Chapter 8
Education and Neighborhood Amenities

Public Education

In addition to being the nation's political capital, the District encourages its development as an intellectual capital. The presence of over 15 colleges and universities, including one public university, the University of the District of Columbia, is an essential part of the District's plan to improve access to learning and broaden economic prosperity for all District residents. The other elements of this picture are the District of Columbia public schools, public charter schools, the public library system and arts and humanities.

In 2007, in partnership with the City Council, Mayor Adrian M. Fenty took mayoral control of the District of Columbia Public Schools. In June 2007, he appointed Michelle Rhee as Chancellor of the District of Columbia Public Schools (DCPS). This event signaled the start of a systematic reform process to transform DCPS from one of the lowest achieving school systems in the United States to a world-class example of public education. The inherited system was at a critical point, failing students and their families. Things needed to change. Significant change did occur during the 2007–2008 school year. Drastic and difficult decisions were made in order to improve education for all students. To this end, there have been changes in leadership, facilities, infrastructure, community relations and student support, and these changes have begun to yield measurable results.

In June 2007, the Public Charter School Board (PCSB) assumed responsibility for the public charter schools previously authorized by the D.C. Board of Education, as a result of Mayor Fenty's education reform legislation. As the sole chartering authority in Washington, D.C.,PCSB is as committed as ever to the citywide effort to transform public education in Washington, D.C., by providing quality public school options to D.C. families, in partnership with all of the city's stakeholders.

The District of Columbia Public Library (DCPL) is a vibrant center of activity for residents and visitors in the nation's capital. The Library provides environments that invite reading, learning and community discussion and equips people to learn all their lives, to embrace diversity and to build a thriving city.

The mission of the DC Commission on the Arts and Humanities (CAH) is to provide grants, programs and educational activities that encourage diverse artistic expressions and learning opportunities, so that all District of Columbia residents and visitors can experience the rich culture of our city.

Public Schools

Performance

According to the *District of Columbia Public Schools Progress Report: 2007-2008*, DCPS reform momentum was confirmed with the July 2008 release of the District of Columbia Comprehensive Assessment System (DC-CAS) scores. The DC-CAS is the citywide standardized test taken by all public school students in Washington, D.C., and is the test used to determine whether students in public schools are meeting Adequate Yearly Progress (AYP), as required by the Federal No Child Left Behind Act (NCLB). The DC-CAS was administered to 97 percent of students in tested grade levels, including 47 percent of Kindergarten through 12th grade students in DCPS. Within that group, almost 800 more students are reading at grade level than were last year, and almost 1,400 more students are on grade level in mathematics than there were in the last school year. Elementary schools increased their reading scores by eight percentage points and mathematics scores by 11 points. Secondary schools made nine percentage point gains in both reading and mathematics. For the 2009 school year, DC-CAS scores cut the number of schools with proficiency rates below 20 percent almost in half, moving from 50 to 29. Some of these schools doubled or tripled their

average reading and mathematics scores: of the 19 schools that did so, 14 are in the city's neediest neighborhoods. Ten more schools met AYP than last year, bringing the total of schools to 42.

Achievement test results also revealed increasing equality for students across the District. The achievement gaps between Black and Caucasian students decreased by six points in reading and five points in mathematics. The academic growth among Black students outpaced the growth of Caucasian students by 30 percent in reading and 50 percent in mathematics. The achievement gaps between Hispanic and Caucasian students decreased by five points in reading and seven points in mathematics. These first-year test results show clearly that DCPS students can achieve when the important work of their teachers, principals and parents is focused on that achievement. These results also provide strong evidence that the DCPS reform activities are making an impact.

According to PCSB, many of the charter schools that used data-driven instructions to carefully monitor student progress and make adjustments throughout the year showed high gains in math and reading. Consistent with the preliminary results, the greatest gains were seen in secondary schools, while elementary schools on average had more modest gains. The average nine-point gain in reading and 14-point gain in math at the secondary level belied the number of schools that made substantial gains far beyond those numbers. In fact, 79 percent of the secondary schools showed significant reading gains and 71 percent made substantial improvements in math. Elementary school data showed a small overall increase in proficiency in reading and math, which also shadowed the remarkable improvements in a number of schools.

Enrollment

Table 8.1. DCPS Enrollment 2008 – 2009

School Type	Enrollment (2008-2009)
Total	**46,222**
Education Campus	6,344
Elementary School	20,230
Middle School	4,590
High School	12,512
Special Education School	596
Youth Engagement	1,950

Source: District of Columbia Public Schools

Table 8.2. School Year 2008-2009 Charter School Profile

Category	Number
# of schools	60
# of campuses	97
# of students	25,568
% Low-income	65
%English-language learners	7
% Special education	11
% African-American	88
% Hispanic/Latino	8
% Caucasian	3
% Asian/Pacific Islander	1
% Native American	0
% Other	0

Source: Public Charter School Board (PCSB)

Current DCPS Graduation Rate

For the purpose of reporting to the federal government –No Child Left Behind (NCLB) and the Common Core of Data collection – DC has used the method below. It is different from what is recommended by the National Governors' Association (NGA).

For NCLB, the formula for graduation rate in DC is the number of graduates for a class divided by the sum of the number of graduates and the number of dropouts for that class as it progressed from Grade 9 to Grade 12. The number of graduates includes students who graduated in the summer after their 12th grade year. This is shown in detail below for the Class of 2008.

$$\text{SY2008 Graduation Rate} = \frac{\text{SY2008 Graduates}}{\left(\begin{array}{l}\text{SY2008 Graduates} + \\ \text{SY2008 12th Grade Dropouts} + \\ \text{SY2007 11th Grade Dropouts} + \\ \text{SY2006 10th Grade Dropouts} + \\ \text{SY2005 9th Grade Dropouts}\end{array}\right)}$$

Dropouts are defined as students who are enrolled in school on the official membership day in October of one year and not enrolled in school on the official membership day in October of the following year and whose reason for leaving school is one of the following:

Whereabouts Unknown
No Show
Voluntary
Work
Adult Education
Non-Attendance

The DCPS graduation rates for 2003-2008 are presented in Table 8.3.

Table 8.3. DCPS Graduation Rates for 2003-2008

Senior High Schools	2003	2004	2005	2006	2007	2008
Anacostia High School	56.6%	55.7%	49.1%	49.7%	53.7%	58.9%
Ballou Senior High School	60.2%	61.9%	63.5%	44.6%	60.9%	61.4%
Banneker Senior High	94.6%	96.2%	96.3%	96.7%	100.0%	98.7%
Bell High School	54.7%	54.6%	57.9%	42.1%	46.3%	60.7%
Cardozo High School	76.6%	68.3%	72.9%	64.9%	61.3%	64.5%
Coolidge High School	78.0%	81.8%	78.9%	74.8%	76.0%	85.1%
Duke Ellington School	89.0%	87.1%	79.8%	84.0%	89.2%	92.0%
Dunbar High School	84.8%	92.2%	90.8%	80.3%	79.4%	81.7%
Eastern High School	67.1%	64.9%	62.5%	52.0%	55.8%	56.9%
Luke C. Moore Academy	45.4%	46.0%	37.8%	31.8%	32.3%	32.7%
M.M. Washington SHS	83.8%	87.9%	81.2%	87.1%	76.8%	90.2%
McKinley Tech	Na	na	na	na	94.5%	95.8%
Roosevelt High School	68.0%	58.7%	61.6%	58.3%	53.7%	60.7%
School WW High School	98.5%	99.0%	93.7%	88.5%	97.9%	91.7%
Spingarn High School	66.0%	54.7%	71.0%	62.4%	na	62.5%
Wilson High School	79.3%	85.2%	78.0%	83.0%	80.5%	76.5%
Woodson High School	81.1%	80.9%	77.6%	71.5%	76.6%	86.9%
Average	**73.98%**	**73.44%**	**72.03%**	**66.98%**	**70.93%**	**73.93%**

(Cont…)

| Special Schools/Programs	2003	2004	2005	2006	2007	2008
Washington Center	na	na	na	na	na	60.7%
Youth Service Center	na	na	na	na	na	na
Choice Secondary Program	na	na	na	na	na	na
Ballou STAY	67.0%	76.3%	na	na	na	na
Oak Hill Academy	6.0%	1.5%	na	na	na	na
Roosevelt Stay	84.1%	86.2%	na	na	na	na
Spingarn STAY	49.4%	62.2%	na	na	na	na
Average	**51.63%**	**56.55%**	**na**	**na**	**na**	**60.71%**

Notes:
1) 2004 graduation rates for two schools were corrected; in the past, programs within the schools were reported separately (Business and Finance at Woodson HS and Pre-Engineering at Dunbar HS.) Beginning in 2004-2005, programming reporting was discontinued and the data were reported as part of the total school.
2) 2003 graduation rates for Dunbar HS and Woodson HS are underestimates because they do not include data for the Pre-engineering and Business and Finance programs, respectively.
2) McKinley HS opened in 2006-2007.
3) Oak Hill Academy is no longer managed by DCPS.
4) All the special schools have small populations that are in programs that may award a diploma.
5) The three S.T.A.Y. (Stay) schools have a small number of graduates, but because most of the students are "over-aged," the schools do not report dropout data. Therefore, it is not possible to calculate the graduation rates using the current "leaver rate" methodology.

Finances and Salaries

DCPS Finances – Actual Expenditures of Public Schools

Table 8.4. DC Public School System Finances - Actual Expenditures of Public Schools ($ In Actual Values)									
(Fiscal Year)	2000	2001	2002	2003	2004	2005	2006	2007	2008
District of Columbia Public Schools									
Local	$604,096,000	$737,128,930	$746,464,000	$718,522,000	$775,463,000	$788,734,000	$819,223,000	$827,796,000	$874,214,000
Federal	$159,362,000	$82,498,000	$109,675,000	$116,437,000	$125,262,000	$138,709,000	$123,653,000	$137,416,000	$18,433,000
Private	$8,300,000	$7,368,000	$6,610,000	$3,229,000	$3,728,000	$4,241,000	$5,704,000	$8,216,000	$6,194,000
Intra-District	$16,878,000	$33,030,000	$36,313,000	$35,348,000	$58,446,000	$51,641,000	$47,229,000	$61,603,000	$110,297,000
Other	$4,717,000	$4,904,000	$5,757,000	$6,630,000	$6,082,000	$7,355,000	n/a	n/a	n/a
DCPS Subtotal	**$793,353,000**	**$864,928,930**	**$904,819,000**	**$880,166,000**	**$968,981,000**	**$990,680,000**	**$995,809,000**	**$1,035,031,000**	**$1,009,138,000**
Public Charter Schools									
Total local (DC budget)	$46,480,000	$136,867,000	$97,625,000	$114,283,000	$161,969,000	$188,324,000	$227,190,000	$277,159,000	$316,670,000
Charged to following FY (CAFR)		$31,884,000	$30,412,000	$34,399,000	$46,456,000	$58,419,000	n/a	n/a	n/a
Total Charged to current FY	$46,480,000	$104,983,000	$67,213,000	$79,884,000	$115,513,000	$129,905,000	n/a	n/a	n/a
Grand Total Expenditure	**$839,833,000**	**$969,911,930**	**$972,032,000**	**$960,050,000**	**$1,084,494,000**	**$1,120,585,000**	**$1,222,999,000**	**$1,312,190,000**	**$1,325,808,000**

Sources:
FY 1998-FY 1999: DC Government, annual Congressional budget submissions, chapter on DCPS.
FY 2000-FY 2004: DC Government, annual Congressional budget submissions, Schedule 41, which shows actual expenditures for the fiscal year two years prior to the budget request fiscal year.
FY 2005: Mayor's proposed budget for FY 2007, Schedule 41.
FY 2009: Mayor's proposed budget for FY 2010
Notes:
Department of Agriculture grants moved from Federal to Intra-District category beginning in FY 2001.
Medicaid reimbursements moved from Federal to Intra-District category beginning in FY 2004.
FY 2006-2008: Numbers reported for FY 2006, 2007 and 2008 are based on the actuals as reported in the DC budget.
Charter schools' detailed data for FY 2006-2008 were not available in the budget books.

Figure 8.1. DCPS Teacher Salaries

DCPS Average Teacher Salary from 1996-2008
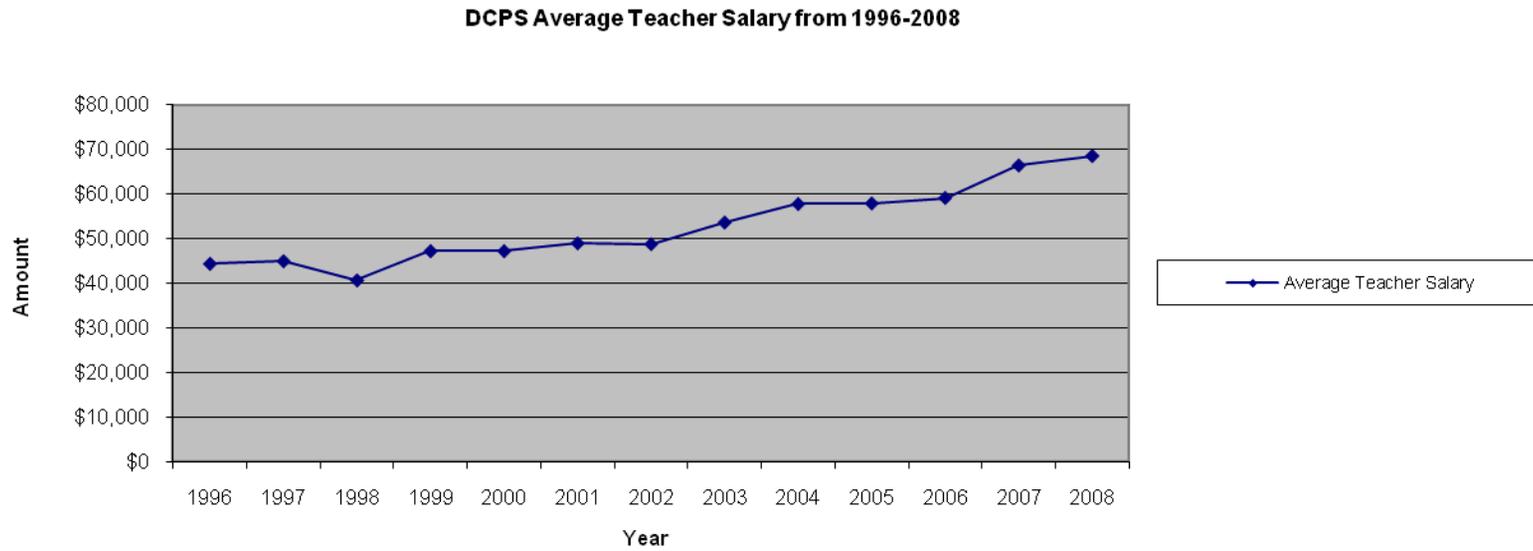
DCPS Average Teacher Salary													
Average Teacher Salary	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
	$44,240	$44,834	$40,527	$47,076	$47,076	$48,834	$48,653	$53,483	$57,631	$57,767	$58,993	$66,247	$68,383

Figure 8.2. Average Minimum and Maximum Salary Comparisons

Average Minimum and Maximum Salary Comparison Between DCPS and Surrounding School Systems
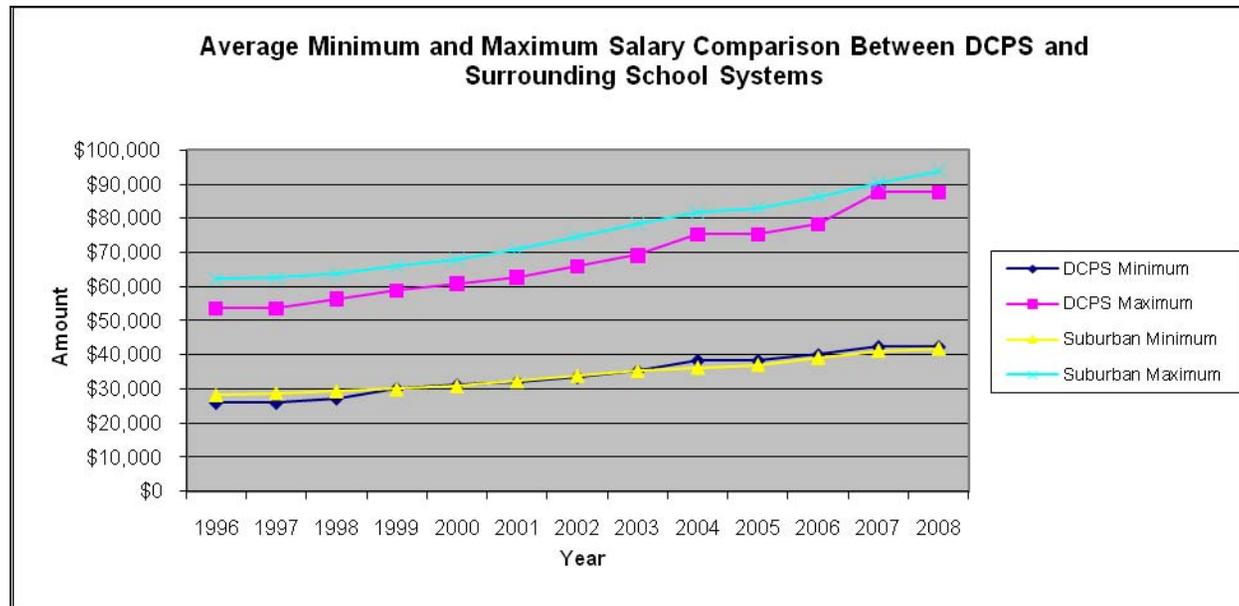
DCPS beginning salary is slightly higher than the average beginning salary in the suburbs. However, as teachers become more experienced, the salary goes up more rapidly in the suburbs than in DC.

Table 8.5. DCPS and Suburban Average Minimum and Maximum Salaries													
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
DCPS Minimum	$25,937	$25,937	$27,234	$30,000	$31,050	$31,982	$33,487	$35,260	$38,325	$38,325	$39,971	$42,370	$42,370
DCPS Maximum	$53,615	$53,615	$56,296	$58,829	$60,888	$62,715	$65,851	$69,143	$75,366	$75,366	$78,381	$87,583	$87,583
Suburban Minimum	$28,245	$28,815	$29,445	$30,011	$30,877	$32,303	$34,000	$35,418	$36,357	$37,156	$39,272	$41,321	$41,970
Suburban Maximum	$62,357	$62,615	$63,867	$66,082	$68,004	$70,885	$74,887	$78,467	$81,727	$83,136	$86,485	$90,374	$93,870

Table 8.6. DCPS School System Facilities

Public School System Facilities* (2008-2009 School Year)				
DCPS			**Public Charter Schools****	
Elementary Schools		87	Charter Regular Schools	93
Middle Schools		13	Middle Schools	na
Senior High Schools		25	Senior High Schools	na
Special Education Schools		7	Special Education Schools	1
Alternative Programs		2	Alternative Programs	3
Total DCPS Schools		**134**	**Public Charter Total**	**97**
System Total			**231**	

*The number of schools reported here are based on the audited enrollment information for DCPS and public charter schools.
**Charter Schools do not fit the standard definition. For example, there are schools that have programs serving students from pre-school through 8th grade, Kindergarten through 12th grade, etc.
Sources:
District of Columbia Public Charter School and DCPS Enrollment, October 6, 2008, Thompson, Cobb, Bazilio & Associates.

Figure 8.3. Expenditure Distribution Trends: DCPS 2000-2007

Expenditure Percent Distribution Trend in DCPS Budget: 2000-2007
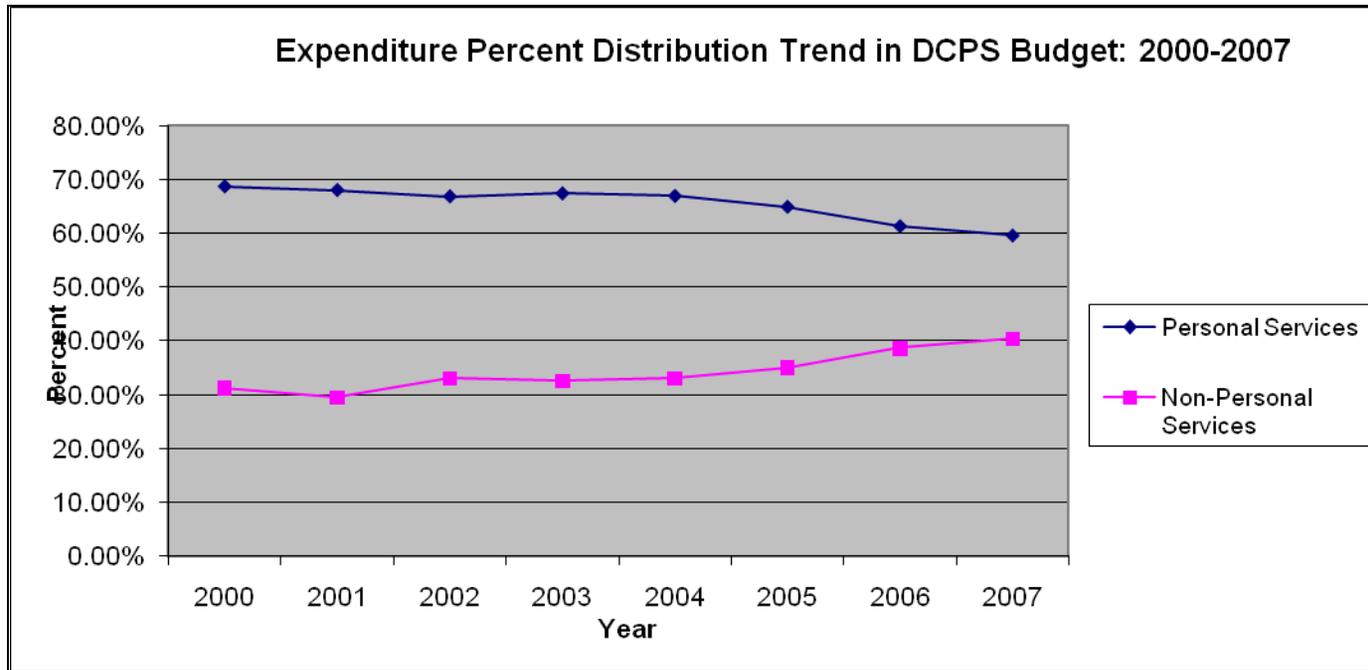
Table 8.7. Distribution of DCPS Expenditure by Personal and Non-Personal Categories

	2000	2001	2002	2003	2004	2005	2006	2007
Personal Services	68.68%	68.01%	66.84%	67.39%	66.92%	64.90%	61.32%	59.61%
Non-Personal Services	31.32%	29.64%	33.16%	32.61%	33.08%	35.10%	38.68%	40.39%
Total	100.00%	97.65%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

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Sources (For above):
FY 1998-FY 1999:  DC Government, annual Congressional budget submissions, chapter on DCPS.
FY 2000-FY 2004:  DC Government, annual Congressional budget submissions, Schedule 41, which shows actual expenditures for the fiscal
year two years prior to the budget request fiscal year.
FY 2005:   Mayor's proposed budget for FY 2007, Schedule 41.
FY 2009:   Mayor's proposed budget for FY 2010.
NOTES:
Department of Agriculture grants moved from Federal to Intra-District category beginning in FY 2001.
Medicaid reimbursements moved from Federal to Intra-District category beginning in FY 2004.
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Enrollment in Postsecondary Institutions

Washington, D.C. is an educational center with 15 degree-granting institutions of higher education having home campuses within its boundaries. In the fall of 2005, those colleges, universities and seminaries had 66,212 undergraduates and 32,646 graduate students enrolled. Strayer University had the largest undergraduate enrollment, at 22,275 students, or 34 percent of the total undergraduate students in District-based institutions. George Washington University had the largest number of graduate students, with 11,246 students enrolled, or 34 percent of the total (see Table 8.8). In addition to the degree-granting institutions with home campuses in Washington, D.C., there are numerous branches of out-of-state universities and specialized public and private research centers.

Table 8.8 Enrollment Level in Degree-Granting Postsecondary Institutions by Grade Level Category

Fall Enrollment	2000 - 2001		2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006**	
Institution	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
American University	5,701	5,075*	5,850	4,842*	5,872	5,180*	5,753	5,225*	5,811	5,381*	4,574	3,740
Catholic University of America	2,609	2,884*	2,587	2,923*	2,668	2,859*	2,759	2,981*	2,910	3,077*	3,123	966
Corcoran School of Art	332	0	372	0	688	0	636	0	641	25	na	na
Gallaudet University	1,258	431	1,200	383	1,174	400	1,193	405	1,207	425	1,138	404
George Washington University	8,837	11,690*	10,063	12,121*	10,328	12,691*	10,436	12,981*	10,967	13,125*	10,792	11,246
Georgetown University	6,418	6,009*	6,422	6,266*	6,332	6,524*	6,550	6,614*	6,522	6,711*	6,853	4,490
Howard University	6,569	3,441*	6,971	4,033*	6,892	3,625*	7,059	3,599*	7,112	3,511*	10,741	2,651
Potomac College	404	0	511	0	353	0	222	0	246	0	275	na
Southeastern University	497	561	513	469	594	392	653	341	665	270	661	211
Strayer College	1,213	212	11,673	2,336	13,397	3,059	15,972	4,166	17,915	5,752	22,275	8,462
Trinity College	895	400	930	480	1,050	595	1,011	626	968	704	na	234
University of the District of Columbia	5,008	350	5,140	316	5,180	288	5,006	235	4,966	202	5,300	na
University of the District of Columbia David A. Clarke School of Law	0	141*	0	133*	0	135*	0	183*	0	230*	na	na
Washington Theological Union	0	221*	0	194*	0	279*	0	231*	0	246*	na	141
Wesley Theological Seminary	0	384*	0	437*	0	459*	0	460*	0	409*	na	101
Total	**39,741**	**31,799**	**52,232**	**34,933**	**54,528**	**36,486**	**57,250**	**38,047**	**59,930**	**40,058**	**66,212**	**32,646**

*This total also includes students enrolled in professional school programs.
**This total represents estimated fall enrollment as reported by IPEDS.
Source: Integrated Postsecondary Education Data System, Fall Enrollment 2000-2005 (Institute of Education Statistics, US Department of Education)

Public Library

The District of Columbia Public Library (DCPL) is a dynamic source of information, programs, books and other library materials and services that improve the quality of life for everyone, from the very young to the oldest seniors. The vision of the Board of Trustees and expert staff has transformed the Library into a magnet for leisure-time activity, computer use, job searches, story hour, intellectual pursuits, help on how-to projects, conversation, creative inspiration, lectures, films and a great deal more.

A Modern Urban Library

The "new" DCPL has an impressive collection of books and magazines, many of which are available now in electronic as well as paper form (see below TABLE—What Do the Figures Show?). Anyone with a library card can log-on to the Library website from a computer within or outside of the Library, to access the list of available "e-books" and download selected titles. Many databases are available electronically as well. The first electronic database in Spanish (*Informe*), basic encyclopedias, authoritative biographies, business information and subject-specific tutoring for students (Tutor.com) are just a sampling of the diverse electronic databases that are offered at no cost to anyone with a library card. The new collection also has more DVDs and CDs. As an added service, Wi-Fi is available throughout the Library system. The number of laptops in use at all Library locations demonstrates the demand for this service.

Defined Focus Areas of Activity

What drives the infusion of new programs and services into DCPL's offerings and the revitalization of existing ones is best summarized by the following five focus areas of activity:

- **Provide excellent services for children, youth and teens** - DCPL offers children (and their caregivers) and teens age-appropriate books, electronic resources, and programs to develop and build reading skills and their enjoyment of learning. At Preschool Breakfast Clubs—held thus far at the Anacostia, Benning, and Watha T. Daniel Libraries—books are read to young children, information is given to caregivers on selecting books and reading to their children, and breakfast is enjoyed by all. The Library also employs teens year round in the "Teens of Distinction" program. The Teens of Distinction are trained in a variety of tasks, including crafting programs for their peers and creating public service announcements designed to widen teen use of DCPL.
- **Build the concept of the Library as a community place** - New libraries are being built and designed for many purposes, including small and large group meetings. The Main library is open seven days a week. Community groups that meet at Neighborhood libraries include The Coalition for Economic Empowerment, NAACP, Shakespeare Readers and Girl Scouts.
- **Expand the collection of books and other materials -** Over the last two years, the Library's collection has been evaluated and sharpened considerably to meet the public's needs. That effort has improved the speed with which new books are purchased and available and databases and downloadable books are incorporated online. The collection of CDs and DVDs has increased exponentially.
- **Broaden the availability of technology -** The number of computers for public use throughout the system has tripled in the last two years, and they are in constant use. Computer training classes, offered free of charge, have high attendance. The Library's web page has become a resource for people who wish to use the Library remotely, gain information about the Library and access electronic resources. The presence of Wi-Fi has made laptop use possible system-wide.

- **Ensure the Library's commitment to adult literacy and learning** - DCPL has a long history of involvement in adult literacy. In addition to providing resources for learners and tutors, there is free GED assistance and a computer lab for learning and practice tests. The Adult Literacy Resource Center offers referral to literacy classes and tutors. All Neighborhood libraries provide Adult Basic Education books, study materials for the GED and locations for tutors to meet with learners. Books, audiotapes and Conversation Circles are offered for those who are learning English as a second language.

Significant Capital Improvements

The city has shown its commitment to DCPL through its substantial investment in renovating and rebuilding Neighborhood libraries and re-doing some spaces in the main library, the Martin Luther King, Jr. Memorial Library. This is the first major capital improvement program in about 35 years.

Work that has been completed or is scheduled at the Neighborhood libraries is outlined below. At Martin Luther King, Jr. Memorial Library, the computer teaching center is twice its former size. The Adaptive Services Division has undergone a complete renovation that has given its specialized equipment designated space and created new meeting areas that are now used, among other things, for book discussions by deaf readers. A new gathering place, The Teen Space, is scheduled to open its doors by the end of 2009. Its design is lively, and its materials, books and programs complement the interests of young adults. New tables and chairs have been placed in small and middle-sized conference rooms at the main library because of the demand for meeting space by the public, non-profit and government-related groups. The Adult Literacy Resource Center now has a computer lab used by tutors who work with adult learners to develop reading skills and prepare for and administer practice tests for the GED.

Dates and Figures

Highlights of the story of change at DCPL can be showcased as follows:

- Renovation of the Takoma Park Library was completed in 2009.
- In 2009, the Parklands-Turner Library moved from a small kiosk into a 5,000 square-foot storefront space.
- In 2010, the new Anacostia, Benning, Watha T. Daniel/Shaw, Deanwood, Georgetown and Northwest One libraries will open.
- By 2011, D.C. residents will see new Francis A. Gregory, Washington Highlands and Tenley-Friendship Libraries.
- By 2011, Mt. Pleasant Library will have undergone major renovation, and the Petworth and Northeast Libraries will experience a number of major improvements.
- All new buildings will be environmentally friendly and efficient, and are designed to achieve LEED Silver Certification. The designs show an emphasis on open and flexible spaces; inviting displays of books, DVDs, CDs and other library materials; fun children's areas; and teen spaces that incorporate comfortable seating for reading, conversation and listening to CDs.
- Computers for use by the public throughout the system have gone from a little over 100 in 2006 to more than 500 today. New libraries will have more than 30 public access computers. All Neighborhood libraries have a minimum of 20. Free Wi-Fi is available at all libraries.
- Spending in FY 2009 for books and other library materials to enhance the collection and meet the needs of all library users was approximately $4.4 million. DCPL is focusing on reading readiness materials as a means of developing reasoning and curiosity in pre-school children. Building the habit and joy of reading
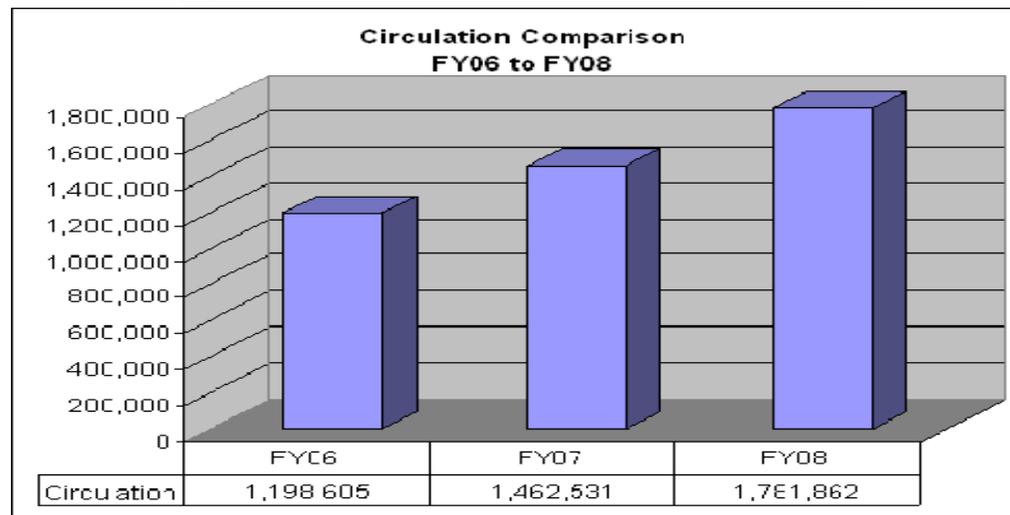
Operating Structure

DCPL is a quasi-independent agency of the District of Columbia. It reports to the Board of Library Trustees, which is composed of nine members appointed by the Mayor with the advice and consent of the Council of the District of Columbia. Trustees serve for a five-year term, and can serve for a maximum of two consecutive terms. The chief officers of DCPL meet with the D.C. Council Committee on Libraries, Parks and Recreation to answer questions in writing and verbally about Library operations, and plans and progress on capital projects. Past spending and the proposed budget are open to question and discussion during these meetings. The public is invited to provide testimony about the Library during the annual budget process. Along with other District agencies, the Library has in place a performance plan each fiscal year that is reviewed periodically during the year. The performance plan includes projected and actual "key performance indicators" for a period of five years.
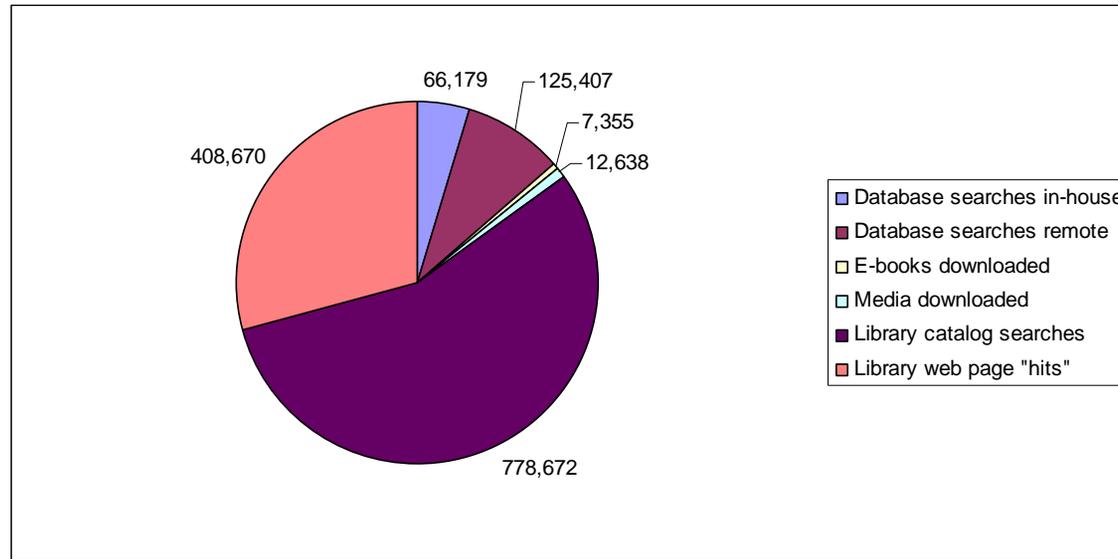
TABLE—What Do the Figures Show?

Statistical information is now being collected to reflect how people are using the Library, including whether their access to the collection is in-person or off-site ("remote") by computer. Upgraded electronic capabilities and other specific resources are new or relatively new. Over time, the figures presented below will show greater comparisons year-to-year than can be shown today. That being said, the figures tell an important story:

Figure 8.4. Materials Checked Out in FYs 2006 to 2008

Circulation Comparison FY06 to FY08

	FY06	FY07	FY08
Circulation	1,198,605	1,462,531	1,781,862

318

Total new library cards issued in FY 2008 = 152,038

Figure 8.5. Electronic resources used in FY 2008

66,179   125,407
7,355
408,670   12,638

- Database searches in-house
- Database searches remote
- E-books downloaded
- Media downloaded
- Library catalog searches
- Library web page "hits"

778,672

Arts and Humanities

The mission of the DC Commission on the Arts and Humanities (DCCAH) is to provide grants, programs and educational activities that encourage diverse artistic expressions and learning opportunities, so that all District of Columbia residents and visitors can experience the rich culture of our city. DCCAH offers a wide-range of grant programs to support practicing artists and arts organizations residing and headquartered in the District of Columbia. In partnership with the community, DCCAH promotes excellence in the arts by initiating and supporting programs, activities and policies that inspire, nurture and reflect the multi-ethnic character and cultural diversity of the District.

The DC Commission on the Arts and Humanities (DCCAH) aspires to support the very best innovative, hands-on and community-driven arts education activities for youth. Through its Arts Education Projects grant program, DCCAH funded 41 unique projects in 2009 and applauds each of the grantees for their efforts. A handful of these exceptional grantees are highlighted below.

Washington Performing Arts Society

For more than 40 years, **Washington Performing Arts Society** (WPAS) has created profound opportunities by connecting the community to artists, in both education and performance. Through live events in venues that criss-cross the landscape of the DC metropolitan area, WPAS invites all to share lifelong opportunities to deepen their cultural knowledge, enrich their lives and expand their understanding of the world through the universal language of the performing arts. Established in 1965 by impresario Patrick Hayes, the organization flourished under Douglas Wheeler from 1982 to 2002. Now with the inspired leadership of President Neale Perl, WPAS continues to be widely recognized as one of the leading presenters of the performing arts in the nation.

WPAS showcases the complete spectrum of arts in performances of the highest quality, including classical music, jazz, gospel, contemporary dance, international music and art forms, and works that bend genres in provocative ways. Embracing both the traditions of the past and the vibrant artistry of the future, WPAS is committed to commissioning world premieres on local stages to support artists' creativity. Each year, WPAS presents more than 60 performances. To make these performances accessible to the widest possible audience, WPAS presents artists in venues throughout the Washington, D.C. region, including the Kennedy Center, the Music Center at Strathmore, the Warner Theatre, Dance Place, DAR Constitution Hall, the George Washington University Lisner Auditorium, the GALA Theatre –Tivoli and many others. Set in the nation's capital and reflecting a population that hails from around the globe, these abundant offerings both ground us in the great heritages of the world and allow our imaginations to fly, evoking fresh perspectives on life. Complementing each season of performances are dynamic education programs in schools and beyond, which are a hallmark of the institution and a mainstay in our nation's capital. Through such dynamic programs as The Capital Jazz Project, Concerts In Schools, Embassy Adoption, the Feeder Memorial String Competition and the Children of the Gospel Mass Choir, WPAS touches the lives of more than 100,000 young people each year, more than 4 million students since WPAS' inception.

DC Arts and Humanities Education Collaborative

The mission of the **DC Arts and Humanities Education Collaborative** is to promote quality arts and humanities education for all DC public and charter public schools for the growth of the whole child. To accomplish this citywide effort, the DC Collaborative draws on the resources of the more than 80 arts and humanities cultural organizations that compose its membership. The three major programs of the DC Collaborative include Arts for Every Student, Professional Development Initiatives and the Arts Education Initiative. These programs enable them to:

- Offer learning opportunities in the arts and humanities to every school and every child in DC's public and chartered public schools.
- Strengthen links between DC arts and humanities organizations and the DC public and charter public schools.
- Provide all public school students with access to the region's array of rich educational resources in the arts and humanities.
- Provide educators with resources and professional learning opportunities to integrate arts and humanities instructions across the curriculum.
- Provide the arts and cultural community, parents, educators and the community at large, opportunities to advocate for the arts and keep arts education at the top of the public agenda in DC.

Sitar Arts Center

Sitar Arts Center provides young people in the District the opportunity to discover their gifts in the visual and performing arts. The Center's programs are built on the knowledge that exposure to the arts dramatically enhances learning skills, cognitive development, social awareness and self esteem. Sitar Arts Center provides multidisciplinary arts education to the children and youth of Washington, D.C. in a nurturing, creative community where young people discover their inherent talents and gifts. Fostering personal and artistic growth through the visual arts, music, drama, dance, digital arts and creative writings, the Center offers after-school, weekend and summer classes to more than 700 students a year, 80 percent of whom come from low-income households. More than 100 talented artists volunteer their time each week to teach and inspire the Center's students in a state-of-the-art facility. Together with a network of premier partnering arts organizations such as Arena Stage, Corcoran Gallery of Art, the Washington Ballet, the National Symphony Orchestra and Washington Performing Arts Society, the passionate volunteer faculty makes a lasting impact on students' lives. Bringing high-quality arts education to families who would otherwise not have these opportunities, Sitar Arts Center relies on charitable contributions to ensure that no family is ever turned away because of inability to pay.

Life Pieces to Masterpieces

Life Pieces to Masterpieces (LPTM) was founded in the summer of 1996 by youth advocate, Mary Brown and native Washingtonian and professional artist Larry B. Quick. Started primarily as an arts organization, with seven young participants on a shoestring budget, LPTM took its name from the unique style of art the participants (called apprentices) collectively created. The technique of painting canvas, cutting it into various shapes and sewing the pieces together allowed them to tell their powerful stories. This innovative form of art encouraged the apprentices to process challenging life experiences and served as a metaphor for positive development- the "masterpiece." Since its inception, LPTM has grown into a multi-faceted developmental organization whose mission is actualized on a daily basis via the use of a unique and effective four-part Human Development System (referred to as LPTM Basics). It is through these "basics"- PURPOSE, PREMISE, PROCESS and DECISION MAKING TOOL that LPTM gives rise to a generation of youth and future adults who will influence positive change and demonstrate social responsibility.

DC Youth Orchestra

The mission of the **DC Youth Orchestra** Programs is to provide a center for affordable music instruction and performance opportunities for young people ages 4 ½- 19; to develop a youth orchestra capable of competing successfully at the national and international levels; and to instill in students the discipline and focus necessary to succeed on an academic and a musical plane

Table 8.9. DC Arts and Humanities Grant Programs

Programs	Description	Grant Amounts
City Arts Projects	Encourages the growth of quality arts activities throughout the city, supports local artists, and makes arts experiences accessible to District residents.	$1,000 - $5,000
Arts Education Projects	Provides training and in-depth exploration of artistic disciplines to students from pre-K through 12th grades.	$1,000 - $5,000
Folk Arts Projects	Provides funding for artists and arts organizations practicing or supporting folk traditions.	$500 - $1,000
Hip Hop Community Arts	Funds programs that encourage the growth of quality Hip Hop arts activities.	$1,000 - $2,500
Elders Learning Through The Arts	Funds artists and arts organizations that provide training and in-depth exploration of artistic disciplines to seniors.	$500 - $5,000
Small Projects Program	Provides funds to individual artists and arts organizations for small-scale arts projects with budgets under $4,000.	$2,000
Artist Fellowship Program (Performing Arts)	Provides support for individual artists who make a significant contribution to the arts.	$5,000
Arts Teacher Fellowships (DC Public and Charter School teachers only)	Funds DC Public Schools and public charter schools to support the development and implementation of innovative teaching strategies according to DCPS Arts Content Standards.	
Young Artist Program	Funds young artists between the ages of 18 to 30 years old.	Category 1: up to $2,500 Category 2: up to $3,500
Public Art Building Communities Grants	Funds individuals and nonprofit organizations for the creation and installation of permanent public art porjects with a life span of at least five years.	$1,000 - $100,000
DC Creates Public Art	Funds the commission or purchase of works of high quality art located in public places throughout the District, including District government buildings, schools, libraries, parks, hospitals and any other sites under direct jurisdiction and stewardship of the District.	Varies by initiative
Grants-In-Aid	Funds general operating expenses and financial assistance to nonprofit arts organizations.	$3,000 - $30,000
Arts Education Projects	Provides training and in-depth exploration of artistic disciplines to students from pre-K through 12th grades.	$1,000 - $30,000
Festivals DC	Funds arts festivals or festivals with significant arts components that: encourage growth and promote awareness of quality arts activities throughout the city, support local artists, stimulate economic benefits to the community, promote a sense of community identity, and make arts experiences accessible to District residents and visitors.	$1,000 - $30,000
East of the River Arts Program	Funds targeted at Wards 7 and 8.	Category 1: up to $5,000 Category 2: up to $20,000
DC UPSTART Program	Capacity-building program for small to mid-size arts organizations.	Cohort A up to $100,000 Cohort B up to $30,000
Artists In Schools	Grants that encourage creative arts education projects in D.C. Public Schools (DCPS) and Public Charter Schools and support the development and implementation of innovative teaching strategies aligned with DCPS Arts Content Standards.	Up to $2,500
Capital Region Touring	Funds presenters to book performing artists included on the Maryland State Art Council's artist touring roster.	Up to $5,000
Cultural Facilities Program	Provides funds to help defray costs related to the improvement, expansion institutions.	$20,000 - $100,000

Table 8.10. DC Arts and Humanities FY 2009 Grantees by Ward

	Grantees by Ward	
	FY 2009 Grants	**Public Art**
Ward 1	87 Artists received a total of $2,616,439	Permanent works: 20 at a total investment of $859,392
	84 Projects were funded totaling $2,448,202	Art Bank Collection Purchases: 78 Artists/Galleries, 285 Works Purchased
	DCCAH Investment in Ward 1: $5,064,641	
Ward 2	106 Artists received a total of $3,478,838	Permanent works: 219 at a total investment of $2,350,512
	94 Projects were funded totaling $3,539,674	Art Bank Collection purchases: 58 Artists/Galleries, 206 Works Purchased (Includes Wilson Building permanent Exhibition)
	DCCAH Investment in Ward 2: $7,018,641	
Ward 3	39 Artists received a total of $787,302	Permanent works: 0
	34 Projects were funded totaling $698,339	Art Bank Collection Purchases: 67 Artists/Galleries, 321 Works Purchased
	DCCAH Investment in Ward 3: $1,485,641	
Ward 4	31 Artists received a total of $427,784	Permanent works: 8 at a total investment of $390,446
	24 Projects were funded totaling $430,000	Art Bank Collection Purchases: 30 Artists/Galleries, 155 Works Purchased
	DCCAH Investment in Ward 4: $857,784	
Ward 5	23 Artists received a total of $215,720	Permanent works: 7 at a total investment of $139,000
	22 Projects were funded totaling $185,220	Art Bank Collection Purchases: 20 Artists/Galleries, 30 Works Purchased
	DCCAH Investment in Ward 5: $400,940	
Ward 6	42 Artists received a total of $623,782	Permanent works: 27 at a total 38 investment of $1,422,200
	Projects were funded totaling $577,344	Art Bank Collection Purchases: 50 Artists/Galleries, 156 Works Purchased
	DCCAH Investment in Ward 6: $1,201,127	
Ward 7	14 Artists received a total of $270,000	Permanent works: 4 at a total investment of $227,521
	14 Projects were funded totaling $271,000	Art Bank Collection Purchases: 5 Artists/Galleries, 11 Works Purchased
	DCCAH Investment in Ward 7: $541,000	
Ward 8	16 Artists received a total of $411,136	Permanent works: 8 at a total investment of $469,717
	17 Projects were funded totaling $392,354	Art Bank Collection Purchases: 3 Artists/Galleries, 30 Works Purchased
	DCCAH Investment in Ward 8: $803,490	

Parks and Recreation

Mission

The mission of the Department of Parks is Recreation is to plan, preserve and enhance the District's open space and recreational amenities, to leverage these resources to provide a diverse array of recreational programs and to promote participation by bridging cultural, physical and economic gaps.

Department of Parks and Recreation Facilities

The District of Columbia Department of Parks and Recreation (DPR) maintains over 900 acres of parkland, and operates 61 recreation centers, nine indoor swimming pools, 19 outdoor swimming pools, five children's pools, eight spray parks, over 60 athletic fields (natural grass and artificial turf) and a large number of playgrounds, tennis courts and outdoor basketball courts across the District of Columbia. With this network of recreational assets, DPR delivers wide-ranging activities, including core activities such as summer camps, sporting events and swim lessons, as well as more specialized services like childcare, outreach to at-risk youth, therapeutic recreation and feeding programs. These activities are essential to the well-being of residents in every life stage. Collectively, DPR programs play a vital role in bringing together both families and communities. In recent years, DPR has focused on revitalizing athletic fields across the District, having installed four artificial turf athletic fields and making a significant investment in natural turf fields for baseball and soccer. DPR has also opened three public dog parks and expects to open at least two more in 2010. In June 2010, DPR will also open the new Deanwood Recreation Center, which will include recreation amenities, a leisure pool and a library.

Beyond these borders, the agency provides services for 12 DCPS schools and a number of other public and private facilities throughout the District. As a result, DPR facilities are heavily utilized by both District residents and visitors. DPR presents quality urban recreation and leisure programs and coordinates a wide variety of activities including sports leagues, youth development, general recreation programs, aquatics, environmental education, camping and activities for seniors. Adaptive and therapeutic recreation programs and facilities are also available for individuals with special needs.

Demand for recreational programs and facilities continues to grow, as the population of the District increases and there is an increased focus on healthy and active living for all age groups. Recreational demands are also being affected by cultural changes, new technology, sports and entertainment trends, and demographic shifts.

Agency Objectives FY 2009

1. Increase the number of DPR sites fully programmed by non-profit organizations
2. Increase the number of offerings for the District's special needs and senior population
3. Preserve and enhance the District's natural resources including urban forests, public open space, athletic fields and landscaped parks
4. Plan, build and maintain cost-effective quality recreational facilities

Table 8.11 – Selected DPR Key Performance Indicators					
Measure	FY 07 Actual	FY 08 Target	FY 08 YE Actual	FY 09 projection	FY 10 Projection
# of participants involved in ongoing partner-led programs	n/a	1,000	1,700	2,000	2,200
Value of grant funding for after-school programs	$0	$500,000	$750,000	$750,000	$1 mil.
Value of grant funding received from corporate sponsors	$942,805	$3 mil.	$1.4 mil.	$4 mil.	$5 mil.
% of DPR youth sports & fitness enrollments female	36%	45%	46%	50%	50%
# of DPR youth sports & fitness enrollments	6,189	12,000	8,394	16,000	20,000
# of adults sports & fitness enrollments	1,034	3,000	1,234	5,000	7,000
% of meals reimbursed	28%	50%	95%	95%	95%
# of meals served	845,565	900,000	1,126,682	1,147,138	1,160,482
% of early/before & after care slots vacant	786	774	774	800	825
% of corrective maintenance work orders closed within 30 days	44%	50%	67%	60%	70%
# of corrective maintenance work orders	1,966	2,000	2,862	1,900	1,800
# of Dog Exercise areas designed and constructed	n/a	3	2	4	2
% of ball fields serviced each 3-week cycle	n/a	100%	100%	100%	100%
# of ball fields maintained	n/a	78	80	82	83
Source: Department of Parks and Recreation FY 09 Performance Plan					