they are highly visible to staff and other library users or along pathways that have heavily traffic. The rooms should be "glass boxes" with at least one interior glass wall to maximize supervision.

### **Primary Furnishings and Components**

All Small Conference Rooms should be equipped with a conference table, conference chairs, and a projection screen or unobstructed wall surface (smooth texture, white paint) for use with a projector. A television distribution outlet should be provided as well as Internet access.

## **Food and Beverage Spaces**

### **Functional Activity Description**

Food and Beverage Spaces provide refreshment for library customers who want a beverage, snack, or meal while using the central library. To accommodate these needs two types of service are provided, with differing hours of availability, menu, and pricing.

The Vending Areas offer to central library users the convenience of a quick beverage and snack at any time when the facility is open to the public. The Vending Areas include vending machines, counters, stools, tables with chairs, and an area for standing. Wireless connectivity should be provided for customers who want to use their laptop computers. The Vending Areas should be located on several floors for convenient access by library users.

With floor-to-ceiling glazing to reduce noise pollution into other parts of the central library, the

Vending Area must be easy to supervise from its location along a pathway or corridor with heavy traffic.

The Café should offer fresh entrees and beverages. Service hours could include morning and evening hours, as well as lunch, if market analyses indicate these times would be profitable. Although customer access directly from the central library is an important convenience, commercial success for a restaurant almost certainly requires a public entrance on a primary street or plaza with heavy pedestrian traffic.

### **Key Considerations**

Consideration should be given to locating a Vending Area adjacent or in close proximity to the Young Adults Services Spaces, in addition to other areas in the building.

An option for the location of the café is in building adjoining the central library and connected by an enclosed walkway, should site development include such a building or buildings.

### **Service Support Areas**

The service support functions for the central library itself should be located within the facility. These include the manager for the central library and related office staff, as well as staff for maintenance, shipping, and information technology functions essential to the daily operations of the central library. Other central library service support spaces will include a number of non-public work areas for staff to perform clerical and administrative duties. These include spaces such as staff workrooms, telecommunications rooms, staff rest rooms and break room, and storage rooms.

A cost-benefit analysis should be completed to determine which, if any, system-wide support functions will be housed in the central library. System-wide support functions that could be housed in the central library include DCPL administrative staff, such as the offices of the Library Director, finance, human resources, and public relations.

System-wide support functions that are more likely to be candidates for location away from the central library include: intra-system materials sorting and shipping, information technology, maintenance, storage of supplies and equipment, and technical services. Technical Services is the unit that processes library books and materials purchased for use by the public and staff.

### **Other Interior Spaces**

Other possible spaces within the central library include retail establishments and the offices of organizations allied with the library or having missions related to the DCPL.

### **Retail Shops**

#### **Functional Activity Description**

The Retail Shops are conveniences for central library customers and attract additional users to the library. The spaces should be designed to accommodate a variety of retail stores and services compatible with public libraries. These include, but are not limited to, shops and stores that sell gifts, books and media (selling new, used, and/or antiquarian items), flowers, coffee or other beverages, stationery, maps, and tickets.

All retail stores and services must have a direct entrance from the street or major plaza with heavy

pedestrian traffic. A pleasant and safe enclosed pathway from the central library's interior also should be provided.

### **Location and Adjacencies**

The Retail Shops should be located on the perimeter of the central library building and not restrict the configuration and location of library services and support functions.

Each should have a street or plaza entrance for customers, as well as convenient access for deliveries.

### **Key Considerations**

The long-term profitable viability of retail businesses at the central library must be positively established through economic analysis before the building is designed and space is allocated for this purpose.

All spaces made available for non-DCPL purposes should be viewed as future expansion space for the library, with leases structured to provide future use of the space by the library.

## **Offices for Other Organizations**

### **Functional Activity Description**

Offices for Other Organizations provide space for governmental agencies and organizations with missions allied or compatible with the DCPL. These could include areas such as literacy, formal and continuing education, career counseling, and fund raising to support the DCPL mission.

### **Location and Adjacencies**

The location of Offices for Other Organizations provides convenient access for their staffs and visitors. The spaces should be in areas of the building that do not require entrance into library support functions or secure areas. Organizations with activities requiring access by significant numbers of clientele should be located away from library support areas.

### **Key Considerations**

All spaces made available for non-DCPL purposes should be viewed as future expansion space for the Library, with leases structured with possible future Library use in mind.

## **Exterior Spaces**

### **Open Spaces**

Open Spaces should be included in the site design. These public spaces should accommodate sitting by individuals and small groups of people. Public plazas and spaces should incorporate public art and the best practices of exemplary libraries, including a continual flow of pedestrian traffic, appropriate exterior lighting, ease of maintenance, and security. The Open Spaces may be located to accommodate large crowds associated with events in the Exhibition Areas and Theater.

### **Buildings and Tenants in Close Proximity**

Site development and design for the new central library must consider the opportunities afforded by Buildings and Tenants in Close Proximity. Common plazas enclosed connecting walkways, a shared atrium, or food court can increase traffic into the central library.



## Appendix H: Acknowledgements

Providing the citizens of the District of Columbia with state of the art library services that address the important needs of our community is an important goal of my administration. Council Chair, Linda Cropp and Education Committee Chair, Kathy Patterson continue to provide invaluable leadership from the D.C. Council on this agenda. They have provided guidance to me in this effort as members of the Mayor's Task Force on the Future of the District of Columbia Public Library System. Additionally, I would like to thank the other members of the Mayor's Task Force, for their dedicated service to improve the quality of library programs and the facilities. They are: Dr. Marie Harris Aldridge, James H. Billington, Ann W. Brown, Claudine Brown, Francis Buckley, Susan Fifer Canby, Jean Case, Bonnie Cohen, Ralph Davidson, Charlene Drew-Jarvis, Terence Golden, Donald Graham, Vartan Gregorian, Martha Hale, John Hill, Clifford Janey, Susan Kent, Richard Levy, Willee Lewis, Terry Lynch, DeAnna Marcum, Richard Moe, Very Reverend Leo J. O'Donovan, S.J., Charles Overby, Catherine Reynolds, Marshall Rose, Miles Steele, III, Thomas Susman, Peter B. Wiley, Joslyn Williams, Elaine Wolfensohn and Nina Zolt.

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Finally, I would like thank the residents of the District for their patience as we continue to work with the District of Columbia Library Board of Trustees, the Council of the District of Columbia, District of Columbia Public Schools, the District of Columbia Public Library Foundation, the Federation of Friends of the District of Columbia Public Library and the staff of the District of Columbia Public Library to provide a library system that offers quality programs, world class facilities and 21st century technology. A capital city deserves a capital library. Our citizens deserve no less.

Mayor Anthony A. Williams  
District of Columbia