iPAC

INFORMATION POLICY & ACCESS CENTER

2013 Digital Inclusion Survey: Survey Findings and Results

July 21, 2014

by

John Carlo Bertot, Ph.D.
Co-Director and Professor
jbertot@umd.edu

Paul T. Jaeger
Co-Director and Professor

Jean Lee
Graduate Research Associate

Kristofer Dubbels
Graduate Research Associate

Abigail J. McDermott
Graduate Research Associate

Brian Real
Graduate Research Associate

Acknowledgment

Large-scale national surveys such as this involve substantial effort and support from a number of individuals and groups. While impossible to mention each person or group, we would like to acknowledge the efforts of those who provided substantial assistance.

The study team wishes to express their gratitude to the U.S. Institute of Museum and Library Services (IMLS) for their generous support of this survey through a National Leadership Grant. It would not have been possible to conduct the Digital Inclusion Survey – and related products found at digitalinclusion.umd.edu – without their support. We also would like to specifically thank Carlos Manjarres and Justin Grimes at IMLS for their service, counsel, and assistance.

The study team would also like to recognize the significant efforts of the state librarians, the state data coordinators, and other state library agency staff members. The amount of time, energy, and support that the state library community invested in this study contributed directly to the survey's high response rate – we cannot thank them enough for all of their efforts.

We also extend a debt of gratitude to all the public librarians who completed the survey. We realize that it takes a great deal of time, effort, and commitment to participate in the survey. Without your participation, we simply would not have any data. Without data, this study would have no ability to affect policy, practice, and engagement in discussions surrounding the role of public libraries in building digitally inclusive communities – which spans public access technologies, broadband, digital equity and readiness, and more. The time you take to provide the data in this report offers valuable information for national, state, and local policymakers, library advocates, researchers, practitioners, government and private funding organizations, and others to understand the impact, issues, and needs of libraries providing public access computing. The data also provide public librarians with the opportunity to advocate for the communities that they serve, particularly through new interactive tools developed as part of the study.

We are also in debt to the study's Advisory Committee (see Appendix A). These individuals assisted us in a number of key study areas including issue identification, question development, survey pretesting, pilot testing our interactive mapping and speed test tools, providing perspectives on study findings, and much more. Many thanks to all for their dedication and commitment.

We also want to thank our study partners – the American Library Association (ALA), the International City/County Management Association (ICMA), and Community Attributes International (CAI). Together, each partner enhanced the study in significant ways.

Paragon New Media also deserves mention for their significant efforts in designing, developing, and maintaining the survey website.

Finally, we wish to thank Ting Yan, Brady West and Zhe Wang of the Survey Methodology Program (SMP), Survey Research Center (SRC), and Institute for Social Research (ISR) at the University of Michigan-Ann Arbor for their work on survey design and weighting methodology.

John Carlo Bertot, Paul T. Jaeger, Jean Lee, Kristofer Dubbles, Abigail J. McDermott, & Brian Real.

iPAC
INFORMATION POLICY & ACCESS CENTER

Table of Contents

List of Figures

Recommended report citation:

Bertot, J.C., Jaeger, P.T., Lee, J., Dubbels, K., McDermott, A.J., Real, B. (2014). *2013 Digital Inclusion Survey: Survey Findings and Results*. College Park, MD: Information Policy & Access Center, University of Maryland College Park. Available at http://ipac.umd.edu/.

Introduction

The ubiquity of the Internet poses challenges and opportunities for individuals and communities alike. These challenges and opportunities, however, are not evenly distributed across or within individuals and communities. Equitable access to and participation in the online environment is essential for success in education, employment, finance, health and wellness, civic engagement, and a democratic society. And yet, communities and individuals find themselves at differing levels of readiness in their ability to access and use the Internet, robust and scalable broadband, a range of digital technologies, and digital content.

Success in an increasingly digital social and economic context requires a comprehensive approach to creating digital inclusion so as to ensure that there is opportunity for all communities and individuals regardless of geographic location, socio-economic status, or other demographic factors. Digital inclusion brings together high-speed Internet access, information and communication technologies, and digital literacy in ways that provide opportunities for individuals and communities to succeed in the digital environment. More specifically, digital inclusion means that:[1]

- All members understand the benefits of advanced information and communication technologies.
- All members have equitable and affordable access to high-speed Internet-connected devices and online content.
- All members can take advantage of the educational, economic, and social opportunities available through these technologies.

But digital inclusion also encompasses the ability of individuals to use digital technologies, create content, and more fully engage in an increasingly digital life.

The Digital Inclusion Survey addresses the efforts of a particular set of community-based institutions – public libraries – to address disparities and provide opportunity to individuals and communities by providing free access to broadband, public access technologies, digital content, digital literacy learning opportunities, and a range of programming that helps build digitally inclusive communities. Whereas previous research emphasized access to infrastructure, the Digital Inclusion Survey addresses emergent dimensions of the digital equity, and the response of libraries to these challenges. The rest of this extended summary will show the genealogy of the different aspects of digital inclusion and show a thumbnail view of the survey's findings.

Digital Divide, Equity, and Readiness

Less than a year after CERN announced that the World Wide Web protocols would be free, thereby making access to the Internet open to all, then-President Clinton would make Internet access part of his long-term political vision. In his 1994 State of the Union address he set the goal of connecting "every classroom, every clinic, every library, every hospital in America into a national information superhighway by the year 2000." From this point, Internet adoption by public libraries was rapid. In 1994, 20.9% of libraries had some type of connection to the Internet. Between 1996 and 1997, this number leapt from 44.4% to 72.3%.[2]

Yet even more basic than Internet access is access to computers themselves. Since the 1990s, libraries have made gigantic strides in addressing this infrastructural challenge. In 1997 public library *systems* averaged a mere 1.9 public access workstations. As the Digital Inclusion Survey shows, individual public library *outlets* now average over 20 public access workstations each.

As the problem of lack of access has been reduced in part due to the efforts of public libraries, issues broadly grouped under the name "digital literacy" have gained urgency. By 2004, 98.9% of all public librar-

ies offered public access to Internet connected computers[3]. But access alone is not sufficient – many users not only lack digital literacy skills, but also lack the basic resources to gain digital literacy. Compounding the problem, many potential users were unaware of the availability of these resources in the first place.

Digital Literacy

Even where computers and Internet access are available, it is not always the case that individuals have the skills to utilize these resources or even an interest in accessing the Internet.[4] Roughly 30% of the population does not have Internet access in the home because of a lack of need or interest to use the Internet; cost; inadequate computing technologies; and lack of availability of broadband services.[5] In order to in part address the disparity across populations in digital literacy, the Obama Administration launched two key initiatives: 1) the Broadband Technology Opportunity Program (BTOP) grant program, which sought to set into motion aspects of the National Broadband Plan;[6] and 2) the US Department of Commerce's DigitalLiteracy.gov website, launched in May 2011.

In addition to providing competitive funding for broadband technology build-out throughout the Nation, BTOP also included funding for sustainability and adoption. Early on, policymakers recognized that creating a national broadband infrastructure was multi-dimensional and involved technology build out, adoption, and sustainability – a key component of which was the development of digital skills at the community and individual levels.[7]DigitalLiteracy.gov sought to create a "destination for practitioners devoted to enhancing digital opportunity for all Americans."[8] The difficulty with an effort such as DigitalLiteracy.gov, however, is that as a web-based initiative, it already presupposes a fair amount of knowledge from its target audience, such as how to navigate a web browser to a website. Paradoxically, the user must know how to use websites to get to a website about how to use websites.

Whatever the challenges, the digital literacy initiative shows the Obama administration's commitment to increasing technology skills. The connectivity imperative of Clinton's 1994 State of the Union has now been supplanted by the digital literacy imperative of the Obama administration. It is important to keep in mind, however, that the digital divide has not disappeared. It is not the case that the digital divide has been bridged, and now all the emphasis ought to shift to digital literacy. Simply, with the widespread adoption of any new technology, a new digital divide emerges. For instance, as dial-up connectivity began to approach universality by the early to mid-2000s it was already being supplanted by high speed broadband – many websites, such as streaming services, required high-capacity internet connections to be usable at all. Compounding the difficulties further, the number of users sharing a broadband connection has a significant effect on the quality of the connection.

In order to address the multifaceted, multidimensional nature of both the digital divide and digital literacy, a new approach has emerged amongst library researchers and policy makers.

Digital Inclusion

While *digital divide* and *digital literacy* have entered into common use – and into discussions by policy makers – the term *digital inclusion* is still quite new. Digital inclusion is a much broader category that addresses the other two. Importantly, "digital inclusion" has been articulated specifically to address issues of opportunity, access, knowledge, and skill *at the level of policy.* Whereas discussion around the digital divide tends to focus on the access available to *individuals*, digital inclusion is meant to signal a focus on a practical, policy-driven approach that addresses the needs of *communities* as a whole. In short, digital inclusion is a

framework for assessing and considering the readiness of communities to provide access to opportunity in a digital age.

The Digital Inclusion Survey focuses on the key ways that libraries promote digital inclusion in their communities, including the provision of:

- Quality access to digital technology;
- Access to a range of digital content;
- Services and programs that promote digital literacy;
- Programs that address key community needs, such as health and wellness and education, and that promote workforce development and civic engagement.

I. Public Access Computers and Infrastructure

The first section of the Digital Inclusion Survey broadly addresses the "digital divide" in the term's original meaning. This encompasses factors affecting inclusion such as number of public access stations, internet upload and download speeds, and WiFi availability. This section also addresses how libraries are providing technology access to people with disabilities.

The digital divide between urban and rural persists in terms of public access Internet computers. While city libraries average 40.5 public access computers, rural libraries average 10.1, which is half of the overall average. Suburban libraries average 25.2 computers, while town libraries average 17.6 computers per library outlet.

In addition, city libraries report an average subscribed download speed of over 100Mbps, as compared to an average subscribed download speed of just over 21Mbps for rural public libraries. Two-thirds of libraries overall report a desire to increase broadband connectivity. However, 58.8 percent of libraries report that budgetary constraints affect their ability to increase bandwidth while slightly less than one-third of libraries report that outside entities make the decisions regarding their branch's bandwidth.

One complicating factor in broadband connectivity is the number of patrons using a connection at any given time. Although city outlets have much higher average download and upload speeds than rural or town outlets, this can be offset by the typically larger number of patrons using the connection in city outlets at any given time. The Digital Inclusion Survey introduced a voluntary speed test to capture a measure of speed at the device level – in essence a measure of the quality of service that an individual might expect while using the library's connection. Libraries conducted the test while the library was closed, thus providing a measure of the "best case" with just one device consuming broadband. One would envision different results if, for example, the average number of 40 public access computers and additional WiFi-connected devices were simultaneously using a city library's connection. 1669 libraries voluntarily ran the speed test from which this data is collected, and results are provided below. The results further point to the disparity between city and rural libraries – but are illustrative and not drawn from a representative sample.

Fig. S-1 Average Number of PACs by Locale, 2013

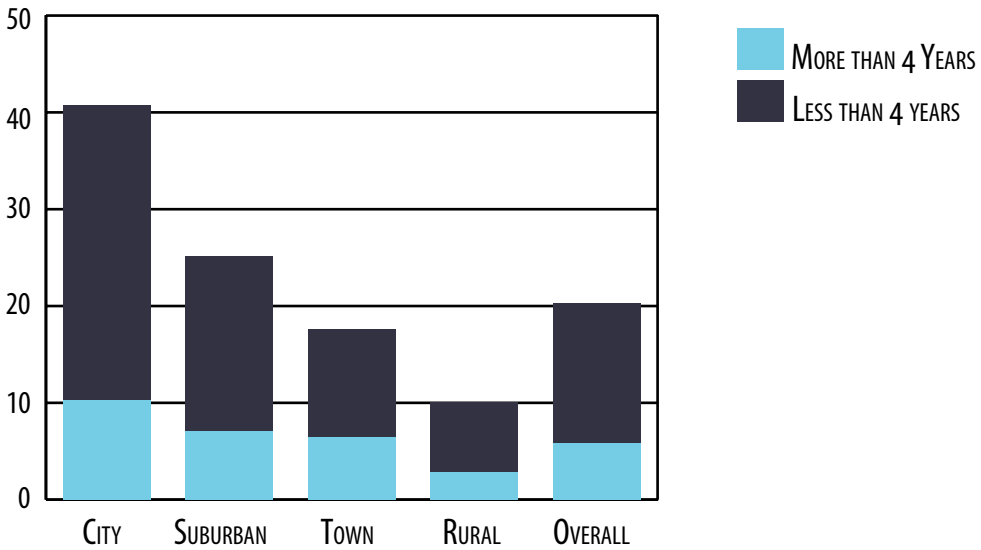
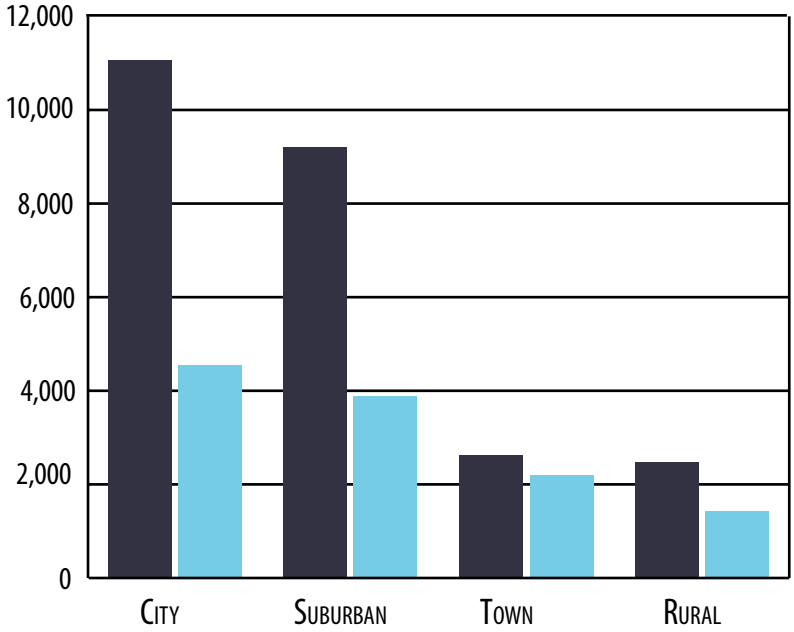


Fig. S-2 Average Internet Download Speed by Locale, 2013



Mean download speed test results:

- City: 45,474 kbps (44.4 Mbps)
- Suburb: 38,870 kbps (38.0 Mbps)
- Town: 21,893 kbps (21.4 Mbps)
- Rural: 14,298 kbps (14.0 Mbps)

Mean upload speed test results:

- City: 27,493 kbps (26.8 Mbps)
- Suburb: 24,010 kbps (23.4 Mbps)
- Town: 11,852 kbps (11.6 Mbps)
- Rural: 5,785 kbps (5.6 Mbps)

This survey also explores the adoption of a number of emerging technologies by libraries. One quarter of libraries provide patrons access to e-readers, and nearly 75 percent of libraries offer access to e-books platforms such as OverDrive for downloading and accessing e-books. One-third of libraries (33.2 percent) offer wireless printing capabilities, while 41.8 percent offer laptops for patron use. In addition, public libraries offer access to a wide range of information services and resources such as:

- All libraries (100%), either directly or through statewide licensing arrangements, offer access to online databases;

- Nearly all libraries (91.5 percent)), either directly or through statewide arrangements, offer access to digital reference services (e.g., AskUs);
- Almost all libraries(96.5 percent) offer homework assistance (e.g., Tutor.com);
- Most libraries (89.5 percent) offer access to e-books;
- A majority of libraries (55.1 percent) offer online language learning (e.g., Mango Languages, powerSpeak) and
- A majority of libraries (53.3 percent) offer workspaces for mobile workers.

In all, libraries provide a range of technology services and resources for use by the public – and there is some evidence that libraries continue to adopt new and emerging technologies such as 3D printers (1.5 percent now).

A major town-country split occurs in availability of IT support staff. Overall, three fourths (76.9 percent) of libraries have access to IT support staff. Nearly all (95.1 percent) of city libraries have access to IT support staff. A smaller number of suburban (85.2 percent) and town (77.9 percent) outlets have access to IT support. Less than two thirds (64.1 percent) of rural outlets have access to this type of staff.

A less substantial gap occurs in the number of library outlets reporting upgrades to technology-related infrastructure in the past 24 months:

- Overall, two-thirds of libraries have made upgrades;
- Nearly three-fourths (73.5 percent) of city libraries have made upgrades, contrasted with 61.2 percent of rural libraries. Suburban libraries lag slightly behind city libraries, with 70.3 percent reporting upgrades. Two thirds of town libraries have made upgrades;
- Overall, the most common upgrade was replacement of public access computers (76.8 percent);
- Roughly half of libraries have increased bandwidth or added public access computers;
- Increase in bandwidth is more common in city outlets (63.6 percent), and less common in rural outlets (49.1 percent). Both suburban and town outlets are within 1.5 percent of the overall average.

II. Digital Literacy and Training

Nearly all library outlets offer some form of technology training to patrons. A full 100% of city libraries surveyed offer either formal or informal technology training, while 98% of libraries overall offer technology training. City libraries, however, are more likely to offer formal technology training than rural and town libraries. For example, 77.6 percent of city libraries offer formal computer skills training as opposed to 57.9 percent of suburban libraries, 47.7 percent of town libraries, and 32.5 percent of rural libraries.

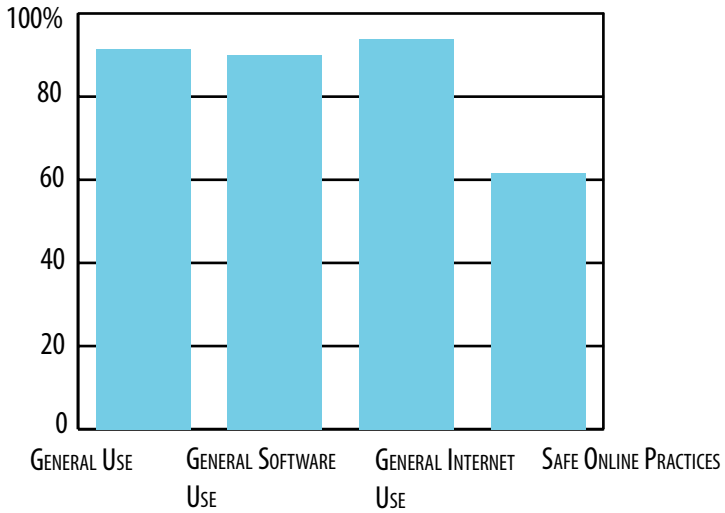
Following the general trend of library offerings, technology training offered by libraries is either nearly universal across locale, or subject to a sharp city-rural split. Nine out of ten of all locales offer general computer skills. Around this number also offer training in general computer software use, and a slightly higher number offer training in general Internet use.

By contrast, there remains a large divide between locales in offering training relating to the newest technologies. This shows a clear tendency for early adoption in city outlets, and trailed by suburban, town, and rural outlets (typically in that order). Whereas a majority of city, suburban, and town outlets offer training in general familiarity with new technologies, less than half of rural outlets do. A similar trend, though less stark, can be observed with training in social media. In general, however, few libraries offer training in a number of cutting edge technologies. Less than one in ten libraries of any locale offers training in web site development, digital content creation, or cloud computing.

Informal point of use training is the most common form of training for general computer skills (79.9 percent), general software use (82.9 percent), and Internet use (81.6 percent). This would seem to indicate that library staff make themselves available based on individual need when patrons need assistance with the most basic computing skills. While informal point of use of training is more common than formal training in almost all categories, formal training is more popular for activities that involve relatively advanced or specialized skills, such as digital photography (57.3 percent formal versus 55.4 percent informal) and web site development (37.5 percent formal versus 32.1 percent informal).

The data show that few libraries conduct any of their technology-related training in languages other than English. Only 2.2 percent of rural libraries offer this training, contrasted with 18.8 percent of city outlets. Overall, less than one in ten offer libraries offer technology training in a language other than English. Less than five percent of foreign language training was in a language other than Spanish, mostly Russian and Chinese.

Fig. S-3 Technology Training Offerings by Overall,

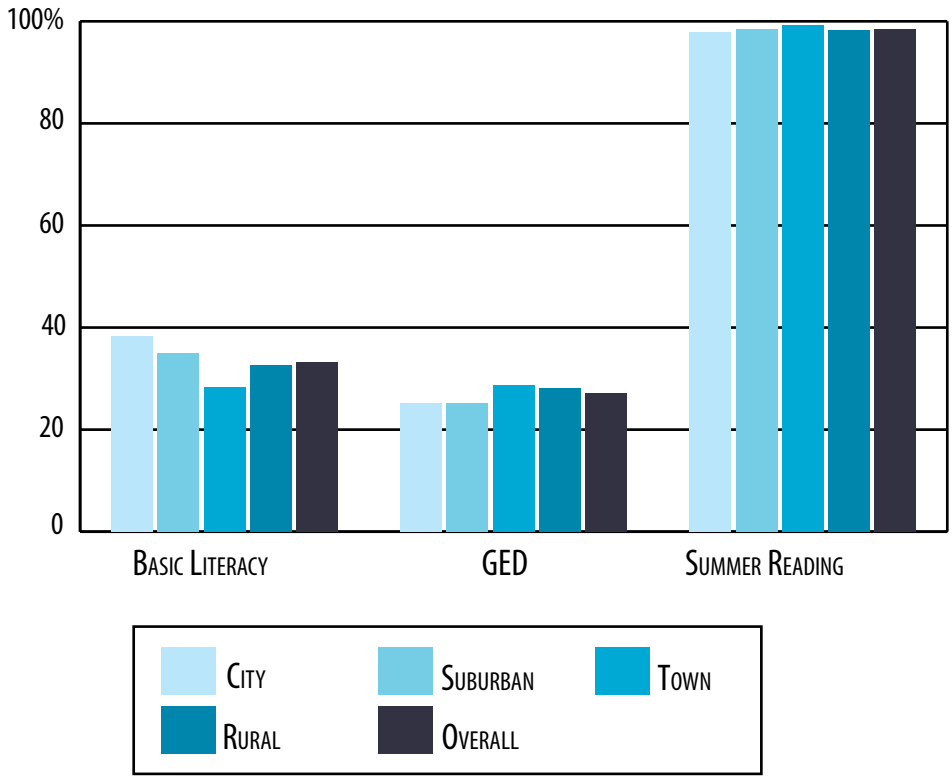


III. Library Programs, Information Sessions, Training

Education and Learning

Nearly all public libraries (99.5 percent) reported offering education and learning programs. Almost all (98.4 percent) offer summer reading programs. Around a third (33.2 percent) of all locale types offered training in basic literacy skills, while over a fourth (27.1 percent) of all libraries offered training in GED or equivalency. One in six (16.8 percent) libraries host STEM maker spaces, with a divide amongst locales. About one in four city and suburban libraries host maker spaces, compared to one in ten town and rural libraries. In all, 7.4 percent of library outlets overall offered foreign language instruction, although roughly one in ten of city, suburban, and town outlets offered this instruction.

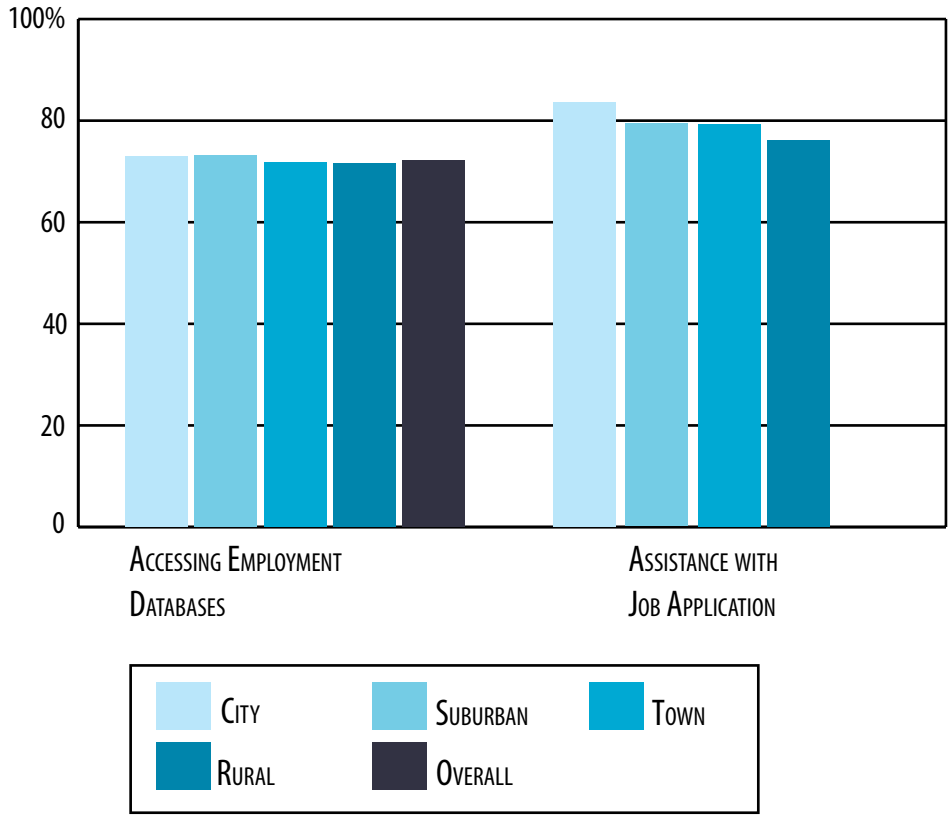
Fig. S-4 Selected Education and Learning Programs Offered by Libraries to Patrons, 2013



Economy and Workforce Development

A vast majority (95.0 percent) of libraries assist patrons with important employment resources. Nearly all libraries offer at least one workforce development program in their communities. A majority of libraries help patrons to access and to use employment databases (72.2 percent), as well as to access and use online business information resources (58.9 percent). Nearly 80 percent of libraries offer programs that aid patrons with job application, such as interview skills and resume development. One third of libraries assist patrons with application for unemployment benefits. Although workforce development programs are generally conducted by library staff, business development programs are most likely to be offered by partner organizations. 95.0 percent of all libraries offer online employment resources such as Brainfuse and JobNow.

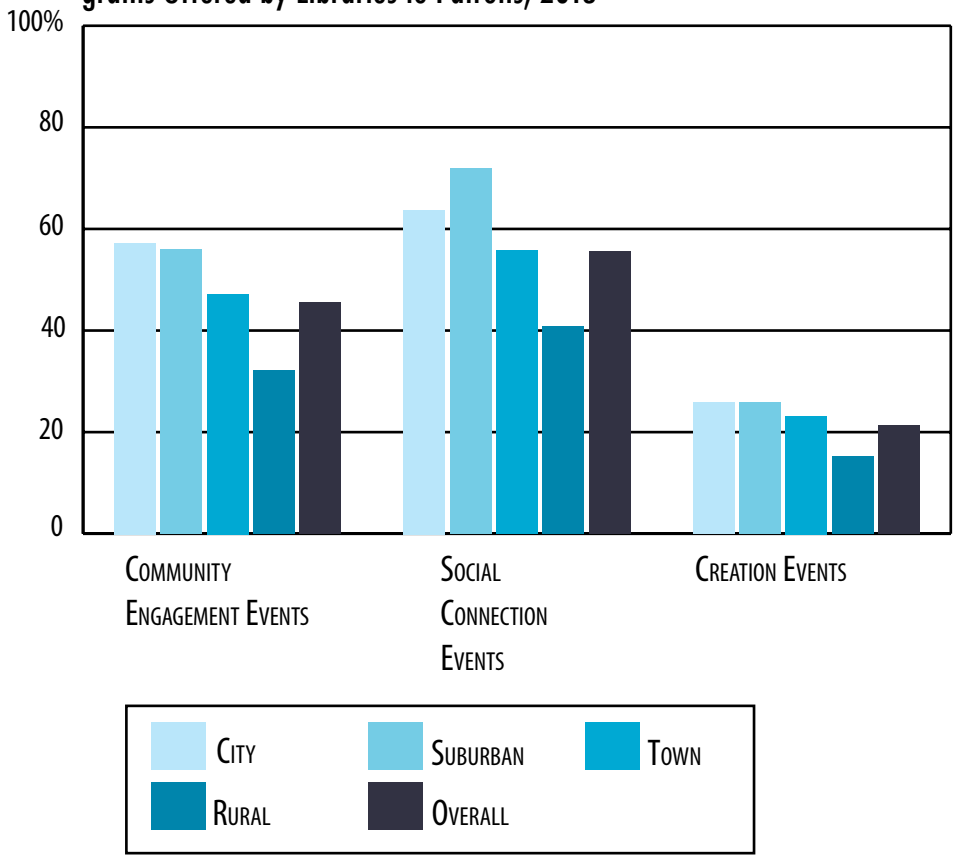
Fig. S-5 Selected Economy and Workforce Programs Offered by Libraries to Patrons, 2013



Community, Civic Engagement, and E-Government

While three-fourths of libraries overall offer community, civic engagement, or E-government programs, the survey again registers a significant gap between locales. While eighty-five percent of city outlets offer these programs, only seventy percent of both town and rural libraries offer them. Nearly all libraries offer patrons assistance in completing online government forms. One interesting finding in this area is the frequency in which libraries host social connection events: suburban (71.8 percent), city (63.7 percent), town (55.8 percent), rural (40.8 percent). Social connections events are broadly defined to include any events hosted by libraries that have social interaction as their primary aim, in contrast to programming with an educational or vocational emphasis. These might include book clubs, gaming, or other connection events. Over half of city and suburban libraries host community engagement events such as candidate forums, while less than half of town libraries and less than one-third of rural libraries host these events.

Fig. S-6 Selected Community, Civic Engagement, and E-Government Programs Offered by Libraries to Patrons, 2013

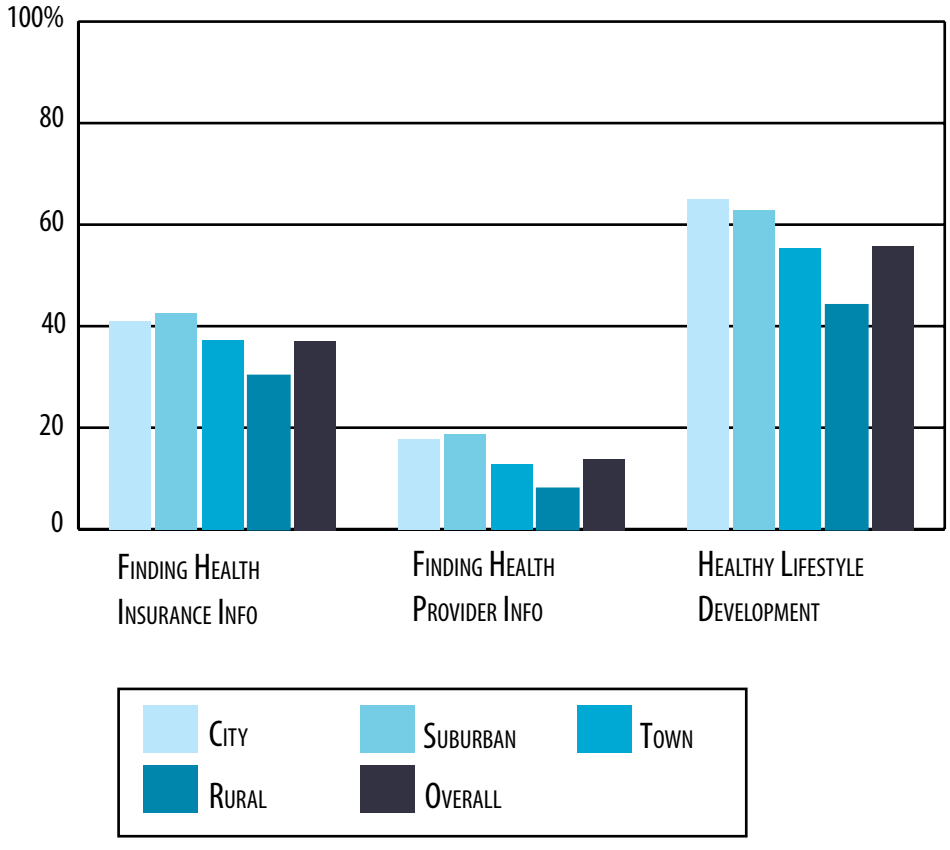


Health and Wellness

As with community, civic engagement, and E-government programs, the survey registered a gap between locales in health and wellness program offerings. Although an overall majority (57.9 percent) of libraries conduct health and wellness programs, less than half (46.3 percent) of rural libraries offer these programs, contrasted to the nearly three-fourths of suburban libraries that offer them. Overall, only one of the health and wellness programs mentioned in the survey questionnaire was offered by a majority of libraries overall. Over half (55.9 percent) of libraries offer programs that promote the development of healthy lifestyles. The average is skewed positively by city (65.0 percent) and suburban (62.8 percent) libraries, with less than half (44.2 percent) of rural libraries offering this programming.

This survey was conducted during the 2013 shutdown of the federal government and the earliest implementation stage of healthcare.gov. Presumably, this has made Internet access an even more vital aspect of healthcare access. It is likely that the numbers of library patrons using their public libraries to access healthcare information has increased since the implementation of the Affordable Care Act. As of Fall 2013, 37.3 percent of libraries offered programs that assisted patrons in finding and assessing health insurance information. A little less than one in six (14.0 percent) of library outlets offered programs that helped patrons find and assess healthcare providers. Although the general pattern of the urban-rural divide holds in health and wellness program offerings, about a fourth (23.5 percent) of libraries of all locale types bring in healthcare providers to offer limited healthcare screening services in the outlet itself.

Fig. S-7 Selected Health and Wellness Programs Offered by Libraries to Patrons, 2013



Preliminary Conclusions

From this summary of the survey's most significant findings, we get a clearer picture of how libraries have fostered digitally inclusion in their communities. Libraries offer a vast array of programs, services, and technologies to patrons, many of which would not have even been conceivable in the not-so-distant past. Libraries offer both formal and informal training for a number of digital technologies to thousands of communities across the country, many of which might otherwise simply forego the ability to either access or effectively utilize digital technology. Libraries are open, connected, and serve as a community-based access point to increasingly digital information and technology that many would not have otherwise. Moreover, libraries help individuals interact with, use, and build digital content – skills that are increasingly pre-requisites for success. In short, libraries guaranty access to opportunity and serve to build digitally ready and inclusive communities.

We also see that libraries continue to face challenges on a number of other levels. Libraries continue to face both budgetary and technical hurdles to providing high speed Internet access in their communities. Further, libraries are limited by the rapid pace of technological change and the accompanying shortage of expertise this can sometimes bring. This challenge, however, is an opportunity for libraries to develop partnerships and strong volunteer programs – evidence of which the survey shows. The rapid rate of technological is also almost certainly a determinate factor in the broad range of training programs and services that libraries offer – while a large number of library outlets offer these programs, in some domains, such as health and wellness, few libraries offer formal programs. While libraries have done much to adapt to both the vast technological and social change ushered in by the Internet over the last two decades, much more work remains open to the future.

Until the Digital Inclusion Survey, no national survey has shown in such fine-grained detail the extent to which libraries offer expertise to patrons in areas such as educational, health and wellness, and workforce development programming. These are important aspects of combatting the gaps to access, readiness, and inclusion across populations. Crucially, the findings of the Digital Inclusion Survey show the massive strides that libraries have made in providing Internet access to their communities. The new, and more ambiguous, challenge libraries face as promoters of digital inclusion is surmounting the gap in digital equity and literacy. Libraries are emerging as a key community platform for digital inclusion – one that is critical in surmounting the gap in digital equity and literacy while simultaneously moving communities forward in an increasingly digital social and economic context.

The Digital Inclusion Survey not only builds upon existing research - as with the "Public Library Funding and Technology Access Survey" before it[5] - this project will provide libraries and their advocates with high quality resources such as state-specific hand-outs, national maps with interactive visualizations, and press release and op-ed templates that allow for greater public awareness around these issues. More information about Digital Inclusion initiatives is available at http://digitalinclusion.umd.edu.

Notes:

[1] Institute of Museum and Library Services, University of Washington Technology & Social Change Group, International City/County Management Association. (2011 May). Proposed Framework for Digitally Inclusive Communities: Final Report. Washington, DC: Institute of Museum and Library Services.

[2] Bertot et al. (2004). "Public Libraries and the Internet 2004." Available at: http://plinternetsurvey.org/sites/default/files/publications/2004_plinternet.pdf.

[3] Bertot et al. (2004). "Public Libraries and the Internet 2004." Available at: http://plinternetsurvey.org/sites/default/files/publications/2004_plinternet.pdf.

[4] Federal Communication Commission. (2010). The national broadband plan: Connecting America. Washington DC: Author. Available: http://www.broadband.gov/; Bertot, J. C., Jaeger, P. T., Wahl, E. E., & Sigler, K. I. (2011). Public libraries and the Internet: An evolutionary perspective. Library Technology Reports, 47(6), 7-18.

[5] National Telecommunications and Information Agency. (2012). Exploring the Digital Nation: America's Emerging Online Experience. Washington, DC: NTIA. Available at: http://www.ntia.doc.gov/files/ntia/publications/exploring_the_digital_nation_-_americas_emerging_online_experience.pdf.

[6] Federal Communication Commission. (2010). The national broadband plan: Connecting America. Washington DC: Author. Available: http://www.broadband.gov/; Bertot, J. C., Jaeger, P. T., Wahl, E. E., & Sigler, K. I. (2011). Public libraries and the Internet: An evolutionary perspective. Library Technology Reports, 47(6), 7-18.

[7] ibid.

[8] http://www.digitalliteracy.gov/about

A Note on Methodology

The Digital Inclusion Survey collected data from libraries at the branch/outlet level. The 2013 survey used the FY2011 Public Library Survey file released in June 2013 by the U.S. Institute of Museum and Library Services (IMLS) as the sample frame for the survey, modified by:

- Removing bookmobiles;
- Removing libraries designated as closed in the file;
- Removing branches that did not have a LOCALE (urban, suburban, town, rural) designation; and
- Removing territory libraries (e.g., Puerto Rico, Virgin Islands), but including the District of Columbia.

These modifications left a total of 16,715 service outlets (branches) from which to draw a sample.

The goal of the survey was to be able to provide state and national estimates of the survey data. To do this, the study team drew a sample that considered three factors: 1) National distribution of public library branches; 2) State distribution of public library branches; and 3) Locale (aggregated into town, rural, suburban, and city) status of public library branches.

Using this approach, we drew a sample using SPSS Complex Samples of 4,840 outlets/branches.

The survey was open to all public libraries to participate. However, the national analysis conducted and presented in this report only used data from sampled libraries. The survey received 3,392 responses from sampled libraries, for a 70.1% response rate. Weighted analysis was used to present national estimates (see Appendix B for additional detail).

Self-Reported Data

It is important to note that the data reported in the ensuring pages are self-reported by libraries. To the extent possible (i.e., checking for outliers, seeking corrections from libraries for outlier data), the study team sought to ensure valid and reliable data for analysis purposes.

National Tables

Sampling Data

Figure 1: Public Library Outlets and Survey Responses, by Locale		
Locale Code	**Sampled Responding Outlets as a Proportion of Sampled Survey Respondents**	**Distribution of Library Outlets as a Proportion of National Population**
City	14.2% (481 of 3392)	16.6% (2778 of 16715)
Suburb	22.5% (764 of 3392)	23.2% (3881 of 16715)
Rural	46.4% (1575 of 3392)	40.3% (6742 of 16715)
Town	16.8% (572 of 3392)	19.8% (3314 of 16715)
Overall	**100.0%** (3392 of 3392)	**100.0%** (16715 of 16715)
Overall Response Rate = 70.1%		

Figure 1 shows the rate at which the four different locale types responded to the survey. Rural responses (46.4 percent) were highest.

Public Access Technology & Infrastructure

Figure 2: Number of Public Access Internet Workstations (Including Laptops), by Average Age, and Locale Code					
	Average Number of Public Access Internet Workstations				
Average Age	**City**	**Suburban**	**Town**	**Rural**	**Overall**
4 years old or less	30.1 (n=2748)	18.0 (n=3833)	11.1 (n=3491)	6.5 (n=6640)	14.0 (n=15500)
More than 4 years old	10.2 (n=2748)	6.8 (n=3833)	6.5 (n=3491)	2.9 (n=6640)	5.8 (n=15500)
Overall	40.2 (n=2748)	24.8 (n=3833)	17.6 (n=3491)	9.4 (n=6640)	19.8 (n=15500)
Weighted missing values, n=1212					

Overall, Figure 2 shows that libraries have an average of 14.4 public access Internet workstations that were 4 years old or newer and 5.9 workstations that were older than 4 years for a total of 20.2 public access workstations. City libraries have an average of 40.5 public access Internet workstations, with 30.4 public access workstations that were newer than or equal to 4 years old and 10.3 workstations that were older than 4 years. Suburban libraries have an average of 25.2 public access Internet workstations, with 18.1 public access workstations that were 4 years old or newer and 7.1 workstations that were older than 4 years. Town libraries have an average of 11.1 public access Internet workstations that were 4 years old or newer and 6.5 workstations that were older than 4 years for a total of 17.6 public access workstations. Rural libraries had the smallest average number of workstations, with 10.1 public access workstations.

Figure 3: Public Library Outlets Reporting Daily Wait Times for Public Access Computers, by Locale Code

	Locale Code				
Wait Times	**City**	**Suburban**	**Town**	**Rural**	**Overall**
Yes	62.1% (n=1708)	38.3% (n=1469)	35.4% (n=1237)	24.0% (n=1594)	35.9% (n=6008)
No	32.0% (n=881)	55.0% (n=2109)	59.8% (n=2088)	70.6% (n=4689)	58.4% (n=9767)
Don't Know	5.8% (n=160)	6.7% (n=255)	4.8% (n=166)	5.4% (n=357)	5.6% (n=938)
Weighted missing values, n=0					

As Figure 3 shows, 35.9 percent of overall public library respondents reported that patrons experienced daily wait times for public access computers, 58.4 percent reported that patrons did not experience wait times, while 5.6 percent were unsure. The percentage of city public libraries that reported wait times was 62.1 percent, while 38.3 percent of suburban libraries, 35.4 percent of town public libraries, and 24.0 percent of rural libraries reported wait times. Generally, wait times appear to be experienced more often as the density of the population of a library location increases.

Figure 4: Public Library Outlets Offering Public Wireless Internet Access (WiFi), by Locale Code

Locale Code				
City	**Suburban**	**Town**	**Rural**	**Overall**
99.2% (n=2727)	99.3% (n=3808)	98.3% (n=3432)	95.3% (n=6328)	97.5% (n=16295)
Weighted missing values, n=0 *Table only displays percentages for affirmative responses.*				

Figure 4 shows that a significant majority of public libraries now offer WiFi, with this total reaching 97.5 percent of locations. This is an increase over the results of the 2011-2012 Public Library Funding Technology and Access Survey (PLFTAS), which noted 90.5 percent of public libraries provided WiFi access to patrons. While rural libraries still lag behind more populated areas, these outlets have experienced an 8 percent increase over the 2011-2012 PLFTAS study.

Figure 5: Public Library Outlets Subscribed Download Speed, by Locale Code, in Kilobits Per Second

	Download Speeds					
Locale Code	**Mean Speed**	**Median Speed**	**Minimum Speed**	**Maximum Speed**	**Don't Know**	**Not Provided by Provider**
City	109,213 kbps (n=1986)	29,696 kbps (n=1986)	1,229 kbps (n=1986)	3,072,000 kbps (n=1986)	12.5% (n=285)	*
Suburban	89,430 kbps (n=2124)	20,480 kbps (n=2124)	512 kbps (n=2124)	1,048,576 kbps (n=2124)	25.1% (n=736)	1.9% (n=57)
Town	25,262 kbps (n=1886)	10,240 kbps (n=1886)	768 kbps (n=1886)	512,000 kbps (n=1886)	24.7% (n=637)	2.0% (n=50)
Rural	21,562 kbps (n=2748)	6,738 kbps (n=2748)	100 kbps (n=2748)	1,048,576 kbps (n=2748)	31.4% (n=1300)	2.0% (n=85)
Overall	58,754 kbps (n=8745)	11,080 kbps (n=8745)	100 kbps (n=8745)	3,072,000 kbps (n=8745)	24.8 % (n=2959)	1.7% (n=205)

Weighted missing values, n=0*
Key: *: insufficient data to report
1024 Kbps=1Mbps
* A large percentage of libraries reported "don't know" or "not provided by provider" to this question, thus responses are not technically missing a survey response. However, download broadband connectivity was not reported for large numbers of libraries (n=2959, weighted).

Figure 5 shows the trends in Internet connection download speeds for public library outlets within the United States. The average download speed for public libraries in the United States increases with the size of the corresponding population base. The mean speed for city libraries is in 106.6 Mbps, while rural libraries average less than a quarter of this speed at 21 Mbps. More than half of all city libraries have median Internet connection speeds at or in excess of 29 Mbps, while half of all rural libraries have median connection speeds of 6.6 Mbps or less. By comparison, suburban libraries have median speeds of 20 Mbps and town libraries have a median of 10 Mbps.

Figure 6: Public Library Outlets Subscribed Upload Speed, by Locale Code, in Kilobits Per Second

	Upload Speeds					
Locale Code	**Mean Speed**	**Median Speed**	**Minimum Speed**	**Maximum Speed**	**Don't Know**	**Not Provided by Provider**
City	101,209 kbps (n=1986)	20,480 kbps (n=1986)	1,024 kbps (n=1986)	3,072,000 kbps (n=1986)	12.5% (n=285)	*
Suburban	80,460 kbps (n=2135)	10,240 kbps (n=2135)	256 kbps (n=2135)	1,048,576 kbps (n=2135)	25.1% (n=736)	2.0% (n=58)
Town	16,508 kbps (n=1895)	5,120 kbps (n=1895)	215 kbps (n=1895)	512,000 kbps (n=1895)	24.7% (n=637)	2.0% (n=50)
Rural	17,341 kbps (n=2743)	3,072 kbps (n=2743)	100 kbps (n=2743)	1,048,576 kbps (n=2743)	31.7% (n=1313)	2.0% (n=85)
Overall	51,559 kbps (n=8760)	10,240 kbps (n=8760)	100 kbps (n=8760)	3,072,000 kbps (n=8760)	24.9 % (n=2971)	1.7% (n=206)

Weighted missing values, n=0*
Key: *: insufficient data to report
1024 Kbps=1Mbps

Figure 6 shows the trends in Internet connection upload speeds for public library outlets within the United States. These results are similar to those described for download speeds in Figure 5, above. City libraries have an average speed of 98.8 Mbps, which is more than five times the average speed of 16.9 Mbps for rural libraries. City libraries have a median upload speed of 20 Mbps, versus 10 Mbps for suburban libraries, 5 Mbps for town libraries, and 3 Mbps for rural libraries. In addition, a large percentage of libraries reported "don't know" or "not provided by provider" to this question, thus responses are not technically missing a survey response. However, upload broadband connectivity was not reported for a large numbers of libraries (n=2971, weighted).

Speed Test Results

As part of the survey, we included a speed test tool that asked libraries to go to a public access computer or connect via a WiFi-enabled device while the libraries were closed to ensure a uniform methodology. We did not sample for this, but rather made the tool available on a voluntary basis. We had 1669 libraries run the speed test. The below are for ***illustrative*** purposes to get some sense of the user experience.

Mean download speed test results

- City: 45,474 kbps (44.4 Mbps)
- Suburb: 38,870 kbps (38.0 Mbps)
- Town: 21,893 kbps (21.4 Mbps)
- Rural: 14,298 kbps (14.0 Mbps)

Mean upload speed test results

- City: 27,493 kbps (26.8 Mbps)
- Suburb: 24,010 kbps (23.4 Mbps)
- Town: 11,852 kbps (11.6 Mbps)
- Rural: 5,785 kbps (5.6 Mbps)

These results reflect conducting the speed test with one device. One would envision different results with the library open and multiple computers/WiFi connected devices using the library's connection simultaneously.

Figure 7: Public Library Outlets Reporting Fiber Optic Internet Connection, by Locale Code

Locale Code				
City	**Suburban**	**Town**	**Rural**	**Overall**
58.4% (n=1605)	50.2% (n=1926)	34.9% (n=1219)	26.7% (n=1771)	39.0% (n=6521)

Weighted missing values, n=0
Table only displays percentages for affirmative responses.

Figure 7 shows the availability of fiber optic Internet connectivity at libraries throughout the country, with 58.4 percent of city libraries reporting the availability of such networks at more than twice that of rural libraries (26.7 percent). This supports that Internet providers' need to reliably serve greater population

bases in major population centers, and less populated areas may not have the same quality of infrastructure as their urban counterparts. 2689 of respondents noted that they did not know if their institution had fiber optic Internet. This ranged from a high of 21.3 percent for rural libraries and a low of 8.8 percent for city libraries, with 13.4 percent of suburban and 15.0 percent of town libraries reporting they were uncertain of their connection type. While this uncertainty may alter the figures above, it is still clear that the likelihood of a library having access to fiber optic Internet increases significantly with the size of its population base.

Figure 8: Public Library Outlets Reporting a Desire to Increase Broadband Connectivity, by Locale Code

Locale Code				
City	**Suburban**	**Town**	**Rural**	**Overall**
70.8% (n=1946)	65.6% (n=2516)	70.1% (n=2446)	62.4% (n=4142)	66.1% (n=11050)

Weighted missing values, n=0
Table only displays percentages for affirmative responses.

As Figure 8 shows, 66.1 percent of overall public library respondents reported a desire to increase broadband connectivity. 70.8 percent of city public libraries reported a desire for increased broadband, while the percentage of suburban libraries was 65.6 percent, 70.1 percent for town public libraries, and 62.4 percent for rural libraries that desired increased broadband connectivity.

Figure 9: Factors that affect the ability of Public Library Outlets to Increase Broadband Connectivity (1 = Strongly Disagree, 5 = Strongly Agree)

	Overall					
Factors Affecting Broadband	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
This is the maximum speed available to the library branch	26.3% (n=2903)	24.6% (n=2714)	8.1% (n=893)	18.1% (n=1998)	12.5% (n=1377)	10.6% (n=1167)
The library cannot afford the cost of increasing the branch's bandwidth	9.5% (n=1046)	10.9% (n=1208)	16.0% (n=1764)	30.0% (n=3317)	28.8% (n=3186)	4.8% (n=529)
City/county/other entities makes decisions regarding the branch's bandwidth	34.7% (n=3830)	20.2% (n=2235)	11.2% (n=1236)	14.4% (n=1590)	16.1% (n=1783)	3.4% (n=377)
The library does not have the technical knowledge to increase the bandwidth in the branch	42.7% (n=4722)	31.2% (n=3444)	10.2% (n=1126)	8.2% (n=903)	4.3% (n=477)	3.4% (n=379)
Other	91.3% (n=10091)	*	1.3% (n=141)	2.6% (n=283)	1.7% (n=191)	2.3% (n=257)

Weighted missing values, n=0*
Key: *: insufficient data to report
* Other factors affecting broadband was not reported for less than 1.0% of libraries (n=68).

As Figure 9 shows, among factors reported as affecting broadband connectivity by survey respondents who reported a desire to increase broadband: being unable to afford the cost of increasing bandwidth is considered the biggest; followed by the current speed being the maximum speed available; other entities making decisions regarding the branch's bandwidth; not having the technical knowledge to increase the bandwidth; or another unnamed factor.

- 58.8 percent agreed or strongly agreed that the library branch was unable to afford the cost of increasing their bandwidth, while 20.4 percent disagreed or strongly disagreed.
- 30.6 percent agreed or strongly agreed that the current bandwidth was the maximum speed available, while 50.9 percent disagreed or strongly disagreed that this was a factor.
- 30.5 percent agreed or strongly agreed that a factor affecting their broadband connectivity was that other entities made decisions regarding the branch's bandwidth, while 54.9 percent disagreed or strongly disagreed.
- 12.5 percent agreed or strongly agreed that the library did not have the technical knowledge to increase its bandwidth, while 73.9 percent disagreed or strongly disagreed that this was a factor.
- 91.3 percent strongly disagreed that other factors affected their broadband connectivity.

Figure 10: Factors that affect the ability of Public Library Outlets to Increase Broadband Connectivity (1 = Strongly Disagree, 5 = Strongly Agree)

	City					
Factors Affecting Broadband	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
This is the maximum speed available to the library branch	32.1% (n=624)	26.2% (n=510)	6.7% (n=130)	22.0% (n=427)	8.8% (n=171)	4.3% (n=83)
The library cannot afford the cost of increasing the branch's bandwidth	11.2% (n=218)	12.7% (n=247)	22.4% (n=436)	26.2% (n=510)	24.9% (n=485)	2.6% (n=50)
City/county/other entities makes decisions regarding the branch's bandwidth	29.5% (n=574)	19.2% (n=374)	12.4% (n=242)	12.6% (n=246)	22.5% (n=437)	3.7% (n=72)
The library does not have the technical knowledge to increase the bandwidth in the branch	55.9% (n=1088)	34.5% (n=671)	3.8% (n=74)	2.6% (n=51)	1.2% (n=23)	2.0% (n=39)
Other	90.2% (n=1740)	*	*	3.2% (n=61)	2.3% (n=44)	3.7% (n=72)

Key: *: insufficient data to report

Figures 10 to 13 detail the extent to which factors are thought to affect broadband connectivity, as reported by public library survey respondents according to their associated locale (city, suburban, town, rural). In general, the locale breakdowns conform to the pattern of the overall table (see Figure 9). Cost appears to be one of the biggest factors affecting broadband connectivity across all libraries, while libraries also maintain that lacking the technical knowledge to increase the bandwidth is not a factor. 51.1 percent of city public libraries agreed or strongly agreed that the library branch was unable to afford the cost of increasing their bandwidth, while 23.9 percent disagreed or strongly disagreed. 53.5 percent of suburban public libraries, 62.3 percent of town public libraries, 63.8 percent of rural public libraries agreed or strongly agreed that the library branch was unable to afford the cost of increasing their bandwidth. 90.4 percent of city libraries, 74.7 percent of suburban libraries, 67.2 percent of town libraries, and 69.6 percent of rural libraries disagreed or strongly disagreed that the library did not have the technical knowledge to increase its bandwidth. More libraries tended to disagree or strongly disagree than agree and strongly agree that the current bandwidth was the maximum speed available or that other entities making decisions regarding the branch's bandwidth was a factor, although for rural libraries, the current speed being the maximum was more even (36.6 percent for agreement vs. 42.2 percent for disagreement).

Figure 11: Factors that affect the ability of Public Library Outlets to Increase Broadband Connectivity (1 = Strongly Disagree, 5 = Strongly Agree)

	Suburban					
Factors Affecting Broadband	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
This is the maximum speed available to the library branch	36.3% (n=913)	25.0% (n=629)	7.1% (n=179)	13.2% (n=332)	7.8% (n=196)	10.6% (n=267)
The library cannot afford the cost of increasing the branch's bandwidth	12.6% (n=318)	12.1% (n=304)	15.7% (n=395)	31.5% (n=792)	22.0% (n=554)	6.1% (n=153)
City/county/other entities makes decisions regarding the branch's bandwidth	37.1% (n=934)	19.0% (n=479)	9.2% (n=231)	14.1% (n=354)	18.2% (n=458)	2.4% (n=60)
The library does not have the technical knowledge to increase the bandwidth in the branch	49.8% (n=1254)	24.9% (n=627)	9.7% (n=244)	7.4% (n=187)	4.1% (n=104)	4.0% (n=100)
Other	89.6% (n=2242)	*	2.1% (n=52)	3.9% (n=97)	2.9% (n=72)	1.4% (n=35)

Key: *: insufficient data to report

Figure 12: Factors that affect the ability of Public Library Outlets to Increase Broadband Connectivity (1 = Strongly Disagree, 5 = Strongly Agree)

	Town					
Factors Affecting Broadband	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
This is the maximum speed available to the library branch	23.9% (n=585)	24.9% (n=608)	9.7% (n=238)	17.8% (n=435)	12.1% (n=296)	11.6% (n=283)
The library cannot afford the cost of increasing the branch's bandwidth	7.7% (n=189)	10.0% (n=245)	13.7% (n=336)	31.1% (n=761)	31.2% (n=762)	6.3% (n=153)
City/county/other entities makes decisions regarding the branch's bandwidth	33.3% (n=816)	21.7% (n=532)	13.2% (n=324)	14.2% (n=348)	14.6% (n=358)	2.8% (n=69)
The library does not have the technical knowledge to increase the bandwidth in the branch	33.3% (n=814)	33.9% (n=828)	12.1% (n=297)	10.5% (n=256)	5.9% (n=145)	4.3% (n=106)
Other	91.3% (n=2210)	*	2.2% (n=54)	2.2% (n=53)	1.2% (n=30)	2.7% (n=66)

Key: *: insufficient data to report

Figure 13: Factors that affect the ability of Public Library Outlets to Increase Broadband Connectivity (1 = Strongly Disagree, 5 = Strongly Agree)

	Rural					
Factors Affecting Broadband	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
This is the maximum speed available to the library branch	18.9% (n=781)	23.3% (n=966)	8.3% (n=345)	19.4% (n=804)	17.2% (n=714)	12.9% (n=533)
The library cannot afford the cost of increasing the branch's bandwidth	7.7% (n=321)	9.9% (n=411)	14.4% (n=597)	30.3% (n=1254)	33.5% (n=1386)	4.2% (n=173)
City/county/other entities makes decisions regarding the branch's bandwidth	36.4% (n=1506)	20.5% (n=851)	10.6% (n=439)	15.5% (n=642)	12.8% (n=529)	4.2% (n=176)
The library does not have the technical knowledge to increase the bandwidth in the branch	37.8% (n=1566)	31.8% (n=1318)	12.3% (n=511)	9.9% (n=409)	4.9% (n=205)	3.2% (n=133)
Other	94.4% (n=3898)	---	*	1.7% (n=72)	1.1% (n=46)	2.0% (n=84)

Key: *: insufficient data to report, --- : no data to report

Figure 14: Technologies that Public Library Outlets Make Available to Patrons, by Locale Code

	Locale Code				
Resources Offered	City	Suburban	Town	Rural	Overall
Color printer(s)	100.0% (n=2748)	96.3% (n=3693)	67.2% (n=2346)	97.0% (n=6444)	91.1% (n=15231)
Large-format printer(s)	6.0% (n=166)	9.2% (n=352)	12.3% (n=430)	10.3% (n=685)	9.8% (n=1633)
3-D printer(s)	1.6% (n=45)	3.3% (n=126)	1.5% (n=54)	*	1.5% (n=254)
Wireless printing	34.9% (n=960)	37.9% (n=1453)	28.1% (n=982)	32.5% (n=2155)	33.2% (n=5550)
Scanner(s)	46.9% (n=1288)	54.5% (n=2086)	60.2% (n=2102)	58.6% (n=3893)	56.1% (n=9369)
Laptop(s)	38.2% (n=1051)	43.7% (n=1675)	43.5% (n=1519)	41.3% (n=2745)	41.8% (n=6990)
Tablet computer(s) (e.g., iPads, Chromebooks)	20.2% (n=554)	22.6% (n=865)	14.0% (n=488)	12.9% (n=856)	16.5% (n=2,763)
E-reader(s) (e.g., Kindle, Nook)	20.5% (n=563)	30.9% (n=1185)	24.5% (n=854)	24.8% (n=1646)	25.4% (n=4248)
Cross-platform e-book access platforms (e.g., 3M Cloud Library, OverDrive)	82.7% (n=2274)	85.2% (n=3265)	74.0% (n=2585)	62.7% (n=4160)	73.5% (n=12284)
Recreational gaming console(s) (e.g., Xbox, PlayStation, DS)	24.5% (n=674)	18.4% (n=704)	12.6% (n=439)	9.3% (n=617)	14.6% (n=2434)
Smart technology object(s) (e.g., LittleBits, Arduino)	22.0% (n=604)	24.0% (n=919)	12.8% (n=446)	8.2% (n=544)	15.0% (n=2513)
Digital display(s) (e.g., Christie MicoTiles, digital signage, touch screen displays)	33.4% (n=918)	28.6% (n=1095)	14.0% (n=488)	10.2% (n=679)	19.0% (n=3180)
Development technology/ies (e.g., sandbox machines, maker/creator spaces)	3.7% (n=103)	4.7% (n=181)	2.9% (n=100)	1.5% (n=98)	2.9% (n=482)
Audio/visual editing common(s) (e.g., media production center)	5.3% (n=145)	5.1% (n=195)	4.0% (n=139)	2.4% (n=160)	3.8% (n=639)
Other	8.9% (n=244)	9.0% (n=345)	8.4% (n=292)	5.6% (n=375)	7.5% (n=1256)

Weighted missing values, n=0*
Key: *: insufficient data to report
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.
* Scanners offered was not reported for less than 1.0% of libraries (n=5).

Figure 14 depicts the different technologies public library outlets make available for patron use. The most frequently offered technology, after color printer(s) at 91.1 percent, are cross-platform e-book access platforms (e.g., 3M, Cloud Library, Overdrive), with 73.5 percent of all libraries responding to the survey offering this service technology to patrons. Over half of all libraries also offer scanners (56.1 percent). Town libraries have the lowest access to color printers (67.2 percent), while city libraries have the highest (100.0 percent). An overall low number of libraries offer development technologies (ranging from 1.5 percent to 4.7 percent). A higher number of city (22.0 percent) and suburban (24.0 percent) libraries offer smart technology and digital displays (33.4 percent and 28.6 percent, respectively). A small number of all outlet types offer audio/visual editing commons (ranging from 2.4 percent to 5.3 percent).

Figure 15: Technology Services and Resources that Public Library Outlets Make Available to Patrons, by Locale Code

	Locale Code				
Services and Resources Offered	City	Suburban	Town	Rural	Overall
Digital/virtual reference (e.g., by library staff and/or service such as QuestionPoint)	96.7% (n=2656)	95.8% (n=3672)	90.1% (n=3147)	87.8% (n=5824)	91.5% (n=15299)
Licensed databases (includes e-reference resources such as GVRL)	100.0% (n=2748)	100.0% (n=3833)	100.0% (n=3491)	100.0% (n=6640)	100.0% (n=16712)
E-books	95.7% (n=2631)	96.7% (n=3705)	90.5% (n=3161)	82.2% (n=5461)	89.5% (n=14958)
Online homework assistance (e.g., tutor.com)	100.0% (n=2748)	97.6% (n=3740)	95.3% (n=3328)	95.0% (n=6309)	96.5% (n=16125)
Online job/employment resources (e.g., Brainfuse, JobNow)	98.7% (n=2711)	94.4% (n=3620)	96.3% (n=3364)	94.6% (n=6283)	95.6% (n=15978)
Online language learning (e.g., Mango Languages, powerSpeak)	82.4% (n=2263)	69.8% (n=2674)	47.9% (n=1671)	39.1% (n=2597)	55.1% (n=9205)
Digitized special collection(s) (e.g., postcards, local historical documents)	69.7% (n=1917)	46.0% (n=1765)	40.7% (n=1420)	34.0% (n=2256)	44.0% (n=7358)
Free video conferencing service(s) (e.g., Skype, Google Hangout)	22.4% (n=617)	17.9% (n=688)	22.1% (n=771)	24.6% (n=1632)	22.2% (n=3708)
Subscribed video conferencing service(s) (e.g., WebEx, GoToMeeting)	8.0% (n=220)	5.2% (n=198)	6.8% (n=236)	9.3% (n=615)	7.6% (n=1269)
Print on Demand (POD) (e.g., Espresso Book Machine, Xerox DocuTech)	4.0% (n=109)	1.1% (n=43)	1.6% (n=56)	1.3% (n=88)	1.8% (n=296)
Mobile device-enabled website (e.g., designed for use by smartphones, tablets)	58.3% (n=1602)	55.7% (n=2136)	34.5% (n=1204)	26.3% (n=1749)	40.0% (n=6691)
Mobile apps (e.g., iPhone, iPad, Android) to access library services and resources	64.7% (n=1777)	52.8% (n=2023)	37.5% (n=1310)	30.2% (n=2006)	42.6% (n=7116)
Scanned codes (e.g., QR codes or Microsoft Tag codes)	41.4% (n=1139)	34.4% (n=1317)	18.5% (n=645)	15.0% (n=999)	24.5% (n=4100)
Collaborative and group work software (e.g., TeamSpot, SharePoint)	7.1% (n=195)	2.9% (n=113)	1.9% (n=66)	3.4% (n=228)	3.6% (n=602)
Work space(s) for mobile workers	46.0% (n=1264)	58.3% (n=2233)	54.2% (n=1894)	52.9% (n=3512)	53.3% (n=8903)
Other	*	2.9% (n=112)	1.3% (n=45)	1.0% (n=67)	1.4% (n=232)

Weighted missing values, n=0*
Key: *: insufficient data to report
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.
* Other services and resources offered was not reported for less than 1.0% of libraries (n=62).

Figure 15 depicts the different technology-related services and resources that public library outlets make available for patrons. The most frequently offered services or resources, after licensed databases (100.0 percent), is online homework assistance, with 96.5 percent of all libraries responding to the survey offering this service to patrons. This is followed by online job/employment resources (95.6 percent), digital/virtual reference (91.5 percent), and e-books (89.5 percent). Over half of all libraries also offered online language learning (55.1 percent) and work spaces for mobile workers (53.3 percent). City libraries reported the highest percentage of libraries offering mobile-device enabled websites (58.3 percent) and mobile apps (e.g., iPhone, iPad, Android) to access library services and resources (64.7 percent), but the lowest percent

in offering work spaces for mobile workers (46.0 percent). An overall low number of libraries offer collaborative and group work software (ranging from 1.9 percent to 7.1 percent). A higher number of rural libraries offered free (24.6 percent) or subscribed (9.3 percent) video conferencing services than other locale types.

Figure 16: Public Library Outlets Offering Technologies and Resources that Comply with the Americans with Disabilities Act, By Locale Code

	Overall			
Technologies and Resources	Yes	No	Don't Know	Not Available at this Branch
The library's public access computers	72.3% (n=12090)	9.4% (n=1576)	17.7% (n=2959)	*
The library's laptops	29.8% (n=4976)	12.5% (n=2096)	13.5% (n=2253)	44.2% (n=7388)
The library's mobile devices (e.g., e-book readers, tablets)	22.7% (n=3787)	12.2% (n=2042)	13.8% (n=2299)	51.3% (n=8581)
The library's printers/scanners/copy machines	55.0% (n=9191)	14.1% (n=2354)	28.2% (n=4709)	2.7% (n=459)
The library's Website	55.1% (n=9207)	12.0% (n=2012)	29.8% (n=4985)	3.0% (n=508)
The licensed resources used by the library (e.g., Gale Cengage, EBSCO, online services)	48.9% (n=8176)	7.4% (n=1241)	37.5% (n=6270)	6.1% (n=1025)

Weighted missing values, n=0*
Key: *: insufficient data to report
* ADA compliance of public access computers (n=10) and mobile devices (n=4) were not reported for less than 1.0% of libraries.

Figure 16 shows the technologies and resources that public libraries report as complying with the Americans with Disabilities Act (ADA). 72.3 percent of public libraries reported that their public access computers were ADA compliant. More than half reported that their printers/scanners/copy machines as well as their Website were compliant (55.0 percent and 55.1 percent, respectively). 29.8 percent of public library respondents reported having compliant laptops, while 22.7% reported having compliant mobile devices. However, the lower percentage can be accounted for by the large number of libraries reporting that the technology was not available at their branch. 48.9 percent of public library respondents reported that licensed resources used by the library complied with the Americans with Disabilities Act.

Figure 17: Public Library Outlets Offering Technologies and Resources that Comply with Americans with Disability Act, By Locale Code

	City			
Technologies and Resources	Yes	No	Don't Know	Not Available at this Branch
The library's public access computers	74.5% (n=2045)	8.0% (n=219)	16.8% (n=462)	*
The library's laptops	32.6% (n=896)	9.9% (n=273)	14.8% (n=408)	42.6% (n=1171)
The library's mobile devices (e.g. e-book readers, tablets)	27.4% (n=754)	10.8% (n=297)	13.7% (n=376)	48.1% (n=1321)
The library's printers/scanners/copy machines	54.2% (n=1489)	11.1% (n=306)	32.7% (n=899)	2.0% (n=54)
The library's Website	68.6% (n=1886)	9.8% (n=269)	21.0% (n=576)	*
The licensed resources used by the library (e.g., Gale Cengage, EBSCO, online services)	55.0% (n=1511)	5.7% (n=156)	38.7% (n=1063)	*

Key: *: insufficient data to report

Figures 17 to 20 show the reported technologies and resources that comply with the Americans with Disabilities Act (ADA), as reported by public library survey respondents according to their associated locale. In general, the tables separated by locale conform to the pattern of the overall table (see Figure 16). Over two-thirds of libraries reported having public access computers that were ADA compliant (74.5 percent of city libraries, 68.0 percent of suburban libraries, 73.0 percent of town libraries, and 73.6 percent of rural libraries). Across all locales, significantly higher percentages of libraries reported technologies as having ADA compliance than not having it (with most "no" response percentages to ADA compliance hovering around 10%, with the exception of suburban libraries being closer to 15 percent), and often the technology itself was unavailable for libraries that appeared to have lower percentages of "yes" responses about technologies being ADA compliant. Suburban libraries (see Figure 18) tended to report slightly lower percentages of ADA compliance (fewer "yes" responses and slightly more "no" responses) than other locales. A significant number of libraries across all locales reported not knowing whether the technologies they offered were ADA compliant. About half of respondents, indicated that the library's printers/scanners/copy machines, the library's Website, and licensed resources were ADA compliant.

Figure 18: Public Library Outlets Offering Technologies and Resources that Comply with Americans with Disability Act, By Locale Code

	Suburban			
Technologies and Resources	Yes	No	Don't Know	Not Available at this Branch
The library's public access computers	68.0% (n=2604)	13.0% (n=496)	18.6% (n=714)	*
The library's laptops	27.6% (n=1057)	16.7% (n=640)	13.9% (n=532)	41.8% (n=1603)
The library's mobile devices (e.g., e-book readers, tablets)	25.7% (n=986)	15.5% (n=596)	15.8% (n=604)	43.0% (n=1647)
The library's printers/scanners/copy machines	48.0% (n=1838)	19.3% (n=739)	30.1% (n=1154)	2.7% (n=102)
The library's Website	55.2% (n=2114)	16.8% (n=642)	27.7% (n=1060)	*
The licensed resources used by the library (e.g., Gale Cengage, EBSCO, online services)	47.9% (n=1835)	8.8% (n=337)	41.6% (n=1593)	1.8% (n=68)
Key: *: insufficient data to report				

Figure 19: Public Library Outlets Offering Technologies and Resources that Comply with Americans with Disability Act, By Locale Code

	Town			
Technologies and Resources	Yes	No	Don't Know	Not Available at this Branch
The library's public access computers	73.0% (n=2550)	5.8% (n=204)	20.9% (n=731)	*
The library's laptops	29.5% (n=1031)	10.2% (n=356)	16.3% (n=569)	44.0% (n=1536)
The library's mobile devices (e.g., e-book readers, tablets)	20.0% (n=699)	10.2% (n=357)	15.3% (n=535)	54.4% (n=1896)
The library's printers/scanners/copy machines	56.3% (n=1966)	11.3% (n=396)	29.6% (n=1033)	2.7% (n=96)
The library's Website	50.1% (n=1749)	10.3% (n=360)	37.2% (n=1298)	2.4% (n=84)
The licensed resources used by the library (e.g., Gale Cengage, EBSCO, online services)	49.0% (n=1709)	4.9% (n=172)	41.6% (n=1454)	4.5% (n=156)
Key: *: insufficient data to report				

Figure 20: Public Library Outlets Offering Technologies and Resources that Comply with Americans with Disability Act, By Locale Code

	Rural			
Technologies and Resources	Yes	No	Don't Know	Not Available at this Branch
The library's public access computers	73.6% (n=4890)	9.9% (n=658)	15.9% (n=1053)	*
The library's laptops	30.0% (n=1993)	12.4% (n=826)	11.2% (n=743)	46.4% (n=3078)
The library's mobile devices (e.g., e-book readers, tablets)	20.3% (n=1349)	11.9% (n=791)	11.8% (n=784)	56.0% (n=3717)
The library's printers/scanners/copy machines	58.7% (n=3898)	13.7% (n=912)	24.4% (n=1623)	3.1% (n=207)
The library's Website	52.1% (n=3457)	11.2% (n=741)	30.9% (n=2051)	5.9% (n=391)
The licensed resources used by the library (e.g., Gale Cengage, EBSCO, online services)	47.0% (n=3122)	8.7% (n=576)	32.5% (n=2159)	11.8% (n=783)

Key: *: insufficient data to report

Figure 21: Public Library Outlets Reporting Access to Information Technology Support Staff, by Locale Code

Locale Code				
City	**Suburban**	**Town**	**Rural**	**Overall**
95.1% (n=2612)	85.2% (n=3265)	77.9% (n=2720)	64.1% (n=4259)	76.9% (n=12856)

Weighted missing values, n=0
Table only displays percentages for affirmative responses.

As Figure 21 shows, 76.9 percent of overall public library respondents reported that information technology (IT) support staff were available. City public libraries reported the highest access to IT support staff at 95.1 percent, followed by suburban libraries at 85.2 percent, 77.9 percent for town libraries, and 64.1 percent for rural libraries. More than half of all libraries across all locales reported having access to IT support staff.

Figure 22: Adequacy of Public Library Outlet Buildings for Providing Public Access Technology-Related Services to Patrons, by Locale Code (1 = Poor, 4 = Excellent)

	Overall				
Building Infrastructure	Poor	Fair	Good	Excellent	Don't Know
Availability of general use space	15.5% (n=2591)	21.6% (n=3616)	38.4% (n=6422)	23.3% (n=3886)	1.2% (n=196)
Availability of public engagement space (e.g., for maker spaces, networking events)	33.2% (n=5543)	24.5% (n=4094)	26.2% (n=4384)	12.9% (n=2160)	3.1% (n=511)
Availability of group work spaces	31.7% (n=5301)	27.0% (n=4508)	27.0% (n=4507)	12.4% (n=2066)	2.0% (n=330)
Availability of electrical outlets	24.6% (n=4107)	28.0% (n=4678)	31.1% (n=5201)	14.8% (n=2469)	1.5% (n=246)
Availability of cabling	29.3% (n=4899)	21.9% (n=3663)	19.9% (n=3325)	9.4% (n=1564)	19.5% (n=3257)
Other	99.0% (n=16554)	*	*	*	---

Weighted missing values, n=0*
Key: *: insufficient data to report; --- : no data to report
* Adequacy of public engagement space (n=21), electrical outlets (n=12), cabling (n=4), and other (n=57) were not reported for less than 1.0% of libraries.

As Figure 22 shows, a majority of public library outlets (61.7 percent) report good or excellent availability of general use space in regards to public access technology-related services to patrons, with more good than excellent. In contrast, over half (57.7 percent) of public libraries report fair or poor availability of public engagement space. Further, public libraries report fair or poor availability of group work spaces (58.7 percent), electrical outlets (52.6 percent), and cabling (51.2 percent). Also, there was a higher percentage of libraries who reported "don't know," for the availability of cabling (19.5 percent).

Figure 23: Adequacy of Public Library Outlet Buildings for Providing Public Access Technology-Related Services to Patrons, by Locale Code (1 = Poor, 4 = Excellent)

	City				
Building Infrastructure	Poor	Fair	Good	Excellent	Don't Know
Availability of general use space	10.6% (n=291)	19.8% (n=543)	38.1% (n=1048)	29.7% (n=816)	1.8% (n=50)
Availability of public engagement space (e.g., for maker spaces, networking events)	25.4% (n=698)	22.2% (n=609)	31.7% (n=871)	17.2% (n=472)	3.4% (n=94)
Availability of group work spaces	28.8% (n=793)	23.9% (n=656)	26.6% (n=732)	17.6% (n=483)	3.1% (n=85)
Availability of electrical outlets	23.0% (n=631)	29.1% (n=799)	30.2% (n=829)	15.3% (n=419)	2.4% (n=65)
Availability of cabling	24.5% (n=674)	20.1% (n=552)	20.0% (n=549)	13.9% (n=381)	21.5% (n=591)
Other	99.5% (n=2730)	---	---	*	*

Key: *: insufficient data to report; --- : no data to report

Figures 23 to 26 detail the building infrastructure of city public library outlets, as reported by library respondents of different locales. In general, the tables broken down by locale conformed to the pattern of the overall table (see Figure 21). Most city libraries (67.8 percent), suburban libraries (58.2 percent), town libraries (65.7 percent), and rural libraries (59.0 percent) had good or excellent availability of general use space, with more libraries reporting good than excellent. With a couple exceptions, more than half of all public libraries reported fair or poor availability of public engagement space, fair or poor availability of group work spaces, fair or poor availability of electrical outlets, and fair or poor availability of cabling. The percentage of city libraries reporting poor or fair availability of cabling (44.6 percent), availability of public engagement space (47.6 percent), and the percentage of town libraries reporting poor or fair availability of electrical outlets (49.9 percent) were exceptions. Across all the library locales, libraries reported more poor than fair availability of public engagement space and group work space. Slightly less than half of city libraries report good or excellent availability of electrical outlets (45.5 percent), 47.5 percent for suburban libraries, 49.8 percent for town libraries, and 43.1 percent for rural libraries. The percentage of libraries who reported "don't know," for the availability of cabling hovered around 20.0 percent across all locales.

Figure 24: Adequacy of Public Library Outlet Buildings for Providing Public Access Technology-Related Services to Patrons, by Locale Code (1 = Poor, 4 = Excellent)

	Suburban				
Building Infrastructure	Poor	Fair	Good	Excellent	Don't Know
Availability of general use space	16.6% (n=635)	22.8% (n=873)	35.1% (n=1345)	23.1% (n=886)	2.4% (n=93)
Availability of public engagement space (e.g., for maker spaces, networking events)	32.1% (n=1230)	24.8% (n=950)	25.8% (n=990)	13.0% (n=497)	4.3% (n=166)
Availability of group work spaces	29.7% (n=1139)	29.3% (n=1124)	25.6% (n=981)	12.4% (n=476)	2.9% (n=113)
Availability of electrical outlets	24.4% (n=934)	25.3% (n=970)	31.5% (n=1206)	16.2% (n=622)	2.6% (n=101)
Availability of cabling	28.3% (n=1083)	21.1% (n=807)	21.0% (n=806)	11.5% (n=440)	18.2% (n=697)
Other	98.9% (n=3777)	*	*	*	---

Key: *: insufficient data to report; --- : no data to report

Figure 25: Adequacy of Public Library Outlet Buildings for Providing Public Access Technology-Related Services to Patrons, by Locale Code (1 = Poor, 4 = Excellent)

	Town				
Building Infrastructure	Poor	Fair	Good	Excellent	Don't Know
Availability of general use space	14.7% (n=514)	19.2% (n=670)	41.5% (n=3450)	24.2% (n=845)	*
Availability of public engagement space (e.g., for maker spaces, networking events)	33.1% (n=1154)	25.2% (n=880)	27.9% (n=974)	11.8% (n=412)	1.9% (n=67)
Availability of group work spaces	29.4% (n=1028)	27.4% (n=958)	31.0% (n=1081)	11.2% (n=391)	*
Availability of electrical outlets	21.5% (n=748)	28.4% (n=990)	35.3% (n=1229)	14.5% (n=504)	*
Availability of cabling	28.4% (n=990)	24.8% (n=865)	21.6% (n=754)	8.4% (n=293)	16.8% (n=585)
Other	99.4% (n=3444)	*	---	*	---

Key: *: insufficient data to report; --- : no data to report
1 = poor; 4 = excellent

Figure 26: Adequacy of Public Library Outlet Buildings for Providing Public Access Technology-Related Services to Patrons, by Locale Code (1 = Poor, 4 = Excellent)

	Rural				
Building Infrastructure	Poor	Fair	Good	Excellent	Don't Know
Availability of general use space	17.3% (n=1150)	23.1% (n=1531)	38.8% (n=2580)	20.2% (n=1339)	*
Availability of public engagement space (e.g., for maker spaces, networking events)	37.1% (n=2461)	25.0% (n=1655)	23.4% (n=1549)	11.7% (n=777)	2.8% (n=185)
Availability of group work spaces	35.2% (n=2340)	26.7% (n=1771)	25.8% (n=1712)	10.8% (n=716)	1.5% (n=100)
Availability of electrical outlets	27.0% (n=1795)	28.9% (n=1918)	29.2% (n=1936)	13.9% (n=923)	1.0% (n=68)
Availability of cabling	32.4% (n=2151)	21.7% (n=1439)	18.3% (n=1216)	6.8% (n=450)	20.8% (n=1383)
Other	99.6% (n=6603)	*	*	*	---

Key: *: insufficient data to report; --- : no data to report

Figure 27: Public Library Outlets Reporting Upgrades to Public Access Technology-Related Infrastructure in the past 24 Months, by Locale Code

Locale Code				
City	**Suburban**	**Town**	**Rural**	**Overall**
73.5% (n=2016)	70.3% (n=2686)	66.9% (n=2337)	61.2% (n=4064)	66.5% (n=11103)

Weighted missing values, n=15
Table only displays percentages for affirmative responses.

Figure 27 shows that 66.5 percent of overall public library respondents reported that upgrades were made to public access technology-related infrastructure in the past 24 months. 73.5 percent of city public libraries reported that upgrades were made, followed by 70.3 percent of suburban libraries, 66.9 percent of town public libraries, and 61.2 percent of rural libraries reported upgrades were made.

Figure 28: Public Access Technology Infrastructure Upgraded by Public Library Outlets within the past 24 Months, By Locale Code

	Locale Code				
Public Access Technology Upgrades	City	Suburban	Town	Rural	Overall
The library increased its bandwidth	63.6% (n=1283)	55.5% (n=1492)	56.1% (n=1310)	49.1% (n=1997)	54.8% (n=6082)
The library added public access computers/laptops/tablets	50.1% (n=1010)	56.6% (n=1520)	57.3% (n=1339)	51.2% (n=2082)	53.6% (n=5951)
The library replaced public access computers/laptops/tablets	78.3% (n=1579)	81.5% (n=2188)	77.4% (n=1808)	72.7% (n=2956)	76.8% (n=8531)
The library added public access computer lab space	17.3% (n=249)	9.2% (n=246)	9.0% (n=210)	10.1% (n=409)	10.9% (n=1214)
The Library added public engagement space (e.g., for maker spaces, networking events)	11.4% (n=229)	10.3% (n=278)	6.5% (n=153)	7.7% (n=311)	8.7% (n=971)
The library set up a mobile computer lab	15.3% (n=308)	8.3% (n=222)	12.4% (n=290)	6.6% (n=268)	9.8% (n=1088)
The library added videoconferencing capacity	4.8% (n=97)	4.8% (n=128)	6.6% (n=154)	6.2% (n=254)	5.7% (n=633)
Other	5.5% (n=109)	3.2% (n=87)	6.0% (n=140)	4.1% (n=166)	4.6% (n=502)

Weighted missing values, n=0*
Will not total 100%, as categories are not mutually exclusive
Table only displays percentages for affirmative responses.
* Other upgrades was not reported for less than 1.0% of libraries (n=90).

Figure 28 shows the public access technology upgrades that were made in the past 24 months out of public library respondents who reported having made upgrades. The most commonly reported infrastructure upgrade was replacing public access computers/laptops/tablets at 76.8 percent, followed by increasing bandwidth at 54.8 percent, and adding new public access computers/laptops/tablets at 53.6 percent. City libraries reported the highest percentage for adding public access computer lab space (17.3 percent) setting up a mobile computer lab (15.3 percent), and adding public engagement space for things like maker spaces or networking events (11.4 percent). An overall low number of libraries added the capacity for videoconferencing (ranging from 4.8 percent to 6.6 percent).

Figure 29: Impacts of Public Access Technology Infrastructure Upgrades at Public Library Outlets, By Locale Code

	Locale Code				
Upgrade Impacts	City	Suburban	Town	Rural	Overall
The library was able to decrease wait times for public access computers/laptops/tablets	49.9% (n=1007)	48.3% (n=1296)	58.4% (n=1365)	57.0% (n=2319)	53.9% (n=5987)
The library was able to train more patrons in digital literacy skills (e.g., computer use, digital content creation)	46.4% (n=936)	40.6% (n=1089)	44.3% (n=1036)	40.3% (n=1638)	42.3% (n=4699)
The library added videoconferencing capacity to connect patrons remotely (e.g., for training, online classes)	4.6% (n=93)	3.2% (n=87)	7.7% (n=179)	6.6% (n=269)	5.7% (n=628)
The library was able to create new community partnership opportunities (e.g., for health, job creation/training, immigration programs)	33.3% (n=671)	25.5% (n=685)	35.9% (n=840)	22.2% (n=904)	27.9% (n=3100)
The library was able to offer more community engagement/networking events (e.g., maker spaces, forums)	20.0% (n=403)	17.2% (n=462)	18.4% (n=429)	15.9% (n=646)	17.5% (n=1940)
Other	5.2% (n=105)	9.0% (n=240)	6.5% (n=150)	3.9% (n=158)	5.9% (n=653)

Weighted missing values, n=0*
Will not total 100%, as categories are not mutually exclusive
Table only displays percentages for affirmative responses.
* Other impacts of upgrades was not reported for less than 1.0% of libraries (n=42).

Figure 29 depicts the impacts experienced by public library outlets due to infrastructure upgrades during the past 24 months. 53.9 percent of libraries were able to decrease wait times for public access computers/laptops/tablets, with higher percentages from town and rural libraries (58.4 percent and 57.0 percent, respectively), and 42.3 percent were able to train more patrons in digital literacy skills, with the highest percentage from city libraries (46.4 percent). 27.9 percent were able to create new community partnership opportunities and 17.5 percent were able to offer more community engagement/networking events. An overall low number of libraries (5.7 percent) added the capacity for videoconferencing to connect patrons remotely (ranging from 3.2 percent to 7.7 percent). Suburban libraries reported generally lower percentages compared to other locale types, but they reported the highest percentage for other impacts (9.0 percent).

Digital Literacy & Training Related to Public Access Technologies

Figure 30: Public Library Outlets Offering Formal or Informal Technology Training (e.g., General Computer Skills) to Patrons

Locale Code				
City	Suburban	Town	Rural	Overall
100.0% (n=2748)	99.6% (n=3818)	97.8% (n=3415)	96.4% (n=6398)	98.0% (n=16379)

Missing values, n=0
Table only displays percentages for affirmative responses.

Figure 30 shows that virtually all public libraries in the United States offer some form of technology training. The variance between geographic areas in this regard is not statistically significant. As detailed below, however, the type of training offered and frequency of formal versus informal offerings differs significantly in relation to population density.

Figure 31: Public Library Outlets Reporting Conducting Any of its Technology-Related Training Sessions In Languages Other than English in the Last Twelve Months

Locale Code				
City	Suburban	Town	Rural	Overall
18.8% (n=517)	11.8% (n=450)	5.4% (n=184)	2.2% (n=139)	7.9% (n=1290)

Weighted missing values, n=0
Table only displays percentages for affirmative responses.

Figure 31 shows that a mere 7.9 percent of public libraries in the United States offer technology training in languages other than English. The frequency of such offerings increases according to population density, with 18.6 percent of city libraries offering foreign language technology training versus a mere 2.2 percent of rural libraries. Of those libraries offering any form of foreign language technology-related training, 95.9 percent reported offering training in Spanish. By comparison, in a tie for the second most commonly language offered for foreign language training, 2.2 percent of libraries offer training in Chinese or Russian.

Figure 32: Technology Training Offerings by Topic

	Locale Code				
Training/Instructional Topics	City	Suburban	Town	Rural	Overall
General computer skills (e.g., how to use a mouse and keyboard)	93.9% (n=2581)	91.2% (n=3483)	89.8% (n=3068)	91.1% (n=5827)	91.3% (n=14959)
General computer software use (e.g., word processing, presentation)	91.1% (n=2503)	90.8% (n=3468)	87.3% (n=2980)	89.8% (n=5751)	89.8% (n=14702)
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	95.6% (n=2628)	95.4% (n=3643)	90.7% (n=3096)	93.8% (n=6004)	93.8% (n=15371)
Accessing and using online services and databases (e.g., using resources to search and find content)	96.7% (n=2658)	99.2% (n=3787)	98.2% (n=3354)	98.4% (n=6296)	98.3% (n=16095)
Safe online practices (e.g., privacy, Internet safety)	58.6% (n=1610)	61.4% (n=2346)	57.5% (n=1965)	64.9% (n=4150)	61.5% (n=10071)
Social media (e.g., blogging, Twitter, Facebook, YouTube)	57.4% (n=1577)	52.4% (n=2001)	44.1% (n=1506)	37.8% (n=2416)	45.8% (n=7500)
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	29.4% (n=809)	30.2% (n=1152)	21.6% (n=738)	17.8% (n=1140)	23.4% (n=3839)
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	67.1% (n=1844)	63.1% (n=2411)	52.4% (n=1791)	40.8% (n=2612)	52.9% (n=8658)
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	10.2% (n=280)	7.6% (n=292)	3.9% (n=134)	2.7% (n=173)	5.4% (n=879)
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	10.3% (n=284)	7.5% (n=285)	9.1% (n=312)	6.5% (n=419)	7.9% (n=1300)
Web site development (e.g., HTML, Drupal, Joomla)	6.0% (n=164)	5.1% (n=193)	4.6% (n=158)	3.1% (n=197)	4.3% (n=712)
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	8.6% (n=236)	6.2% (n=235)	3.2% (n=109)	2.1% (n=137)	4.4% (n=717)
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	21.8% (n=599)	13.7% (n=524)	13.2% (n=450)	10.2% (n=652)	13.6% (n=2225)
Other	5.7% (n=157)	1.3% (n=51)	2.1% (n=73)	1.3% (n=59)	2.1% (n=340)

Table only displays percentages for affirmative responses.

Figure 32 shows that the most common technology training activity for public libraries in the United States is teaching patrons how to use the library's own online databases, with 98.3 percent of all outlets offering such services. The next most common trend is libraries offering training in Internet browsing and use (93.8 percent), general computer usage (91.3 percent), and basic software training (89.8 percent). Libraries are also making efforts to introduce patrons to new technologies and teach patrons to use social media, with 52.9 percent and 45.8 percent of libraries, respectively, participating in such activities.

Figure 33: Technology Training Offerings by Format

	Overall			
Training/Instructional Topics	Formal classes	Individual help by appointment	Informal point of use	Online training materials
General computer skills (e.g., how to use a mouse and keyboard)	49.3% (n=7377)	30.6% (n=4581)	79.9% (n=11947)	12.4% (n=1862)
General computer software use (e.g., word processing, presentation)	43.8% (n=6437)	30.1% (n=4428)	82.9% (n=12186)	13.0% (n=1907)
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	42.8% (n=6583)	29.7% (n=4565)	81.6% (n=12547)	10.9% (n=1677)
Accessing and using online services and databases (e.g., using resources to search and find content)	29.8% (n=4793)	25.9% (n=4172)	86.0% (n=13837)	8.8% (n=1419)
Safe online practices (e.g., privacy, Internet safety)	86.0% (n=8664)	16.5% (n=1657)	76.1% (n=7668)	10.6% (n=1069)
Social media (e.g., blogging, Twitter, Facebook, YouTube)	53.4% (n=4005)	35.3% (n=2651)	72.8% (n=5461)	8.7% (n=654)
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	57.3% (n=2199)	32.5% (n=1247)	55.4% (n=2128)	11.0% (n=423)
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	55.1% (n=4774)	50.3% (n=4353)	74.6% (n=6456)	18.7% (n=1620)
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	13.9% (n=122)	46.1% (n=405)	76.5% (n=673)	5.8% (n=51)
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	31.6% (n=411)	37.2% (n=483)	64.8% (n=843)	7.8% (n=102)
Web site development (e.g., HTML, Drupal, Joomla)	37.5% (n=268)	31.4% (n=224)	32.1% (n=229)	20.1% (n=143)
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	45.5% (n=327)	29.1% (n=209)	51.0% (n=366)	13.9% (n=100)
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	36.1% (n=804)	46.8% (n=1041)	75.3% (n=1677)	13.5% (n=299)
Other	51.5% (n=175)	29.7% (n=101)	70.0% (n=238)	8.0% (n=27)

Will not total 100%, as categories are not mutually exclusive
Table only displays percentages for affirmative responses.

Figure 33 shows technology training by format for libraries throughout the United States. Informal point of use interactions are the most common forms of training for general computer skills (79.9 percent), software use (82.9 percent), Internet use (81.6 percent), and accessing and using online databases (86.0 percent). This shows that for the most basic computer functions within libraries, libraries make themselves available based on customer needs. While informal point of use of training is more prevalent than formal training in almost all categories, formal training is more popular for activities that involve advanced, specialized skills, such as digital photography (57.3 percent formal versus 55.4 percent informal) and web site development (37.5 percent formal versus 32.1 percent informal).

Figure 34: Technology Training Offerings by Format

	City			
Training/Instructional Topics	Formal classes	Individual help by appointment	Informal point of use	Online training materials
General computer skills (e.g., how to use a mouse and keyboard)	77.6% (n=2002)	32.2% (n=831)	74.1% (n=1913)	16.7% (n=430)
General computer software use (e.g., word processing, presentation)	75.6% (n=1842)	32.0% (n=801)	77.7% (n=1944)	16.3% (n=407)
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	73.1% (n=1922)	31.4% (n=824)	76.5% (n=2010)	15.8% (n=414)
Accessing and using online services and databases (e.g., using resources to search and find content)	52.2% (n=1388)	29.4% (n=782)	82.8% (n=2201)	11.2% (n=292)
Safe online practices (e.g., privacy, Internet safety)	83.0% (n=1337)	16.0% (n=257)	68.6% (n=1104)	13.7% (n=221)
Social media (e.g., blogging, Twitter, Facebook, YouTube)	58.8% (n=928)	28.4% (n=448)	75.6% (n=1192)	8.4% (n=133)
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	63.3% (n=512)	29.2% (n=236)	55.3% (n=447)	11.2% (n=91)
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	64.4% (n=1188)	46.4% (n=855)	78.6% (n=1450)	22.9% (n=422)
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	27.1% (n=76)	45.0% (n=126)	63.1% (n=176)	6.1% (n=17)
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	54.9% (n=156)	42.3% (n=120)	51.4% (n=146)	14.1% (n=40)
Web site development (e.g., HTML, Drupal, Joomla)	61.0% (n=100)	28.0% (n=46)	32.9% (n=54)	39.0% (n=64)
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	62.0% (n=147)	28.0% (n=66)	39.0% (n=92)	21.6% (n=51)
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	48.1% (n=288)	35.7% (n=214)	77.6% (n=465)	20.0% (n=120)
Other	51.6% (n=81)	26.8% (n=42)	75.2% (n=118)	6.4% (n=10)

Will not total 100%, as categories are not mutually exclusive
Table only displays percentages for affirmative responses.

Figure 34 shows technology training by format for city public libraries. Like libraries overall, informal point of use and formal training are the two most popular forms of training delivery, formal classes are far more common in these popular areas. City libraries are more likely than libraries overall to offer formal training for general computer skills (77.6 percent versus 49.3 percent), general computer software use (75.6 percent versus 43.8 percent), and general Internet use (73.1 percent versus 42.8 percent).

Figure 35: Technology Training Offerings by Format				
	Suburban			
Training/Instructional Topics	Formal classes	Individual help by appointment	Informal point of use	Online training materials
General computer skills (e.g., how to use a mouse and keyboard)	57.9% (n=2017)	35.5% (n=1235)	79.1% (n=2426)	17.7% (n=615)
General computer software use (e.g., word processing, presentation)	51.3% (n=1781)	36.6% (n=1270)	84.5% (n=2930)	19.3% (n=671)
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	49.1% (n=1787)	37.1% (n=1350)	82.3% (n=2998)	15.4% (n=560)
Accessing and using online services and databases (e.g., using resources to search and find content)	36.7% (n=1390)	33.6% (n=1272)	85.1% (n=3223)	11.8% (n=448)
Safe online practices (e.g., privacy, Internet safety)	89.4% (n=2097)	21.6% (n=507)	72.3% (n=1697)	15.3% (n=359)
Social media (e.g., blogging, Twitter, Facebook, YouTube)	60.0% (n=1200)	39.6% (n=793)	74.8% (n=1496)	14.2% (n=285)
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	62.5% (n=720)	33.8% (n=389)	50.9% (n=586)	16.8% (n=194)
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	58.6% (n=1412)	57.6% (n=1387)	74.0% (n=1785)	22.4% (n=540)
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	---	46.6% (n=136)	91.8% (n=269)	9.2% (n=27)
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	26.0% (n=74)	32.6% (n=93)	71.7% (n=205)	1.4% (n=4)
Web site development (e.g., HTML, Drupal, Joomla)	34.7% (n=67)	8.8% (n=17)	30.6% (n=59)	23.3% (n=45)
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	39.1% (n=92)	24.7% (n=58)	62.1% (n=146)	14.0% (n=33)
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	41.6% (n=218)	47.1% (n=247)	82.7% (n=434)	17.7% (n=93)
Other	45.1% (n=23)	7.8% (n=4)	68.6% (n=35)	21.6% (n=11)

Key: --- : no data to report
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 35 shows technology training by format for suburban public libraries. These libraries are the most likely to provide online training materials for several key areas. Of the suburban outlets that offer training in general computer skills, 17.7 percent offer online training materials versus 12.4 percent of libraries overall. Likewise, for suburban libraries that offer training in general computer software use, 19.3 percent offer online training materials versus 13.0 percent overall.

Figure 36: Technology Training Offerings by Format

	Town			
Training/Instructional Topics	Formal classes	Individual help by appointment	Informal point of use	Online training materials
General computer skills (e.g., how to use a mouse and keyboard)	47.7% (n=1464)	33.3% (n=1022)	79.1% (n=2426)	12.1% (n=371)
General computer software use (e.g., word processing, presentation)	44.5% (n=1326)	32.4% (n=965)	82.0% (n=2445)	12.9% (n=384)
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	41.7% (n=1292)	31.7% (n=982)	80.8% (n=2502)	9.3% (n=288)
Accessing and using online services and databases (e.g., using resources to search and find content)	27.1% (n=909)	26.2% (n=880)	85.7% (n=2876)	9.5% (n=318)
Safe online practices (e.g., privacy, Internet safety)	89.2% (n=1753)	18.2% (n=358)	72.0% (n=1415)	9.8% (n=193)
Social media (e.g., blogging, Twitter, Facebook, YouTube)	56.8% (n=856)	41.2% (n=620)	68.1% (n=1025)	7.0% (n=105)
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	59.1% (n=436)	37.0% (n=273)	53.7% (n=396)	8.4% (n=62)
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	57.3% (n=1027)	53.4% (n=957)	72.6% (n=1300)	15.4% (n=275)
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	19.3% (n=26)	57.5% (n=77)	72.6% (n=98)	---
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	30.4% (n=95)	35.9% (n=112)	67.0% (n=209)	9.9% (n=31)
Web site development (e.g., HTML, Drupal, Joomla)	32.1% (n=51)	50.9% (n=81)	23.3% (n=37)	19.6% (n=31)
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	38.5% (n=42)	36.7% (n=40)	59.6% (n=65)	7.3% (n=8)
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	28.7% (n=129)	60.6% (n=272)	73.1% (n=329)	10.0% (n=45)
Other	61.6% (n=45)	54.8% (n=40)	56.2% (n=41)	8.3% (n=6)

Key: --- : no data to report
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 36 shows technology training by format for town public libraries. These outlets most closely follow overall trends for libraries in offering particular training formats. As an example, while 49.3 percent of all libraries that offer general computer skill training offer formal classes and 79.9 percent offer informal point of use training, 47.7 percent of town libraries that offer training in this area offer formal classes and 79.1 percent offer informal point of use training.

Figure 37: Technology Training Offerings by Format

	Rural			
Training/Instructional Topics	Formal classes	Individual help by appointment	Informal point of use	Online training materials
General computer skills (e.g., how to use a mouse and keyboard)	32.5% (n=1894)	25.6% (n=1493)	81.7% (n=4758)	7.7% (n=446)
General computer software use (e.g., word processing, presentation)	25.9% (n=1488)	24.2% (n=1392)	84.6% (n=4867)	7.7% (n=445)
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	26.3% (n=1582)	23.5% (n=1409)	83.9% (n=5037)	6.9% (n=415)
Accessing and using online services and databases (e.g., using resources to search and find content)	17.6% (n=1106)	19.7% (n=1238)	87.9% (n=5537)	5.7% (n=361)
Safe online practices (e.g., privacy, Internet safety)	83.8% (n=3477)	12.9% (n=535)	83.2% (n=3452)	7.1% (n=296)
Social media (e.g., blogging, Twitter, Facebook, YouTube)	42.3% (n=1021)	32.7% (n=790)	72.4% (n=1748)	5.4% (n=131)
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	46.6% (n=531)	30.6% (n=349)	61.6% (n=699)	6.7% (n=76)
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	43.9% (n=1147)	44.2% (n=1154)	73.5% (n=1921)	14.7% (n=383)
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	11.6% (n=20)	38.2% (n=66)	75.1% (n=130)	4.0% (n=7)
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	20.5% (n=86)	37.7% (n=158)	67.5% (n=283)	6.4% (n=27)
Web site development (e.g., HTML, Drupal, Joomla)	25.3% (n=50)	40.6% (n=80)	39.9% (n=79)	1.5% (n=3)
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	33.6% (n=46)	32.8% (n=45)	46.0% (n=63)	5.8% (n=8)
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	25.9% (n=169)	47.2% (n=308)	68.9% (n=449)	6.3% (n=41)
Other	44.1% (n=26)	25.4% (n=15)	74.6% (n=44)	---

Key: --- : no data to report
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 37 shows technology training by format for rural public libraries. Rural libraries are less likely than their counterparts in more populated areas to have formal training programs, including less online training materials provided by these outlets. While rural libraries do not differ in a statistically significant way from libraries overall in offering general computer training, a notably smaller portion of rural libraries offer online training materials in general computer skills (7.7 percent versus 12.3 percent overall), general computer software use (7.7 percent versus 14.0 percent overall), and general Internet use (6.9 percent versus 12.9 percent overall).

Figure 38: Technology Training Offerings by Conductor			
	Overall		
Training/Instructional Topics	Library Staff	Volunteer(s)	Partner Organization
General computer skills (e.g., how to use a mouse and keyboard)	90.3% (n=8568)	18.9% (n=1794)	12.3% (n=1170)
General computer software use (e.g., word processing, presentation)	89.0% (n=7529)	18.0% (n=1526)	14.2% (n=1204)
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	90.4% (n=7865)	20.0% (n=1742)	13.1% (n=1144)
Accessing and using online services and databases (e.g., using resources to search and find content)	91.7% (n=6378)	11.9% (n=824)	10.4% (n=704)
Safe online practices (e.g., privacy, Internet safety)	95.3% (n=8276)	11.1% (n=965)	8.1% (n=702)
Social media (e.g., blogging, Twitter, Facebook, YouTube)	87.7% (n=4517)	15.1% (n=777)	14.3% (n=736)
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	80.1% (n=2224)	18.2% (n=505)	14.9% (n=415)
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	94.2% (n=6167)	10.8% (n=707)	7.5% (n=491)
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	89.2% (n=445)	8.4% (n=42)	8.6% (n=43)
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	87.1% (n=662)	6.9% (n=52)	14.9% (n=113)
Web site development (e.g., HTML, Drupal, Joomla)	68.9% (n=281)	14.9% (n=61)	19.5% (n=80)
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	93.5% (n=420)	14.5% (n=65)	9.2% (n=41)
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	91.7% (n=1344)	11.2% (n=164)	8.2% (n=120)
Other	90.6% (n=184)	8.9% (n=18)	14.3% (n=29)
Will not total 100%, as categories are not mutually exclusive *Table only displays percentages for affirmative responses.*			

Figure 38 shows technology training by conductor for public libraries in general in the United States. Overall, library employees are the most likely individuals to train patrons in technology use. Some of the most popular areas for libraries to work with volunteers or partner organizations are also priority areas for library staff led training offerings. While 90.3 percent of libraries that offer general computer skills training have library staff members who lead these programs, 18.9 percent of these libraries use volunteers and 12.3 percent work with partner organizations to help patrons acquire these skills. Likewise, 89.0 percent of libraries that offer general internet use training have staff conduct these trainings, in addition to 18.0 percent of libraries that offer such training using volunteers and 14.2 percent partnering with outside organizations to offer such training. Therefore, even if libraries have employees who are capable of conducting trainings, they are still likely to reaching out to other individuals and organizations to fully meet patron needs.

Figure 39: Technology Training Offerings by Conductor			
	City		
Training/Instructional Topics	Library Staff	Volunteer(s)	Partner Organization
General computer skills (e.g., how to use a mouse and keyboard)	92.0% (n=2036)	22.0% (n=488)	9.2% (n=204)
General computer software use (e.g., word processing, presentation)	92.4% (n=1920)	21.0% (n=436)	11.2% (n=232)
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	92.8% (n=1973)	20.7% (n=439)	10.1% (n=215)
Accessing and using online services and databases (e.g., using resources to search and find content)	93.7% (n=1599)	10.5% (n=179)	11.2% (n=192)
Safe online practices (e.g., privacy, Internet safety)	94.1% (n=1259)	19.4% (n=259)	10.5% (n=141)
Social media (e.g., blogging, Twitter, Facebook, YouTube)	90.3% (n=1010)	18.1% (n=203)	12.0% (n=134)
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	89.8% (n=545)	16.6% (n=101)	8.2% (n=50)
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	96.8% (n=1432)	12.0% (n=177)	4.4% (n=65)
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	89.6% (n=173)	---	11.4% (n=22)
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	100.0% (n=230)	3.9% (n=9)	8.2% (n=19)
Web site development (e.g., HTML, Drupal, Joomla)	83.6% (n=92)	15.3% (n=17)	13.5% (n=15)
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	93.4% (n=169)	15.0% (n=27)	15.0% (n=27)
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	95.5% (n=365)	11.8% (n=45)	2.4% (n=9)
Other	100.0% (n=99)	8.1% (n=8)	23.2% (n=23)

Key: --- : no data to report
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 39 shows technology training by conductor for city libraries. City libraries in the United States are more likely to have staff members with technical proficiency in advanced content creation. Of those libraries offering training in these areas, city libraries are more likely than libraries overall to have staff members offer digital photography hardware and applications (89.8 percent versus 80.1 percent overall) and website development (83.6 percent versus 68.9 percent overall).

Figure 40: Technology Training Offerings by Conductor			
	Suburban		
Training/Instructional Topics	Library Staff	Volunteer(s)	Partner Organization
General computer skills (e.g., how to use a mouse and keyboard)	91.9% (n=2300)	20.0% (n=501)	10.6% (n=266)
General computer software use (e.g., word processing, presentation)	91.3% (n=2100)	19.1% (n=440)	11.9% (n=274)
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	91.6% (n=2195)	21.5% (n=515)	10.8% (n=259)
Accessing and using online services and databases (e.g., using resources to search and find content)	91.6% (n=1820)	14.9% (n=295)	7.3% (n=144)
Safe online practices (e.g., privacy, Internet safety)	95.4% (n=2010)	11.3% (n=237)	8.3% (n=174)
Social media (e.g., blogging, Twitter, Facebook, YouTube)	90.2% (n=1338)	11.8% (n=175)	14.7% (n=218)
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	78.1% (n=669)	19.5% (n=167)	18.8% (n=161)
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	96.5% (n=1856)	10.5% (n=201)	4.0% (n=77)
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	97.1% (n=132)	19.7% (n=27)	---
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	82.7% (n=124)	6.0% (n=9)	8.7% (n=13)
Web site development (e.g., HTML, Drupal, Joomla)	38.0% (n=27)	19.7% (n=14)	29.2% (n=21)
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	88.9% (n=112)	21.4% (n=27)	7.9% (n=10)
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	91.3% (n=326)	15.7% (n=56)	6.7% (n=24)
Other	60.9% (n=14)	---	---
Key: --- : no data to report *Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.*			

Figure 40 shows technology trainings by type for suburban libraries. Suburban libraries lag behind libraries of all other types for the frequency with which librarians conduct training in digital photography hardware and applications (78.1 percent versus 80.1 percent overall) and web site development (38.0 percent versus 68.9 percent overall). However, in all of these categories those suburban libraries that offer training in these areas are more likely to work with volunteers and partner organizations. For those suburban libraries that offer training in website development, 19.7 percent use volunteers and 29.2 work with partner organizations. By comparison, for libraries overall that offer such training, 14.9 percent have volunteers conduct such training and 19.5 work with partner organizations.

Figure 41: Technology Training Offerings by Conductor			
	Town		
Training/Instructional Topics	Library Staff	Volunteer(s)	Partner Organization
General computer skills (e.g., how to use a mouse and keyboard)	90.5% (n=1756)	17.1% (n=331)	16.1% (n=313)
General computer software use (e.g., word processing, presentation)	88.1% (n=1546)	15.2% (n=266)	18.6% (n=327)
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	90.3% (n=1568)	18.1% (n=315)	16.4% (n=284)
Accessing and using online services and databases (e.g., using resources to search and find content)	91.5% (n=1249)	9.2% (n=126)	13.7% (n=187)
Safe online practices (e.g., privacy, Internet safety)	95.7% (n=1678)	10.7% (n=187)	10.8% (n=189)
Social media (e.g., blogging, Twitter, Facebook, YouTube)	88.2% (n=988)	12.2% (n=137)	14.8% (n=166)
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	83.3% (n=475)	15.2% (n=87)	12.6% (n=72)
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	92.9% (n=1328)	10.4% (n=149)	12.0% (n=171)
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	72.7% (n=64)	10.3% (n=9)	16.1% (n=14)
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	78.6% (n=132)	6.0% (n=10)	28.0% (n=47)
Web site development (e.g., HTML, Drupal, Joomla)	68.5% (n=76)	7.2% (n=8)	17.3% (n=19)
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	100.0% (n=65)	9.2% (n=6)	6.2% (n=4)
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	94.0% (n=297)	8.5% (n=27)	10.1% (n=32)
Other	88.2% (n=45)	12.0% (n=6)	11.8% (n=6)
Will not total 100%, as categories are not mutually exclusive *Table only displays percentages for affirmative responses.*			

Figure 41 shows technology training by conductors for town libraries. Town libraries are less likely than libraries overall to have volunteers conduct trainings in almost all areas, with an exception being assistive technology (10.3 percent versus 8.4 percent overall). Those town libraries that offer assistive technology training are also more likely than libraries overall to work with partner organizations to conduct assistive technology training, with 16.1 percent of town libraries pursuing such collaboration versus 8.6 percent of libraries overall.

Figure 42: Technology Training Offerings by Conductor			
	Rural		
Training/Instructional Topics	Library Staff	Volunteer(s)	Partner Organization
General computer skills (e.g., how to use a mouse and keyboard)	87.5% (n=2476)	16.8% (n=474)	13.7% (n=387)
General computer software use (e.g., word processing, presentation)	84.2% (n=1963)	16.5% (n=384)	15.9% (n=371)
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	87.1% (n=2129)	19.3% (n=473)	15.8% (n=386)
Accessing and using online services and databases (e.g., using resources to search and find content)	90.2% (n=1710)	11.8% (n=224)	9.6% (n=181)
Safe online practices (e.g., privacy, Internet safety)	95.6% (n=3329)	8.1% (n=282)	5.7% (n=198)
Social media (e.g., blogging, Twitter, Facebook, YouTube)	82.8% (n=1181)	18.4% (n=262)	15.3% (n=218)
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	72.0% (n=535)	20.2% (n=150)	17.7% (n=132)
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	90.5% (n=1551)	10.5% (n=180)	10.4% (n=178)
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	92.7% (n=76)	7.3% (n=6)	8.5% (n=7)
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	83.0% (n=176)	11.3% (n=24)	16.1% (n=34)
Web site development (e.g., HTML, Drupal, Joomla)	74.1% (n=86)	18.8% (n=22)	21.4% (n=25)
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	96.1% (n=74)	6.5% (n=5)	---
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	86.8% (n=356)	8.8% (n=36)	13.4% (n=55)
Other	86.7% (n=26)	13.3% (n=4)	---
Key: --- : no data to report *Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.*			

Figure 42 shows technology training by conductors for rural libraries. Rural libraries that offer specific types of training are more likely to work with partner organizations than libraries overall in most areas, with the exceptions being teaching patrons about accessing and using online services and databases (9.6 percent versus 10.4 percent overall), safe online practices (5.7 percent versus 8.1 percent overall), assistive technology (8.5 percent versus 8.6 percent overall), and digital content creation (0.0 percent versus 9.2 percent overall). Rural libraries that offer training in web site development and digital content creation are more likely than libraries in more populated areas that offer such training to have library staff conduct such activities. 74.1 percent of rural libraries that offer training in web site development have staff lead these trainings, versus 68.9 percent of libraries overall, while 96.1 percent of rural libraries that offer digital content creation training have staff conduct these trainings, versus 93.5 percent of libraries overall.

Library Programs, Information Sessions & Events

Figure 43: Public Library Outlets Offering Education and Learning Programs to Patrons, by Locale Code

Locale Code				
City	**Suburban**	**Town**	**Rural**	**Overall**
99.1% (n=2723)	99.3% (n=3828)	99.6% (n=3477)	99.3% (n=6596)	99.5% (n=16624)

Weighted missing values, n=0
Table only displays percentages for affirmative responses.

Figure 43 shows the percentage of public library outlets that provide education and learning programs, information sessions and/or events to patrons. Education and learning programs, events, and information sessions were defined to include: summer reading programs; book groups; English as a second language; accessing and using formal online education content such as Advanced Placement courses; and Science, Technology, Engineering, and Math (STEM) maker spaces. 99.5 percent of the total outlets offer such programs, with over 99.0 percent of each outlet type offering education or learning programs to their patrons.

Figure 44: Education and Learning Programs offered to Patrons, by Locale Code

	Locale Code				
Education and Learning	City	Suburban	Town	Rural	Overall
Accessing and using formal online education content (e.g., distance education courses, online Advanced Placement courses)	13.7% (n=373)	14.6% (n=558)	16.1% (n=556)	14.4% (n=939)	14.6% (n=2427)
Basic literacy skills (e.g., basic math, basic reading, basic writing)	38.3% (n=1044)	35.0% (n=1339)	28.4% (n=987)	32.6% (n=2152)	33.2% (n=5522)
GED or equivalent education	25.2% (n=686)	25.1% (n=960)	28.8% (n=1002)	28.1% (n=1853)	27.1% (n=4501)
Summer reading	97.9% (n=2666)	98.5% (n=3769)	99.2% (n=3448)	98.3% (n=6482)	98.4% (n=16365)
ESL/ESOL/ELL (e.g., conversational groups, literacy tutoring, citizenship)	32.5% (n=885)	25.5% (n=977)	15.5% (n=539)	7.6% (n=501)	17.5% (n=2902)
Foreign language instruction	11.3% (n=309)	8.3% (n=316)	8.9% (n=309)	4.5% (n=295)	7.4% (n=1229)
Science, Technology, Engineering, Math (STEM) Maker Spaces (e.g., robotics, LittleBits, Arduino)	25.9% (n=706)	22.9% (n=875)	13.1% (n=454)	11.4% (n=755)	16.8% (n=2790)
Other	13.6% (n=371)	9.0% (n=345)	7.6% (n=263)	8.1% (n=537)	9.1% (n=1516)

Weighted missing values, n=0
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 44 shows education and learning programs currently offered to patrons by their library outlet, organized by locale. Overall, the most popular program offered is summer reading, offered by nearly all libraries (98.4 percent overall). No other program was offered by a majority of libraries. Generally, different locales offered programs at roughly the same rate. The major exception to this pattern can be seen by the

rates at which different locale types offered ESL/ESOL/ELL and Foreign language instruction. Overall, a small number of libraries offered each (17.4 percent and 7.4 percent respectively). There is, however, a large gap in ESL/ESOL/ELL offerings by locale; 32.5 percent of city outlets offered such programs, whereas 7.6 percent of rural outlets did the same. Another wide spread between town and country existed in STEM programs, with 25.9 percent of city outlets and 22.9 percent of suburban outlets offering such programs, while 13.1 percent of town and 11.4 percent of rural libraries did the same.

Figure 45: Organizations Conducting Education and Learning Programs offered to Patrons

	Overall		
Education and Learning	Library Staff	Volunteers	Partner Organization
Accessing and using formal online education content (e.g., distance education courses, online Advanced Placement courses)	86.8% (n=2107)	6.6% (n=161)	18.1% (n=439)
Basic literacy skills (e.g., basic math, basic reading, basic writing)	76.9% (n=4244)	20.2% (n=1117)	17.3% (n=955)
GED or equivalent education	70.8% (n=3188)	10.7% (n=480)	25.3% (n=1135)
Summer reading	97.8% (n=15797)	25.4% (n=4164)	10.4% (n=1700)
ESL/ESOL/ELL (e.g., conversational groups, literacy tutoring, citizenship)	45.7% (n=1325)	47.0% (n=1364)	36.1% (n=1046)
Foreign language instruction	58.4% (n=717)	30.5% (n=375)	21.1% (n=259)
Science, Technology, Engineering, Math (STEM) Maker Spaces (e.g., robotics, LittleBits, Arduino)	75.9% (n=2120)	19.6% (n=546)	35.1% (n=979)
Other	81.1% (n=1229)	18.2% (n=276)	33.4% (n=506)

Weighted missing values, n=0
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 45 shows which organizations conduct the education and learning programs offered to patrons (see Figure 44 for the rates at which outlets offer these programs). In general, library staffers are most likely to conduct any given program. Partner organizations are more likely than volunteers to conduct programs that require technical knowledge, such as STEM maker spaces or accessing and using formal online education content.

Figure 46: Organizations Conducting Education and Learning Programs offered to Patrons			
	City		
Education and Learning	Library Staff	Volunteers	Partner Organization
Accessing and using formal online education content (e.g., distance education courses, online Advanced Placement courses)	92.8% (n=346)	4.3% (n=16)	13.9% (n=52)
Basic literacy skills (e.g., basic math, basic reading, basic writing)	73.6% (n=763)	29.8% (n=309)	19.8% (n=205)
GED or equivalent education	71.1% (n=488)	13.9% (n=95)	28.7% (n=197)
Summer reading	98.0% (n=2614)	22.1% (n=589)	15.0% (n=401)
ESL/ESOL/ELL (e.g., conversational groups, literacy tutoring, citizenship)	57.7% (n=510)	51.3% (n=454)	28.7% (n=254)
Foreign language instruction	64.7% (n=200)	38.4% (n=119)	4.9% (n=15)
Science, Technology, Engineering, Math (STEM) Maker Spaces (e.g., robotics, LittleBits, Arduino)	84.8% (n=599)	17.0% (n=120)	31.6 % (n=223)
Other	68.8% (n=201)	24.2% (n=71)	51.2% (n=150)
Weighted missing values, n=0 *Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.*			

Figures 46 through 49 show organizations conducting education and learning programs broken down by locale. In general, the locale breakdowns conform to the pattern of the overall table. Also noteworthy is that even with the relatively wide range of rates at which different locales offer certain programs such as maker spaces or ESL/ESOL/ELL programs, the type of organization that conducts these programs are relatively uniform across locale. For instance, library staff is most likely to conduct programs in literacy skills across all locales, while volunteers and partner organizations are about as likely to offer basic literacy programs across locales, albeit at different rates.

It is noteworthy here that while near 100 percent of libraries that offer summer reading programs ask library staff to conduct those programs, many libraries have summer reading programs carried out both by library staff and either volunteers or partner organizations. The type of organization offering foreign language instruction has a large variance across locales. In city libraries, a relatively small number of foreign language instruction programs are offered by partner organizations (4.9 percent) relative to suburban (30.7 percent), town (23.3 percent), or rural libraries (25.4 percent).

Figure 47: Organizations Conducting Education and Learning Programs offered to Patrons			
	Suburban		
Education and Learning	Library Staff	Volunteers	Partner Organization
Accessing and using formal online education content (e.g., distance education courses, online Advanced Placement courses)	84.6% (n=472)	2.9% (n=16)	24.0% (n=134)
Basic literacy skills (e.g., basic math, basic reading, basic writing)	64.7% (n=867)	24.6% (n=329)	24.0% (n=322)
GED or equivalent education	61.5% (n=591)	9.3% (n=89)	35.8% (n=342)
Summer reading	99.0% (n=3732)	20.7% (n=780)	10.5% (n=397)
ESL/ESOL/ELL (e.g., conversational groups, literacy tutoring, citizenship)	33.6% (n=328)	48.6% (n=475)	40.7% (n=398)
Foreign language instruction	51.3% (n=162)	31.3% (n=99)	30.7% (n=97)
Science, Technology, Engineering, Math (STEM) Maker Spaces (e.g., robotics, LittleBits, Arduino)	73.3% (n=641)	19.3% (n=169)	40.9% (n=358)
Other	77.3% (n=201)	23.4% (n=61)	42.9% (n=112)
Weighted missing values, n=0 *Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.*			

Figure 48: Organizations Conducting Education and Learning Programs offered to Patrons			
	Town		
Education and Learning	Library Staff	Volunteers	Partner Organization
Accessing and using formal online education content (e.g., distance education courses, online Advanced Placement courses)	88.0% (n=490)	10.6% (n=59)	17.2% (n=96)
Basic literacy skills (e.g., basic math, basic reading, basic writing)	76.2% (n=752)	21.1% (n=208)	21.3% (n=210)
GED or equivalent education	65.1% (n=652)	14.0% (n=140)	29.5% (n=296)
Summer reading	99.4% (n=3427)	27.2% (n=937)	8.8% (n=305)
ESL/ESOL/ELL (e.g., conversational groups, literacy tutoring, citizenship)	50.5% (n=272)	41.4% (n=223)	38.0% (n=205)
Foreign language instruction	70.6% (n=218)	16.2% (n=50)	23.3% (n=72)
Science, Technology, Engineering, Math (STEM) Maker Spaces (e.g., robotics, LittleBits, Arduino)	79.3% (n=360)	21.1% (n=96)	35.5% (n=161)
Other	81.0% (n=175)	25.5% (n=55)	47.2% (n=102)
Weighted missing values, n=0 *Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.*			

Figure 49: Organizations Conducting Education and Learning Programs offered to Patrons			
	Rural		
Education and Learning	Library Staff	Volunteers	Partner Organization
Accessing and using formal online education content (e.g., distance education courses, online Advanced Placement courses)	85.2% (n=800)	7.3% (n=69)	16.7 % (n=157)
Basic literacy skills (e.g., basic math, basic reading, basic writing)	86.2% (n=1854)	12.6% (n=271)	10.2% (n=219)
GED or equivalent education	78.7% (n=1457)	8.4% (n=156)	16.2% (n=300)
Summer reading	96.2% (n=6239)	28.7% (n=1858)	9.2% (n=597)
ESL/ESOL/ELL (e.g., conversational groups, literacy tutoring, citizenship)	42.9% (n=215)	42.3% (n=212)	37.9% (n=190)
Foreign language instruction	46.6% (n=138)	35.9% (n=106)	25.4% (n=75)
Science, Technology, Engineering, Math (STEM) Maker Spaces (e.g., robotics, LittleBits, Arduino)	68.7% (n=519)	21.3% (n=161)	31.3% (n=237)
Other	74.9% (n=286)	23.4% (n=89)	37.3% (n=142)
Weighted missing values, n=0 *Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.*			

Partner Organizations Participating in Education and Learning Programs offered to Patrons

Figures 44 through 49 illustrate the education and leaning programs, information sessions, and/or events that public library outlets offered to patrons in the last twelve months. While most libraries report library staff primarily offer certain programming, such as summer reading, many libraries partnered with outside organizations to offer other education and learning programs, for instance, programs that require technical knowledge (see Figure 45 for overall percentages). The 2013 Digital Inclusion Survey asked respondents to identify the partner organization that participated in education and learning programs, both generally by type (e.g., government agency, non-profit organization, schools (K-12), corporations), and specifically, by allowing respondents to supply the name of the appropriate partner organization.

Overall affirmative responses to these items were low. Consistently, non-profit organizations were more likely than any other organization to be partners in library programming. With few exceptions noted below, affirmative responses for all items was less than 15.0 percent. Only three items had affirmative responses larger than 50 percent: basic literacy skills (54.6 percent), summer reading (50.4 percent), and ESL/ELL/ESOL (59.0 percent), all offered by non-profit organizations.

The reported partner organizations vary greatly, from national non-profit organizations and federal agencies to small, local civic groups and corporations. Some examples include: community colleges; tribal associations; local police and fire departments; religious organizations; library consortiums and library friends groups; YMCA; and 4-H.

Figure 50: Public Library Outlets Offering Economy and Workforce Development Programs to Patrons, by Locale Code

Locale Code				
City	Suburban	Town	Rural	Overall
96.1% (n=2642)	93.0% (n=3562)	94.2% (n=3287)	96.2% (n=6386)	95.0% (n=15877)

Weighted missing values, n=0
Table only displays percentages for affirmative responses.

Figure 50 provides the percentage of public library outlets that offered economy and workforce development programs, information sessions, and/or events in the last twelve months. For the purposes of this survey, economy and workforce development programs, events, and information sessions were defined to include: accessing and using employment databases and other job opportunity resources; applying for jobs (e.g., interviewing skills, resume development, completing online applications); applying for unemployment benefits; developing business plans; and co-work spaces/incubators. The percentage of total library outlets responding to the survey that provide these services is high (95.0 percent), with over 92.0 percent of each outlet type offering these services.

Figure 51: Economy and Workforce Development Programs offered to Patrons, by Locale Code

	Locale Code				
Economy and Workforce Development	City	Suburban	Town	Rural	Overall
Accessing and using employment databases and other job opportunity resources (e.g., Federal and state job banks, Monster.com, Indeed.com)	72.9% (n=1926)	73.1% (n=2604)	71.7% (n=2358)	71.6% (n=4576)	72.2% (n=11464)
Applying for jobs (e.g., interviewing skills, resume development, completing online job applications)	83.5% (n=2207)	79.3% (n=2827)	79.3% (n=2489)	76.1% (n=4859)	78.0% (n=12382)
Applying for unemployment benefits online	27.1% (n=717)	29.8% (n=1063)	31.1% (n=1021)	32.1% (n=2053)	30.6% (n=4854)
Accessing and using online business information resources	57.4% (n=1516)	63.7% (n=2267)	57.2% (n=1881)	57.7% (n=3683)	58.9% (n=9347)
Developing business plans	37.6% (n=994)	38.7% (n=1379)	35.9% (n=1180)	39.3% (n=2512)	38.2% (n=6065)
Entrepreneurship and small business development	48.9% (n=1293)	50.4% (n=1796)	47.6% (n=1566)	50.4% (n=3218)	49.6% (n=7873)
Co-work spaces/incubators	7.5% (n=199)	7.2% (n=258)	6.7% (n=219)	8.4% (n=539)	7.7% (n=1215)
Other	8.4% (n=221)	8.5% (n=303)	8.0% (n=263)	8.8% (n=565)	8.5% (n=1352)

Weighted missing values, n=0
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 51 shows economy and workforce development programs offered to patrons, organized by locale. These programs assist patrons in accessing employment databases and other job opportunity resources, applying for jobs, applying for unemployment benefits online, accessing online business information, developing business plans, entrepreneurship and small business development, and also provide co-work

spaces/incubators or other services. Overall, majorities of libraries offer assistance in accessing employment databases (72.2 percent), job application (78.0 percent), and accessing online business information (58.9 percent). There is generally a slight amount of variance between locale types overall.

Figure 52: Organizations Conducting Economy and Workforce Development Programs offered to Patrons

	Overall		
Economy and Workforce Development	Library Staff	Volunteers	Partner Organization
Accessing and using employment databases and other job opportunity resources (e.g., Federal and state job banks, Monster.com, Indeed.com)	93.1% (n=10677)	3.3% (n=378)	20.5% (n=2345)
Applying for jobs (e.g., interviewing skills, resume development, completing online job applications)	90.1% (n=11152)	13.6% (n=1682)	30.0% (n=3712)
Applying for unemployment benefits online	94.6% (n=4593)	2.3% (n=110)	8.2% (n=396)
Accessing and using online business information resources	91.6% (n=8558)	1.7% (n=162)	12.0% (n=1119)
Developing business plans	49.1% (n=2980)	8.3% (n=506)	60.8% (n=3688)
Entrepreneurship and small business development	34.6% (n=2720)	6.9% (n=541)	68.2% (n=5364)
Co-work spaces/incubators	62.8% (n=764)	1.2% (n=15)	42.5% (n=516)
Other	42.7% (n=578)	4.5% (n=43)	57.3% (n=774)

Weighted missing values, n=0
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 52 shows which entities conduct economy and workforce development programs offered to patrons (see Figure 51). Overall, library staff is most likely to conduct all economy and workforce development programs offered to patrons, with the notable exceptions of business plan development, and entrepreneurship and small business development programs. Whereas nearly all libraries that offer assistance accessing employment databases (93.1 percent) or assistance in job application (90.1 percent) have this assistance carried out by library staff, a relatively slight number of libraries that offer these two services offer them through volunteers (3.3 percent and 13.6 percent, respectively) or partner organizations (20.7 percent and 30.0 percent, respectively). This pattern also holds for unemployment benefit application (library staff at 94.6 percent, volunteers at 2.3 percent, and partner organizations at 8.2 percent) and online business information access (91.6 percent, 1.7 percent, and 12.0 percent for library staff, volunteers, and partner organizations, respectively).

Figure 53: Organizations Conducting Economy and Workforce Development Programs offered to Patrons

	City		
Economy and Workforce Development	Library Staff	Volunteers	Partner Organization
Accessing and using employment databases and other job opportunity resources (e.g., Federal and state job banks, Monster.com, Indeed.com)	91.1% (n=1754)	6.0% (n=116)	20.2% (n=390)
Applying for jobs (e.g., interviewing skills, resume development, completing online job applications)	86.5% (n=1919)	15.2% (n=336)	31.3% (n=690)
Applying for unemployment benefits online	92.3% (n=662)	3.6% (n=26)	12.6% (n=90)
Accessing and using online business information resources	90.2% (n=1368)	3.6% (n=54)	13.6% (n=206)
Developing business plans	54.9% (n=546)	8.7% (n=86)	59.8% (n=594)
Entrepreneurship and small business development	40.9% (n=529)	8.3% (n=107)	64.0% (n=827)
Co-work spaces/incubators	72.9% (n=145)	---	48.2% (n=96)
Other	50.3% (n=95)	4.2% (n=8)	56.8% (n=108)

Key: --- : no data to report; weighted missing values, n=145
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figures 53 through 56 show which entities conduct economy and workforce development programs offered to patrons, broken down by locale type. In general, each locale type conforms to the general pattern of the overall table; library staff is most likely to conduct all economy and workforce development programs offered to patrons, with the exceptions of business plan development, and entrepreneurship and small business development programs. As in the overall table, volunteers conduct relatively low numbers of these programs, with negligible co-work spaces/incubators conducted by volunteers in towns and cities.

Figure 54: Organizations Conducting Economy and Workforce Development Programs offered to Patrons

	Suburban		
Economy and Workforce Development	Library Staff	Volunteers	Partner Organization
Accessing and using employment databases and other job opportunity resources (e.g., Federal and state job banks, Monster.com, Indeed.com)	91.7% (n=2387)	4.5% (n=117)	25.7% (n=669)
Applying for jobs (e.g., interviewing skills, resume development, completing online job applications)	85.5% (n=2416)	16.1% (n=454)	37.0% (n=1047)
Applying for unemployment benefits online	96.8% (n=1029)	2.0% (n=21)	7.0% (n=74)
Accessing and using online business information resources	91.7% (n=2080)	1.9% (n=43)	15.4% (n=350)
Developing business plans	46.3% (n=638)	8.3% (n=114)	63.2% (n=871)
Entrepreneurship and small business development	36.3% (n=650)	6.5% (n=116)	69.5% (n=1245)
Co-work spaces/incubators	60.5% (n=156)	3.1% (n=8)	45.0% (n=116)
Other	19.0% (n=44)	8.6% (n=20)	79.7% (n=185)

Weighted missing values, n=0
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 55: Organizations Conducting Economy and Workforce Development Programs offered to Patrons

	Town		
Economy and Workforce Development	Library Staff	Volunteers	Partner Organization
Accessing and using employment databases and other job opportunity resources (e.g., Federal and state job banks, Monster.com, Indeed.com)	90.6% (n=2075)	3.2% (n=73)	22.0% (n=504)
Applying for jobs (e.g., interviewing skills, resume development, completing online job applications)	89.0% (n=2215)	11.9% (n=297)	28.3% (n=705)
Applying for unemployment benefits online	90.5% (n=924)	2.1% (n=21)	11.5% (n=117)
Accessing and using online business information resources	90.6% (n=1703)	2.2% (n=42)	11.9% (n=224)
Developing business plans	49.0% (n=578)	9.7% (n=115)	58.8% (n=695)
Entrepreneurship and small business development	32.4% (n=508)	7.6% (n=119)	68.5% (n=1072)
Co-work spaces/incubators	58.4% (n=128)	---	44.3% (n=97)
Other	8.9% (n=15)	5.9% (n=10)	85.2% (n=144)

Key: --- : no data to report; weighted missing values, n=0
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 56: Organizations Conducting Economy and Workforce Development Programs offered to Patrons

	Rural		
Economy and Workforce Development	Library Staff	Volunteers	Partner Organization
Accessing and using employment databases and other job opportunity resources (e.g., Federal and state job banks, Monster.com, Indeed.com)	96.0% (n=4374)	1.6% (n=72)	17.2% (n=782)
Applying for jobs (e.g., interviewing skills, resume development, completing online job applications)	95.0% (n=4611)	12.3% (n=595)	26.1% (n=1269)
Applying for unemployment benefits online	96.3% (n=1978)	2.0% (n=42)	5.6% (n=115)
Accessing and using online business information resources	92.5% (n=3407)	0.6% (n=23)	9.2% (n=338)
Developing business plans	48.5% (n=1218)	7.6% (n=191)	60.9% (n=1529)
Entrepreneurship and small business development	32.2% (n=1035)	6.2% (n=199)	69.0% (n=2221)
Co-work spaces/incubators	62.2% (n=335)	1.3% (n=7)	38.5% (n=208)
Other	4.0% (n=14)	1.4% (n=5)	96.0% (n=332)

Will not total 100%, as categories are not mutually exclusive
Weighted missing values, n=0; *Table only displays percentages for affirmative responses.*

Partner Organizations Participating in Economy and Workforce Development Programs offered to Patrons

Figures 51 through 56 illustrate the economy and workforce development programs, information sessions, and/or events that public library outlets offered to patrons in the last twelve months, as well as which types of organizations assisted the libraries with these programs. While most libraries report library staff primarily offer most economy and workforce development programming, many libraries partnered with outside organizations to offer certain programs, for instance, business plan development (see Figure 52 for overall percentages). The 2013 Digital Inclusion Survey asked respondents to identify the partner organization that participated in education and learning programs, both generally by type (e.g., government agency, non-profit organization, schools (K-12), corporations), and specifically, by allowing respondents to supply the name of the appropriate partner organization.

Overall, an affirmative response to any individual partner organization was generally low. For each program, participation by corporations, schools (K-12), colleges/universities, foundations/library friends, and other was below 10 percent. Government agencies were generally most likely to be a partner of any program, with participation of about 25 percent for half of the programs; they were the organizations most likely to be a partner for programs assisting patrons in accessing and using employment databases (79.9 percent) and assistance with job applications (51.3 percent). Non-profit organizations and community colleges were the next most likely to be partners in economy and workforce development programs. The reported partner organizations vary greatly, from national non-profit organizations and federal agencies to small, local civic groups and corporations. There is some overlap with those organizations reported to

partner with libraries on education and learning programs. Some examples include: the US Department of Labor; community colleges; tribal associations; extension services; local police and fire departments; religious organizations; library consortiums and library friends groups; 4-H; and the United Way.

Figure 57: Public Library Outlets Offering Community, Civic Engagement, and E-Government Programs to Patrons, by Locale Code

Locale Code				
City	**Suburban**	**Town**	**Rural**	**Overall**
85.2% (n=2340)	76.9% (n=2949)	70.9% (n=2475)	69.5% (n=4618)	74.1% (n=12382)

Weighted missing values, n=0
Table only displays percentages for affirmative responses.

Figure 57 lists the percentage of public library outlets that offered community, civic engagement and E-government programs, information sessions, and/or events to patrons in the last twelve months. These include community engagement events (e.g., candidate forums, community conversations), social connection events (e.g., manga/anime, gaming), creation events (e.g., maker spaces), helping patrons access and use government programs and services (e.g., Medicare, Social Security, InfoPass), and completing online government forms (e.g., social services, immigration, tax). Nearly three quarters of all public library outlets responding to the survey (74.1 percent) provide these community and E-government programs to patrons. City libraries exceed that percentage (85.2 percent), as do suburban libraries by (76.9 percent). Town and rural libraries offered these programs at lower rates (70.9 percent and 69.5 percent, respectively).

Figure 58: Community, Civic Engagement, and E-Government Programs offered to Patrons, by Locale Code

	Locale Code				
Community, Civic Engagement, and E-Government	City	Suburban	Town	Rural	Overall
Hosting community engagement events (e.g., candidate forums, community conversations)	57.2% (n=1339)	56.0% (n=1652)	47.2% (n=1167)	32.1% (n=1482)	45.5% (n=5640)
Hosting social connection events (e.g., manga/anime, gaming, etc.)	63.7% (n=1489)	71.8% (n=2118)	55.8% (n=1380)	40.8% (n=1884)	55.5% (n=6871)
Hosting creation events (e.g., maker spaces)	25.9% (n=607)	25.8% (n=761)	23.2% (n=573)	15.3% (n=706)	21.4% (n=2647)
Hosting hackathons or other coding/app development events	4.0% (n=93)	1.7% (n=49)	3.4% (n=83)	1.0% (n=44)	2.2% (n=269)
Creating open data repositories for local government data (e.g., crime, education, transportation, or other local data)	11.5% (n=268)	8.5% (n=251)	7.2% (n=179)	6.5% (n=300)	8.1% (n=998)
Accessing and using government programs and services (e.g., Medicare, Social Security, InfoPass)	58.9% (n=1380)	61.3% (n=1809)	60.3% (n=1493)	67.8% (n=3132)	63.1% (n=7814)
Completing online government forms (e.g., social services, immigration, tax)	96.5% (n=2259)	96.9% (n=2858)	97.7% (n=2419)	98.3% (n=4539)	97.5% (n=12075)
Accessing government information resources (e.g., USA.gov, FedSys, state government documents)	42.8% (n=1002)	36.1% (n=1064)	49.1% (n=1216)	57.1% (n=2635)	47.8% (n=5917)
Other	3.6% (n=84)	3.0% (n=87)	1.5% (n=37)	2.2% (n=101)	2.5% (n=309)

Weighted missing values, n=0
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 58 shows the community, civic engagement, and E-government programs offered to patrons by their library outlets, broken down by locale. In certain programs, there is a relatively wide variance across locales, including hosting community engagement events, hosting connection events, and accessing government information resources. Overall, the programs offered by a majority of outlets are hosting connection events (55.5 percent), assistance in accessing and using government programs and services (63.1 percent), and assistance in completing online government forms (97.5 percent). Notably, majorities of city and suburban libraries hosted community engagement events (57.2 percent and 56.0 percent, respectively), while less than half of town (47.2 percent) and rural (32.1 percent) hosted these events. A similar gap can be seen with social connection events, held by majorities of city (63.7 percent), suburban (71.8 percent), and town libraries (55.8 percent). By contrast, less than half of rural libraries hosted these events (40.8 percent). A majority of rural libraries assisted patrons in accessing government information resources (57.1 percent).

Figure 59: Organizations Conducting Community, Civic Engagement, and E-Government Programs offered to Patrons

	Overall		
Community, Civic Engagement, and E-Government	Library Staff	Volunteers	Partner Organization
Hosting community engagement events (e.g., candidate forums, community conversations)	67.3% (n=3787)	23.0% (n=1293)	48.2% (n=2711)
Hosting social connection events (e.g., manga/anime, gaming, etc.)	95.6% (n=6570)	14.2% (n=986)	6.6% (n=451)
Hosting creation events (e.g., maker spaces)	89.9% (n=2379)	22.4% (n=593)	19.0% (n=502)
Hosting hackathons or other coding/app development events	81.5% (n=218)	40.8% (n=109)	19.6% (n=53)
Creating open data repositories for local government data (e.g., crime, education, transportation, or other local data)	83.3% (n=831)	8.9% (n=89)	30.3% (n=303)
Accessing and using government programs and services (e.g., Medicare, Social Security, InfoPass)	71.1% (n=5553)	9.9% (n=770)	35.8% (n=2796)
Completing online government forms (e.g., social services, immigration, tax)	86.2% (n=10407)	5.9% (n=712)	18.2% (n=2195)
Accessing government information resources (e.g., USA.gov, FedSys, state government documents)	91.2% (n=5396)	4.2% (n=246)	13.2% (n=783)
Other	33.4% (n=104)	10.1% (n=31)	74.7% (n=232)

Weighted missing values, n=0
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 59 shows which organizations conducted community, civic engagement, and E-government programs offered to patrons. Overall, library staff is most likely to offer all types of these events, and partner organizations are generally more likely than volunteers to conduct these programs. Generally, programs that require specialized technical knowledge are more likely to be conducted by partner organizations than volunteers. For instance, social connection events are more likely to be conducted by volunteers (14.2 percent) than partner organizations (6.6 percent).

Figure 60: Organizations Conducting Community, Civic Engagement, and E-Government Programs offered to Patrons

	City		
Community, Civic Engagement, and E-Government	Library Staff	Volunteers	Partner Organization
Hosting community engagement events (e.g., candidate forums, community conversations)	68.2% (n=913)	18.4% (n=246)	53.8% (n=721)
Hosting social connection events (e.g., manga/anime, gaming, etc.)	97.5% (n=1452)	15.5% (n=231)	8.0% (n=119)
Hosting creation events (e.g., maker spaces)	89.5% (n=543)	18.6% (n=113)	26.4% (n=160)
Hosting hackathons or other coding/app development events	83.9% (n=78)	37.0% (n=34)	43.0% (n=40)
Creating open data repositories for local government data (e.g., crime, education, transportation, or other local data)	91.4% (n=245)	6.0% (n=16)	32.8% (n=88)
Accessing and using government programs and services (e.g., Medicare, Social Security, InfoPass)	67.4% (n=930)	8.3% (n=115)	49.3% (n=681)
Completing online government forms (e.g., social services, immigration, tax)	81.9% (n=1849)	7.2% (n=163)	25.6% (n=578)
Accessing government information resources (e.g., USA.gov, FedSys, state government documents)	91.8% (n=920)	1.8% (n=18)	16.8% (n=168)
Other	13.9% (n=10)	12.5% (n=9)	93.0% (n=66)

Weighted missing values, n=0
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figures 60 to 63 shows which organizations conducted community, civic engagement, and E-government programs offered to patrons broken down by locale. In general, the individual locale tables conform to the pattern of the overall table. Notably, however, partner organizations are generally less likely to conduct these programs in rural outlets than in other local types.

Figure 61: Organizations Conducting Community, Civic Engagement, and E-Government Programs offered to Patrons

	Suburban		
Community, Civic Engagement, and E-Government	Library Staff	Volunteers	Partner Organization
Hosting community engagement events (e.g., candidate forums, community conversations)	61.5% (n=1013)	20.4% (n=336)	53.1% (n=875)
Hosting social connection events (e.g., manga/anime, gaming)	94.7% (n=2005)	13.5% (n=285)	6.4% (n=135)
Hosting creation events (e.g., maker spaces)	93.3% (n=710)	20.9% (n=159)	13.9 % (n=106)
Hosting hackathons or other coding/app development events	91.8% (n=45)	53.1% (n=26)	8.2% (n=4)
Creating open data repositories for local government data (e.g., crime, education, transportation, or other local data)	76.5% (n=192)	12.4% (n=31)	45.4% (n=114)
Accessing and using government programs and services (e.g., Medicare, Social Security, InfoPass)	58.4% (n=1055)	14.8% (n=267)	50.7% (n=917)
Completing online government forms (e.g., social services, immigration, tax)	78.4% (n=2241)	7.8% (n=223)	25.3% (n=724)
Accessing government information resources (e.g., USA.gov, FedSys, state government documents)	82.8% (n=881)	7.8% (n=83)	23.9% (n=254)
Other	9.6% (n=7)	8.1% (n=6)	91.9% (n=68)

Weighted missing values, n=0
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 62: Organizations Conducting Community, Civic Engagement, and E-government Programs offered to Patrons

	Town		
Community, Civic Engagement, and E-Government	Library Staff	Volunteers	Partner Organization
Hosting community engagement events (e.g., candidate forums, community conversations)	69.4% (n=805)	24.7% (n=287)	47.1% (n=546)
Hosting social connection events (e.g., manga/anime, gaming)	94.8% (n=1308)	12.5% (n=172)	6.2% (n=85)
Hosting creation events (e.g., maker spaces)	85.9% (n=492)	25.1 % (n=144)	17.1% (n=98)
Hosting hackathons or other coding/app development events	62.2% (n=51)	43.3% (n=36)	7.3% (n=6)
Creating open data repositories for local government data (e.g., crime, education, transportation, or other local data)	75.4% (n=135)	7.3% (n=13)	24.6% (n=44)
Accessing and using government programs and services (e.g., Medicare, Social Security, InfoPass)	74.9% (n=1119)	11.1% (n=166)	32.5% (n=485)
Completing online government forms (e.g., social services, immigration, tax)	88.3% (n=2136)	6.0% (n=144)	15.3% (n=371)
Accessing government information resources (e.g., USA.gov, FedSys, state government documents)	90.0% (n=1095)	4.0% (n=49)	16.5% (n=201)
Other	29.7% (n=11)	---	70.3% (n=26)

Key: --- : no data to report; weighted missing values, n=0
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 63: Organizations Conducting Community, Civic Engagement, and E-Government Programs offered to Patrons

	Rural		
Community, Civic Engagement, and E-Government	Library Staff	Volunteers	Partner Organization
Hosting community engagement events (e.g., candidate forums, community conversations)	71.3% (n=1057)	28.6% (n=424)	38.5% (n=570)
Hosting social connection events (e.g., manga/anime, gaming, etc.)	95.8% (n=1804)	15.8% (n=297)	5.9% (n=112)
Hosting creation events (e.g., maker spaces)	89.8% (n=634)	25.2% (n=178)	19.5% (n=138)
Hosting hackathons or other coding/app development events	100.0% (n=44)	29.5% (n=13)	7.0% (n=3)
Creating open data repositories for local government data (e.g., crime, education, transportation, or other local data)	86.3% (n=259)	9.7% (n=29)	19.0% (n=57)
Accessing and using government programs and services (e.g., Medicare, Social Security, InfoPass)	78.2% (n=2449)	7.1% (n=222)	22.8% (n=714)
Completing online government forms (e.g., social services, immigration, tax)	92.1% (n=4180)	4.0% (n=182)	11.5% (n=522)
Accessing government information resources (e.g., USA.gov, FedSys, state government documents)	94.9% (n=2500)	3.6% (n=96)	6.0% (n=159)
Other	58.3% (n=49)	19.0% (n=16)	60.7% (n=51)

Weighted missing values, n=0
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Partner Organizations Participating in Community, Civic Engagement, and E-Government Programs offered to Patrons

Figures 58 and 63 illustrate the community, civic engagement and E-government programs, information sessions, and/or events that public library outlets offered to patrons in the last twelve months, as well as which types of organizations assisted the libraries with these programs. While most libraries report library staff primarily offer all community, civic engagement, and E-government programs, other libraries elected to partner with outside groups, especially when the library for hosted community engagement events (50.3 percent) and assisted patrons with accessing and using government programs and services (36.7 percent) (see Figure 59). The 2013 Digital Inclusion Survey asked respondents to identify the partner organization that participated in this type of programming, both generally by type (e.g., government agency, non-profit organization, schools (K-12), corporations), and specifically, by allowing respondents to supply the name of the appropriate partner organization.

The data shows that non-profit organizations were cited as partners most frequently across all community, civic engagement, and E-government program categories in the last twelve months (for program categories, see Figures 58 to 63). More specifically, non-profit organizations also partnered with public libraries to: complete online government forms (e.g., social services, immigration, tax) (66.2 percent); host community engagement events (e.g., candidate forums, community conversations) (39.7 percent); and access and use government programs and services (e.g., Medicare, Social Security) (40.9 percent).

In addition, government agencies were frequently reported as partner organizations in the provision of

many of these same services or programs. Government agencies partnered with libraries to assist patrons to: access and use government programs and services (e.g., Medicare, Social Security, InfoPass) (55.1 percent); host community engagement events (e.g., candidate forums, community conversations) (39.1 percent); and complete online government forms (e.g., social services, immigration, tax) (36.9 percent).

While those percentages are for public library outlets overall, they are very similar to the percentages when the data is broken down by locale status (city, suburban, town, and rural). It is worth noting, however, that 52.4 percent of city libraries, 46.0 percent of suburban libraries, and 42.1 percent of rural libraries report partnering with civic organizations to host community engagement events.

The reported partner organizations vary greatly, from national non-profit organizations and federal agencies to small, local civic groups and corporations. Some examples include: Alaska Common Ground; universities along with their agricultural extension programs; Girl Scouts; chambers of commerce; League of Women Voters; NAACP; Oregon Holocaust Resource Center; local police and fire departments; religious organizations; library consortiums and library friends groups; and a number of local politicians or political parties/groups.

Figure 64: Public Library Outlets Offering Health and Wellness Programs to Patrons, by Locale Code

Locale Code				
City	**Suburban**	**Town**	**Rural**	**Overall**
68.1% (n=1872)	73.1% (n=2802)	55.5% (n=1938)	46.3% (n=3072)	57.9% (n=9684)

Weighed missing values, n=0
Table only displays percentages for affirmative responses.

Figure 64 shows the percentage of public library outlets that provided health and wellness programs, information sessions, and/or events to patrons in the last twelve months. These programs and events were stated to include assessing and using online health information, finding and assessing health insurance information, managing a chronic health condition or a disease (e.g., diabetes, cancer), and bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests). Overall, just over half of the libraries responding to the survey (57.9 percent) provide these health and wellness programs to patrons. Suburban libraries provide these services at the highest rate, at 73.1 percent, and city libraries follow close behind at 68.1 percent. Town libraries fall just below the overall percentage rate for health and wellness service provision, at 55.5 percent, and just less than half of rural libraries report that they provide these services to patrons (46.3 percent).

Figure 65: Health and Wellness Programs offered to Patrons, by Locale Code

	Locale Code				
Health and Wellness	City	Suburban	Town	Rural	Overall
Accessing, assessing, and using online health information	37.2% (n=696)	31.8% (n=891)	27.1% (n=525)	28.9% (n=889)	31.0% (n=3001)
Identifying and articulating health and wellness issues	42.9% (n=804)	45.2% (n=1268)	37.4% (n=725)	38.5% (n=1183)	41.1% (n=3980)
Finding and assessing health insurance information	41.0% (n=767)	42.6% (n=1193)	37.3% (n=722)	30.3% (n=931)	37.3% (n=3613)
Finding and assessing health care providers	17.8% (n=334)	18.8% (n=526)	12.8% (n=249)	8.1% (n=249)	14.0% (n=1358)
Developing healthy lifestyles (e.g., food, nutrition, exercise)	65.0% (n=1216)	62.8% (n=1761)	55.4% (n=1074)	44.2% (n=1357)	55.9% (n=5408)
Managing a chronic health condition or a disease (e.g., diabetes, cancer)	33.8% (n=632)	35.0% (n=981)	34.1% (n=660)	29.4% (n=904)	32.8% (n=3177)
Managing a developmental disorder (e.g., autism, Asperger syndrome)	14.7% (n=276)	16.7% (n=468)	9.4% (n=182)	6.9% (n=211)	11.7% (n=1137)
Bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests)	24.7% (n=463)	25.2% (n=706)	22.3% (n=433)	21.8% (n=669)	23.5% (n=2271)
Other	3.2% (n=60)	3.3% (n=93)	2.1% (n=41)	2.8% (n=87)	2.9% (n=281)

Weighted missing values, n=0
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.

Figure 65 provides a more detailed breakdown of the health and wellness programs public library outlets offered to patrons during the preceding twelve months. 55.9 percent of libraries overall offered healthy lifestyles (e.g., food, nutrition, exercise) programming, while only 11.7 percent offered programs that covered the management of a developmental disorder such as autism. In addition, when broken down by locale, healthy lifestyles programing was again the most frequently offered health and wellness topic for city (65.0 percent), suburban (62.8 percent), town (55.4 percent) and rural (44.2 percent) libraries. Likewise, the trends overall are reflected in the locale data for the next most common health and wellness topics: identifying and articulating health and wellness issues (41.1 percent overall); and finding and assessing health insurance information (37.3 percent overall).

Figure 66: Organizations Conducting Health and Wellness Programs offered to Patrons			
	Overall		
Health and Wellness	Library Staff	Volunteers	Partner Organization
Accessing, assessing, and using online health information	76.1% (n=2285)	9.5% (n=285)	25.8% (n=773)
Identifying and articulating health and wellness issues	29.1% (n=1158)	21.2% (n=843)	62.8% (n=2499)
Finding and assessing health insurance information	36.4% (n=1312)	15.8% (n=570)	63.9% (n=2304)
Finding and assessing health care providers	41.7% (n=566)	16.4% (n=222)	54.3% (n=737)
Developing healthy lifestyles (e.g., food, nutrition, exercise)	32.3% (n=1747)	5.2% (n=280)	48.8% (n=2642)
Managing a chronic health condition or a disease (e.g., diabetes, cancer)	25.0% (n=794)	17.0% (n=539)	65.1% (n=2069)
Managing a developmental disorder (e.g., autism, Asperger syndrome)	31.3% (n=356)	19.2% (n=219)	63.8% (n=725)
Bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests)	16.6% (n=377)	15.6% (n=354)	79.3% (n=1800)
Other	26.9% (n=76)	25.8% (n=72)	43.5% (n=122)
Weighted missing values, n=0 *Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.*			

Figure 66 delves deeper into the topic of health and wellness programming in public library outlets by clarifying who exactly offers such programming. Partner organizations play an important role in health and wellness library programming provision, especially when it comes to bringing in healthcare providers to offer limited health screenings; 79.3 percent of libraries overall rely on partnerships to provide such programming. However, in 76.1 percent of overall libraries, library staff serves as the primary service provider for accessing, assessing, and using online health information. When it comes to developing healthy lifestyles – the most frequently offered health topic in public library outlets – the division is more equal, with 48.8 percent of overall libraries relying on partners, while 32.3 percent expect library staff to provide such programming.

Figure 67: Organizations Conducting Health and Wellness Programs offered to Patrons			
	City		
Health and Wellness	Library Staff	Volunteers	Partner Organization
Accessing, assessing, and using online health information	79.6% (n=553)	6.2% (n=43)	32.5% (n=226)
Identifying and articulating health and wellness issues	34.7% (n=279)	13.4% (n=108)	68.9% (n=554)
Finding and assessing health insurance information	43.2% (n=332)	11.3% (n=87)	68.8% (n=528)
Finding and assessing health care providers	47.3% (n=158)	14.4% (n=48)	62.9% (n=210)
Developing healthy lifestyles (e.g., food, nutrition, exercise)	41.7% (n=507)	3.5% (n=43)	53.0% (n=645)
Managing a chronic health condition or a disease (e.g., diabetes, cancer)	28.8% (n=182)	12.2% (n=77)	70.1% (n=443)
Managing a developmental disorder (e.g., autism, Asperger syndrome)	41.3% (n=114)	15.6% (n=43)	67.3% (n=185)
Bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests)	24.2% (n=112)	17.5% (n=81)	77.8% (n=360)
Other	30.0% (n=18)	20.0% (n=12)	54.1% (n=33)
Weighted missing values, n=1 *Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.*			

City libraries reflect the percentages for libraries overall, with 77.8 percent of city libraries relying on partner organizations to offer limited healthcare screening services in the library. In addition, 68.9 percent of city libraries partner with outside groups to help patrons identify and articulate health and wellness issues. As with libraries overall, library staff make the greatest impact in health and wellness service provision when helping patrons access, assess, and use online health information (79.6 percent).

Figure 68: Organizations Conducting Health and Wellness Programs offered to Patrons			
	Suburban		
Health and Wellness	Library Staff	Volunteers	Partner Organization
Accessing, assessing, and using online health information	69.1% (n=616)	13.4% (n=119)	29.7% (n=265)
Identifying and articulating health and wellness issues	25.9% (n=328)	24.4% (n=309)	62.0% (n=786)
Finding and assessing health insurance information	34.7% (n=414)	16.8% (n=200)	63.5% (n=758)
Finding and assessing health care providers	36.3% (n=191)	13.1% (n=69)	53.8% (n=283)
Developing healthy lifestyles (e.g., food, nutrition, exercise)	30.6% (n=539)	6.5% (n=114)	52.2% (n=920)
Managing a chronic health condition or a disease (e.g., diabetes, cancer)	18.6% (n=182)	19.7% (n=193)	66.6% (n=653)
Managing a developmental disorder (e.g., autism, Asperger syndrome)	23.3% (n=109)	23.1% (n=108)	64.3% (n=301)
Bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests)	16.9% (n=119)	16.3% (n=115)	77.8% (n=549)
Other	21.5% (n=20)	35.9% (n=33)	28.3% (n=26)
Weighted missing values, n=1 *Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.*			

While suburban libraries follow the trend overall, and do not heavily rely on volunteers for health and wellness programming, 24.4 percent of suburban libraries report that volunteers assist patrons with identifying and articulating health and wellness issues. 62.0 percent of suburban libraries partner with outside groups to help patrons find and assess health insurance information, while 69.1 percent of suburban libraries expect library staff to assist patrons with accessing online health information.

Figure 69: Organizations Conducting Health and Wellness Programs offered to Patrons			
	Town		
Health and Wellness	Library Staff	Volunteers	Partner Organization
Accessing, assessing, and using online health information	81.7% (n=429)	6.9% (n=36)	24.2% (n=127)
Identifying and articulating health and wellness issues	34.8% (n=252)	21.0% (n=152)	59.0% (n=427)
Finding and assessing health insurance information	37.0% (n=264)	17.7% (n=126)	59.0% (n=421)
Finding and assessing health care providers	48.8% (n=122)	16.9% (n=42)	50.8% (n=127)
Developing healthy lifestyles (e.g., food, nutrition, exercise)	25.6% (n=275)	3.4% (n=36)	49.8% (n=535)
Managing a chronic health condition or a disease (e.g., diabetes, cancer)	26.7% (n=176)	16.5% (n=109)	65.2% (n=431)
Managing a developmental disorder (e.g., autism, Asperger syndrome)	35.7% (n=65)	19.2% (n=35)	56.0% (n=102)
Bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests)	12.0% (n=52)	11.5% (n=50)	86.8% (n=376)
Other	45.0% (n=18)	27.5% (n=11)	65.0% (n=26)
Weighted missing values, n=1 *Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.*			

Town libraries rely more heavily on partner organizations (49.8 percent) versus library staff (25.6 percent) for basic healthy lifestyles programming. Echoing the overall trends, 86.8 percent of town libraries partner with outside groups to offer limited healthcare screening services, and 81.7 percent of town libraries rely on staff to assist patrons with accessing and assessing online health information.

Figure 70: Organizations Conducting Health and Wellness Programs offered to Patrons			
	Rural		
Health and Wellness	Library Staff	Volunteers	Partner Organization
Accessing, assessing, and using online health information	77.3% (n=687)	9.8% (n=87)	17.4% (n=155)
Identifying and articulating health and wellness issues	25.3% (n=300)	23.2% (n=274)	61.8% (n=731)
Finding and assessing health insurance information	32.4% (n=302)	16.8% (n=156)	64.0% (n=596)
Finding and assessing health care providers	38.2% (n=95)	25.3% (n=63)	47.2% (n=117)
Developing healthy lifestyles (e.g., food, nutrition, exercise)	31.4% (n=426)	6.4% (n=87)	40.0% (n=543)
Managing a chronic health condition or a disease (e.g., diabetes, cancer)	28.1% (n=254)	17.7% (n=160)	60.0% (n=542)
Managing a developmental disorder (e.g., autism, Asperger syndrome)	32.2% (n=68)	15.2% (n=32)	64.5% (n=136)
Bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests)	14.1% (n=94)	16.1% (n=108)	77.1% (n=516)
Other	21.8% (n=19)	17.2% (n=15)	41.4% (n=36)
Weighted missing values, n=1 *Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.*			

As with city libraries, 61.8 percent of rural libraries partner with outside organizations to help patrons to identify and articulate health and wellness issues. Rural libraries also partner with outside organizations to assist patrons with finding and assessing health insurance information (64.0 percent) and with managing a chronic health condition or disease (60.0 percent). 77.1 percent of rural libraries also partner with outside organizations to offer limited healthcare screening services at the library.

Partner Organizations Participating in Health and Wellness Programs offered to Patrons

Figure 65 through Figure 70 illustrate the health and wellness programs, information sessions, and/or events that public library outlets offered to patrons in the last twelve months, as well as which types of organizations assisted the libraries with these programs. While most libraries report library staff primarily offer certain programming, such as accessing, assessing, and using online health information, many libraries partnered with outside organizations to offer other health and wellness programming, for instance, limited health care screening services (see Figure 66 for overall percentages). The 2013 Digital Inclusion Survey asked respondents to identify the partner organization that participated in health and wellness programming, both generally by type (e.g., government agency, non-profit organization, schools (K-12), corporations), and specifically, by allowing respondents to supply the name of the appropriate partner organization.

The data shows that non-profit organizations were cited as partners most frequently across all health and wellness program categories in the last twelve months (for program categories, see Figures 65 to 70). More specifically, non-profit organizations also partnered with public libraries to: manage a chronic health

condition or disease (e.g., diabetes, cancer) (56.2 percent); develop healthy lifestyles (e.g., food, nutrition, exercise) (42.8 percent); and identify and articulate health and wellness issues (41.8 percent). However, government agencies served as important partners when it came to finding and assessing health insurance information (41.8 percent).

Libraries most frequently employed partnerships to bring in healthcare providers to offered limited healthcare screening services in the library (e.g., weighing, blood pressure tests), with 79.3 percent of overall libraries reporting that partner organizations conduct such programs (see Figure 66). It is worth noting that a range of partners provides these health-screening services, with 38.6 percent of libraries overall partnering with non-profits, while 26.1 percent partnered with government agencies, and 22.8 percent partnered with corporations. City libraries reported a stronger preference for working with non-profit organizations to provide limited healthcare screenings (51.7 percent) versus government agencies (19.5 percent). However, the overall percentages reported strongly reflect the percentages when the data is broken down by locale.

The reported partner organizations for health and wellness programming vary greatly, from national non-profit organizations and state or federal agencies to small, local civic groups and corporations. Some examples include: local doctors, dentists, and medical clinics; hospitals; state health insurance programs; YMCA; 4-H clubs; university health programs and agricultural extension services; local health departments; Planned Parenthood; healthcare.gov; Boomers Leading Change in Health; health insurance providers; health insurance navigators; Walgreens; AARP; and local yoga studios and instructors.

Challenges and Opportunities

The survey also included an open-ended question that asked respondents about challenges and opportunities that the library faced regarding the library's role in building a digitally inclusive community. This question received 2,800 responses in all.

Responses can be clustered into three dominant issues:

1. **Broadband**. Many respondents commented that their Internet connection was insufficient to meet demand and that they were unable to increase capacity (most often due to availability or cost issues). Some libraries mentioned the slowness of WiFi connections in particular.
2. **Budget/funding.** A large number of respondents mentioned the lack of adequate funding and sustained budget cuts over several years. In turn, this has led to the inability to afford public access technology upgrades and replacement; the inability to renovate library space to meet demands of digital services/technologies and engagement; and the inability to staff adequately as well as upgrade the skills of existing staff.
3. **Capacity**. Respondents identified four different types of capacity issues:
    a. Public access technology infrastructure, which included not having enough technology (e.g., computers, tablets, e-readers) and obsolete technology.
    b. Staffing, which included adequate numbers of staff, staff skills (both related to funding), and time available to adequately help the public.
    c. Buildings, which included having enough electrical outlets for the increasing number of devices that require power, design (e.g., meeting/engagement space), the total amount of space, and the age of buildings.
    d. Demand, which included the ability of the library to meet the demand for technology, training, and other community needs.

To a lesser degree, libraries also mentioned two additional issues:

1. **Availability**. Libraries that reported this most often indicated the insufficiency of the number of hours the library was open to the public. This was often in relation to budget and staffing constraints.
2. **Community**. Libraries reported that the public's digital literacy skills, lack of access to/familiarity with technology, interest in the library, and the substantial diversity of the community served impacted the ability of the library to foster digital inclusion.

Libraries, therefore, identified a number of challenges in reaching the goal of a digitally inclusive community.

Appendix A. Advisory Committee

Stacey Aldrich
Deputy Secretary for Libraries
Office of Commonwealth Libraries
Pennsylvania Department of Education

Andrea Berstler
Past-President, Association for Rural & Small Libraries
Director, Wicomico Public Library

Diane Carty
Director
Massachusetts Board of Library Commissioners

Mike Crandall
Senior Lecturer
University of Washington iSchool

Denise Davis
Deputy Library Director
Sacramento Public Library

Jeanne Goodrich
Executive Director
Las Vegas – Clark County Library District

Chrystie Hill
Director, WebJunction Community Services

Michael Golrick
State Library of Louisiana

Susan Mark
Wyoming State Library

Jeremy Paley
Senior Program Officer
Global Libraries
Bill & Melinda Gates Foundation

Charlie Parker
Executive Director, Tampa Bay Library Consortium

Scott Reinhart
Assistant Director for Operations
Carroll County Public Library

John Windhausen
President, Telepoly

Liaison
Carlos A. Manjarrez
Director of Planning, Research and Evaluation
Institute of Museum and Library Services

Justin M. Grimes
Statistician, Planning, Research and Evaluation
Institute of Museum and Library Services

Appendix B. Detailed Weighting and Adjustments for Non-Response

Brady West and Zhe Wang
Survey Methodology Program (SMP)
Survey Research Center (SRC)
Institute for Social Research (ISR)
University of Michigan-Ann Arbor

Purpose

The response rate of the libraries in the sample is about 70%, which is relatively high given recent web surveys; however, non-response is still a threat to the accuracy of the survey estimates. To be more specific, the achieved sample for the survey may not reflect the population it is meant to represent very well. For example, if libraries with higher qualities, such as better service, higher Internet speed, etc., are more likely to participate in the survey, this could lead to over-representation of the high quality groups and cause non-response error. The use of non-response adjustment can reduce this kind of error via weighting.

Response propensity weighting

The basic idea of response propensity weighting is that the more likely that a respondent is to participate, the less important (relatively) that respondent's answers are, and the lower their weight should be. As such, we predict the response propensity by using a logistic regression model, given that the indicator of responding can be regarded as a dummy variable, and the auxiliary variables available for the full sample are applied as predictors. The predictive response propensity that we get from the logistic model will distribute from 0 to 1, and the response weight would be the inverse of the predicted response propensity.

Thus, the model of response propensity of library *i* is:

$$Pr\{Y_i=1\}=\frac{exp\ (\beta_0+\beta_1 X_{1i}+\beta_2 X_{2i}+\cdots+\beta_p X_{pi})}{1+exp\ (\beta_0+\beta_1 X_{1i}+\beta_2 X_{2i}+\cdots+\beta_p X_{pi})}$$

In this study, there are six library-specific auxiliary variables that serve as predictors of response propensity: *region of the library, county population, location, size, MCA type* and *outlet type*. We used stepwise regression to select predictors that are significant at the 95% confidence level from among all six candidates, and built individual logistic regression models for each state.

Nationwide response propensity model

We first build a nationwide response propensity model for all of the libraries in the sample, and all six auxiliary variables are significant in this model at the 95% confidence level. The nationwide nonresponse adjustments are the inverses of the predictive response propensities for each responding library based on this model.

State-specific response propensity models

Since each state has individual response propensity models, the predictors are different among states, and for some states, no significant predictors were found. There are twenty states having more than one significant predictor, and the models for these states can be regarded as valid and usable. Thus we

calculated the response propensity of the libraries in these 20 states and take the inverses of the predictions as state-specific nonresponse adjustments. Also, for these 20 states, the correlation between the nationwide weights and state-specific weights are provided to help comprehend the differences between the two models (see Figure B-1).

For the remaining states, two different approaches were applied. In eight states, where the counts of cases are small and the response rates are low, we did not fit any models, and the nonresponse adjustments for these states are simply the inverses of the response rates for each state, which means that all the libraries in these states will share the same response propensity adjustments.

As for the remaining 23 states, models are also built, using a different method, to predict the response propensity. A couple of key variables from the survey data were identified, and the same auxiliary variables used as predictors in the response propensity models were used to predict these key variables. The auxiliary variables that were predictive of at least one key variable (95% confidence level) are considered as available predictors in the response propensity models. Finally, the response propensity weights for the libraries in these 23 states are the inverses of the predictive response propensities (see Figure B-2).

The above method is also applied on the first 20 states. We build regression models to check if the auxiliary variables, which are found predictive of response propensity, are also predictive of the same key variables. And the auxiliary variables are dropped from the final state-specific models if they are not significant predictors of at least one key variable, in order to reduce both bias and variance in the adjusted survey estimates (see Little and Vartivarian, 2005, *Survey Methodology*).

Expected precision

After obtaining the state-specific response propensity weights for each library, we estimated features of the distributions (means, proportions) of three variables from the survey, *wait, ttypecompind* and *civicformal*, using alternative forms of the weights. We also accounted for the sampling strata (*location*), when estimating the variances of the estimated descriptive parameters:

$$\bar{y}=\frac{\sum_{i=1}^{I}(y_i * W_i)}{\sum_{i=1}^{I} W_i}$$

Here we computed two estimates: one using only unadjusted sampling weights, which are the inverses of the selection probabilities for each state, and one using the combined final weights (Final weight = sampling weight * response propensity adjustment). Also, we calculated the standard errors of the estimated means so that confidence intervals for the means could be computed.

In addition, based on the final weight, we computed "1+L" factors to evaluate the inflation of the variance arising from use of the weights in estimation (see Figure B-3). The formula of 1+L is:

$$1+L= 1+ \left[\frac{Sd(Final\ weight)}{mean(Final\ weight)}\right]^2$$

The 1+L factor represents by how many percent the estimated variance will increase if the final weights are applied in estimation. For example, for the "wait" variable for KY (Kentucky), the weighted estimate of the mean is 0.27369 with a 1+L value of 1.073555. This estimated variance is 7.4% larger than it would have been without the use of weights in estimation, which is not a substantial weighting effect. We reported these 1+L values for each state to provide a sense of the variance inflation due to weighting, and we did not find any substantial increases in variance across the states due to the weighting.

Figure B-1

State	Significant predictors	Correlation	P value	Pseudo R^2
AK	square feet	-0.4971	0.031	0.0624
AZ	location,mca	-0.0796	0	0.3167
CA	outlet,population,mca	0.6421	0	0.1531
CT	location,population,size	0.1583	0.0022	0.1376
FL	outlet,population,mca	0.1986	0.0001	0.1074
ID	mca,population	-0.4018	0.0417	0.0796
IL	outlet,population,location	0.6396	0	0.1754
IN	square feet	0.7927	0.0002	0.0843
MI	square feet,outlet	0.5749	0	0.2005
MN	location,population,mca	0.6861	0	0.2347
MT	population	0.0836	0.0481	0.0895
NC	mca,size	0.0784	0.0148	0.1609
NM	population	-0.4769	0.0328	0.1151
NV	square feet	0.8345	0.0382	0.1222
NY	location,outlet,mca	0.6761	0.0002	0.115
OH	square feet,location	0.774	0.0001	0.0737
SC	square feet	0.8198	0.0006	0.1715
SD	outlet,population	0.5453	0.0209	0.0922
TX	size,population	0.1105	0.0152	0.0948
WA	outlet,size	0.4675	0.0026	0.1137

Figure B-2

State	Variables	Significant predictors
AL	pactotal	squarefeet
	wait	squarefeet
	kbpsdown	squarefeet, population, outlet, size
	trainformal	squarefeet
	traincomp	
	ttypecompform	squarefeet, outlet
	ttypecompind	outlet
	ttypecompinform	
	eduformal	
	econformal	
	civicformal	size
	healthformal	squarefeet, population, outlet, msa
AR	pactotal	squarefeet, population
	wait	local
	kbpsdown	
	trainformal	
	traincomp	
	ttypecompform	
	ttypecompind	
	ttypecompinform	
	eduformal	
	econformal	
	civicformal	
	healthformal	squarefeet, population
CO	pactotal	squarefeet, mas, outlet
	wait	local
	kbpsdown	population, outlet
	trainformal	
	traincomp	outlet, msa
	ttypecompform	
	ttypecompind	squarefeet
	ttypecompinform	
	eduformal	
	econformal	
	civicformal	
	healthformal	squarefeet
IA	pactotal	squarefeet, population, msa
	wait	
	kbpsdown	squarefeet, population, outlet, msa
	trainformal	

	traincomp	
	ttypecompform	
	ttypecompind	squarefeet
	ttypecompinform	
	eduformal	
	econformal	
	civicformal	
	healthformal	
KS	pactotal	sqaurefeet
	wait	outlet, local
	kbpsdown	population
	trainformal	
	traincomp	population
	ttypecompform	squarefeet, population, outlet
	ttypecompind	
	ttypecompinform	
	eduformal	size
	econformal	
	civicformal	
	healthformal	
KY	pactotal	squarefeet, population, outlet
	wait	
	kbpsdown	squarefeet
	trainformal	
	traincomp	
	ttypecompform	outlet, msa
	ttypecompind	
	ttypecompinform	population, outlet
	eduformal	
	econformal	
	civicformal	
	healthformal	
LA	pactotal	squarefeet, msa, local
	wait	population, msa, local, size
	kbpsdown	squarefeet, population, local, size
	trainformal	population
	traincomp	local
	ttypecompform	population, msa, outlet, local, size
	ttypecompind	population
	ttypecompinform	msa
	eduformal	
	econformal	

	civicformal	local
	healthformal	population, outlet
MA	pactotal	squarefeet
	wait	
	kbpsdown	
	trainformal	squarefeet
	traincomp	
	ttypecompform	
	ttypecompind	
	ttypecompinform	
	eduformal	
	econformal	
	civicformal	squarefeet
	healthformal	
MD	pactotal	squarefeet, outlet
	wait	squarefeet, population, msa, local
	kbpsdown	squarefeet, population, msa, local
	trainformal	
	traincomp	msa
	ttypecompform	squarefeet
	ttypecompind	squarefeet, population, local
	ttypecompinform	local
	eduformal	
	econformal	
	civicformal	
	healthformal	squarefeet
MO	pactotal	squarefeet
	wait	local
	kbpsdown	squrefeet,population
	trainformal	
	traincomp	
	ttypecompform	squarefeet, local
	ttypecompind	msa, local
	ttypecompinform	
	eduformal	
	econformal	
	civicformal	
	healthformal	squarefeet
MS	pactotal	population
	wait	msa Local
	kbpsdown	msa Local
	trainformal	

	traincomp	squarefeet
	ttypecompform	squarefeet, population, size
	ttypecompind	
	ttypecompinform	
	eduformal	
	econformal	
	civicformal	population, local
	healthformal	size
NE	pactotal	squarefeet, population, msa, local
	wait	
	kbpsdown	
	trainformal	
	traincomp	population
	ttypecompform	sqaurefeet
	ttypecompind	outlet
	ttypecompinform	population, size
	eduformal	
	econformal	
	civicformal	msa, size
	healthformal	
NH	pactotal	squarefeet, local
	wait	
	kbpsdown	population
	trainformal	
	traincomp	size
	ttypecompform	squarefeet
	ttypecompind	
	ttypecompinform	
	eduformal	
	econformal	
	civicformal	population
	healthformal	
NJ	pactotal	squarefeet, outlet, msa
	wait	
	kbpsdown	population
	trainformal	
	traincomp	
	ttypecompform	outlet
	ttypecompind	
	ttypecompinform	
	eduformal	
	econformal	

	civicformal	squarefeet, outlet
	healthformal	squarefeet
OR	pactotal	squarefeet, outlet, msa
	wait	population, msa
	kbpsdown	population, msa, local, size
	trainformal	
	traincomp	size
	ttypecompform	
	ttypecompind	msa
	ttypecompinform	
	eduformal	
	econformal	
	civicformal	local
	healthformal	outlet, msa
PA	pactotal	squarefeet
	wait	population, outlet
	kbpsdown	squarefeet, population, size
	trainformal	
	traincomp	
	ttypecompform	squarefeet
	ttypecompind	squarefeet, population, outlet
	ttypecompinform	
	eduformal	
	econformal	
	civicformal	squarefeet
	healthformal	squarefeet
RI	pactotal	population, outlet, local, size
	wait	
	kbpsdown	
	trainformal	
	traincomp	
	ttypecompform	
	ttypecompind	
	ttypecompinform	
	eduformal	
	econformal	
	civicformal	
	healthformal	
UT	pactotal	squarefeet
	wait	local
	kbpsdown	
	trainformal	local

	traincomp	
	ttypecompform	outlet
	ttypecompind	population
	ttypecompinform	size
	eduformal	
	econformal	
	civicformal	
	healthformal	size
VA	pactotal	squarefeet, population, local
	wait	squarefeet, population, outlet
	kbpsdown	outlet
	trainformal	
	traincomp	squarefeet
	ttypecompform	population, msa, local
	ttypecompind	squarefeet, population, local
	ttypecompinform	population, outlet
	eduformal	
	econformal	
	civicformal	msa
	healthformal	squarefeet
VT	pactotal	squarefeet, msa, local
	wait	population, local
	kbpsdown	
	trainformal	
	traincomp	
	ttypecompform	
	ttypecompind	
	ttypecompinform	size
	eduformal	
	econformal	
	civicformal	
	healthformal	squarefeet
WI	pactotal	squarefeet, population
	wait	outlet, local
	kbpsdown	squarefeet, local
	trainformal	
	traincomp	
	ttypecompform	squarefeet
	ttypecompind	
	ttypecompinform	
	eduformal	
	econformal	

	civicformal	size
	healthformal	
WV	pactotal	squarefeet, outlet
	wait	msa
	kbpsdown	squarefeet, population, msa
	trainformal	
	traincomp	
	ttypecompform	squarefeet
	ttypecompind	outlet, msa
	ttypecompinform	outlet
	eduformal	
	econformal	
	civicformal	outlet
	healthformal	squarefeet, local
WY	pactotal	squarefeet, msa
	wait	population, outlet, local
	kbpsdown	
	trainformal	
	traincomp	
	ttypecompform	
	ttypecompind	squarefeet
	ttypecompinform	
	eduformal	
	econformal	
	civicformal	squarefeet, population
	healthformal	population

Figure B-3

state	Variable	Sampling weight			Final weight			1+L value
		N	Mean	Std Error of Mean	N	Mean	Std Error of Mean	
	wait	63	0.327824	0.067086	63	0.244161	0.081199	
AK	ttypecompind	53	0.167832	0.051741	53	0.154802	0.050672	1.239247
	civicformal	57	1	0	57	1	0	
	wait	116	0.406678	0.057252	116	0.386387	0.055248	
AL	ttypecompind	112	0.25742	0.056284	112	0.254852	0.055222	1.060399
	civicformal	119	0.827578	0.04071	119	0.818632	0.042099	
	wait	29	0.408327	0.117131	29	0.357197	0.092263	
AR	ttypecompind	28	0.15555	0.110412	28	0.093878	0.064131	1.130997
	civicformal	32	0.814365	0.070147	32	0.804923	0.068851	
	wait	65	0.437439	0.069834	65	0.495966	0.080908	
AZ	ttypecompind	66	0.277225	0.061667	66	0.341961	0.087544	2.121397
	civicformal	67	0.922302	0.03297	67	0.92089	0.034573	
	wait	174	0.69581	0.035845	174	0.688799	0.037761	
CA	ttypecompind	168	0.224061	0.03219	168	0.202258	0.030672	1.160425
	civicformal	175	0.805173	0.031738	175	0.794022	0.03451	
	wait	112	0.431689	0.057151	112	0.427778	0.056793	
CO	ttypecompind	115	0.506403	0.056153	115	0.501867	0.05602	1.007973
	civicformal	116	0.790809	0.043712	116	0.792663	0.043319	
	wait	75	0.243881	0.058501	75	0.250314	0.0591	
CT	ttypecompind	74	0.390332	0.065864	74	0.400193	0.066895	1.161155
	civicformal	77	0.789331	0.051661	77	0.775596	0.053364	
	wait	24	1	0	24	1	0	
DC	ttypecompind	24	0	0	24	0	0	1
	civicformal	24	1	0	24	1	0	
	wait	12	0.224586	0.126315	12	0.221615	0.128159	
DE	ttypecompind	11	0.394608	0.153818	11	0.383271	0.155087	1
	civicformal	12	0.881797	0.109555	12	0.878567	0.112353	
	wait	93	0.489096	0.057432	93	0.483097	0.058284	
FL	ttypecompind	107	0.388189	0.052044	107	0.383114	0.052178	1.362841
	civicformal	111	0.820562	0.044072	111	0.799538	0.047774	
	wait	19	0.433609	0.115965	19	0.341826	0.111508	
GA	ttypecompind	15	0.225579	0.114983	15	0.186192	0.099828	1.089624
	civicformal	17	0.882659	0.078088	17	0.896005	0.07091	
HI	wait	48	0.661565	0.082661	48	0.661565	0.082661	1

	ttypecompind	30	0.253503	0.108738	30	0.253503	0.108738	
	civicformal	50	0.504153	0.087432	50	0.504153	0.087432	
	wait	65	0.287943	0.056452	65	0.291596	0.057042	
IA	ttypecompind	58	0.17533	0.053824	58	0.141897	0.044749	1.058079
	civicformal	57	0.709477	0.06229	57	0.700019	0.062417	
	wait	57	0.349777	0.072991	57	0.26376	0.070713	
ID	ttypecompind	53	0.242129	0.072742	53	0.189606	0.066358	1.207579
	civicformal	55	0.621687	0.076412	55	0.529417	0.10241	
	wait	174	0.286655	0.036556	174	0.260947	0.035416	
IL	ttypecompind	148	0.371218	0.042175	148	0.332108	0.041739	1.571451
	civicformal	161	0.71484	0.03755	161	0.727325	0.037667	
	wait	75	0.33348	0.061544	75	0.321034	0.058978	
IN	ttypecompind	65	0.443693	0.067136	65	0.428515	0.066253	1.040552
	civicformal	75	0.768193	0.05397	75	0.734292	0.057722	
	wait	136	0.371601	0.047588	136	0.367435	0.047534	
KS	ttypecompind	114	0.275707	0.048964	114	0.279531	0.05002	1.001955
	civicformal	127	0.797509	0.040254	127	0.794944	0.040986	
	wait	46	0.27369	0.085031	46	0.240318	0.074237	
KY	ttypecompind	47	0.482681	0.085684	47	0.473492	0.083168	1.073555
	civicformal	44	0.979957	0.019965	44	0.981752	0.018188	
	wait	106	0.542743	0.054906	106	0.553245	0.056426	
LA	ttypecompind	113	0.379189	0.055349	113	0.385209	0.05816	1.024255
	civicformal	118	0.936664	0.02718	118	0.936083	0.02792	
	wait	76	0.177641	0.049333	76	0.172799	0.048096	
MA	ttypecompind	59	0.263186	0.062357	59	0.252011	0.06109	1.001228
	civicformal	73	0.870932	0.038772	73	0.866701	0.039935	
	wait	74	0.30159	0.061188	74	0.301448	0.061274	
MD	ttypecompind	76	0.30532	0.067555	76	0.304796	0.067618	1
	civicformal	87	0.963183	0.023897	87	0.963319	0.023918	
	wait	31	0.329908	0.105171	31	0.297862	0.086263	
ME	ttypecompind	28	0.408883	0.113879	28	0.303163	0.090666	1.041415
	civicformal	31	0.698707	0.094219	31	0.718268	0.083288	
	wait	156	0.273563	0.039802	156	0.26976	0.039088	
MI	ttypecompind	147	0.417969	0.045057	147	0.41404	0.044656	1.053003
	civicformal	153	0.825586	0.031821	153	0.803655	0.034984	
	wait	35	0.308738	0.099291	35	0.25483	0.0884	
MN	ttypecompind	48	0.276861	0.078397	48	0.238333	0.072668	1.325952
	civicformal	46	0.855882	0.051275	46	0.771438	0.079141	

	wait	52	0.277522	0.080534	52	0.230406	0.067037	
MO	ttypecompind	55	0.437147	0.080564	55	0.377144	0.072137	1.111287
	civicformal	55	0.951727	0.025868	55	0.947115	0.028702	
	wait	99	0.449236	0.059161	99	0.456008	0.058356	
MS	ttypecompind	104	0.041733	0.021594	104	0.042386	0.021611	1.088411
	civicformal	114	0.869356	0.035566	114	0.869121	0.035323	
	wait	8	0.318003	0.165122	8	0.263551	0.168625	
MT	ttypecompind	5	0.605	0.218282	5	0.764582	0.175069	1.122775
	civicformal	8	0.688568	0.16291	8	0.56506	0.216614	
	wait	157	0.484869	0.046702	157	0.476809	0.047175	
NC	ttypecompind	163	0.34501	0.043977	163	0.347363	0.044802	1.013751
	civicformal	173	0.803731	0.03365	173	0.807996	0.033194	
	wait	14	0.081209	0.060087	14	0.085977	0.073579	
ND	ttypecompind	8	0.048656	0.051223	8	0.018043	0.019158	1.05454
	civicformal	14	0.612842	0.174559	14	0.62843	0.146141	
	wait	116	0.183946	0.049175	116	0.172752	0.045146	
NE	ttypecompind	103	0.284956	0.054525	103	0.275604	0.051842	1.018707
	civicformal	112	0.665023	0.05269	112	0.662338	0.051371	
	wait	82	0.298246	0.060184	82	0.27925	0.054456	
NH	ttypecompind	68	0.394937	0.072515	68	0.384335	0.066925	1.038898
	civicformal	78	0.72828	0.054828	78	0.691565	0.056812	
	wait	66	0.572042	0.067367	66	0.534801	0.06972	
NJ	ttypecompind	59	0.430553	0.073707	59	0.415398	0.073174	1.077161
	civicformal	65	0.830186	0.050553	65	0.82878	0.051991	
	wait	40	0.351123	0.086082	40	0.358623	0.088624	
NM	ttypecompind	36	0.312994	0.082523	36	0.317065	0.084195	1.67027
	civicformal	34	0.772851	0.07341	34	0.778458	0.073227	
	wait	26	0.348572	0.106081	26	0.322866	0.104578	
NV	ttypecompind	35	0.247271	0.086623	35	0.230502	0.083734	1.054235
	civicformal	40	0.844161	0.070466	40	0.801365	0.08721	
	wait	347	0.463966	0.029398	347	0.449411	0.029774	
NY	ttypecompind	332	0.389876	0.030409	332	0.390475	0.030944	1.016749
	civicformal	361	0.790518	0.023881	361	0.786996	0.02455	
	wait	90	0.522101	0.058287	90	0.433327	0.060204	
OH	ttypecompind	92	0.282391	0.049752	92	0.288908	0.055717	1.132908
	civicformal	84	0.730493	0.051786	84	0.673496	0.059217	
OK	wait	10	0.476758	0.202223	10	0.476758	0.202223	1
	ttypecompind	10	0.224523	0.130907	10	0.224523	0.130907	

	civicformal	10	0.625151	0.170207	10	0.625151	0.170207	
	wait	63	0.614103	0.073793	63	0.56403	0.074387	
OR	ttypecompind	60	0.268819	0.077317	60	0.262533	0.074316	1.095712
	civicformal	64	0.71339	0.060039	64	0.679861	0.065077	
	wait	307	0.417858	0.034415	307	0.424033	0.035274	
PA	ttypecompind	285	0.316408	0.032807	285	0.311797	0.032939	1.001946
	civicformal	296	0.787089	0.028349	296	0.788309	0.028772	
	wait	16	0.445838	0.134246	16	0.375948	0.121836	
RI	ttypecompind	16	0.302292	0.129551	16	0.257821	0.111719	1.120824
	civicformal	16	0.64029	0.130409	16	0.701655	0.113338	
	wait	44	0.589537	0.083214	44	0.580823	0.082861	
SC	ttypecompind	46	0.365739	0.079498	46	0.38185	0.080119	1.108564
	civicformal	47	0.754743	0.064962	47	0.723692	0.071012	
	wait	94	0.241864	0.059193	94	0.245815	0.059243	
SD	ttypecompind	82	0.175549	0.074181	82	0.169728	0.071933	1.039247
	civicformal	95	0.677791	0.060935	95	0.658963	0.061469	
	wait	18	0.251372	0.130182	18	0.251372	0.130182	
TN	ttypecompind	16	0.414257	0.133187	16	0.414257	0.133187	1
	civicformal	17	0.497995	0.138132	17	0.497995	0.138132	
	wait	292	0.399627	0.031896	292	0.394484	0.03181	
TX	ttypecompind	278	0.173264	0.024232	278	0.172072	0.024165	1.002032
	civicformal	298	0.71082	0.028179	298	0.707514	0.028437	
	wait	46	0.346055	0.083762	46	0.346055	0.083762	
UT	ttypecompind	55	0.184615	0.065601	55	0.184615	0.065601	1
	civicformal	56	0.72931	0.067287	56	0.72931	0.067287	
	wait	122	0.658588	0.049048	122	0.647195	0.051465	
VA	ttypecompind	128	0.298377	0.04905	128	0.293616	0.050384	1.035763
	civicformal	141	0.861467	0.033714	141	0.854467	0.036615	
	wait	63	0.309515	0.073546	63	0.305905	0.075665	
VT	ttypecompind	55	0.548232	0.079585	55	0.554485	0.080125	1.010509
	civicformal	54	0.609842	0.06946	54	0.598292	0.0703	
	wait	75	0.412152	0.062973	75	0.446084	0.066713	
WA	ttypecompind	89	0.322589	0.055772	89	0.297881	0.054625	1.087948
	civicformal	90	0.903739	0.03216	90	0.89382	0.036018	
	wait	82	0.287182	0.056506	82	0.263643	0.050992	
WI	ttypecompind	79	0.450043	0.065143	79	0.407538	0.059945	1.169656
	civicformal	76	0.895874	0.034337	76	0.861786	0.04309	
WV	wait	78	0.331293	0.068393	78	0.330913	0.067198	1.009722

	ttypecompind	87	0.170328	0.045907	87	0.165625	0.044882	
	civicformal	84	0.728221	0.053192	84	0.721042	0.05371	
	wait	37	0.25531	0.080405	37	0.261672	0.078637	
WY	**ttypecompind**	34	0.412039	0.094012	34	0.396704	0.089975	1.03563
	civicformal	35	0.616804	0.092132	35	0.573701	0.091475	

Appendix C. Copy of 2013 Digital Inclusion Survey

The 2013 Digital Inclusion Survey was entirely Web-based. The following pages include the "print" version of the survey that the study team made available to respondents via the survey Website for their information and use as a worksheet. The "printed" version includes all questions, but the Web-based survey had automatic branching features that guided the respondents through the survey dependent upon answers selected to questions (e.g., often a "yes" response to one question or part of a question would lead to an ensuing questions, whereas a "no" or "don't know" response might lead to skipped questions; glossary items were embedded at the question level, not in a central glossary). In short, it is difficult to recreate a Web-based survey in a print format. However, the questions and responses are provided here for review purposes.

50 East Huron Street
Chicago, Illinois 60611-2795
USA

Telephone (312) 944-6780
Fax (312) 440-9374
TDD (312) 944-7298
E-mail: ala@ala.org
http://www.ala.org

ALAAmericanLibraryAssociation

Dear Library Director:

Documenting the impact of libraries in the Digital Age is more important than ever as government officials make difficult funding decisions with increasingly tightened public funds. I see this every day at the federal and state level, and ***you*** know better than anyone the situation at the local level. I am pleased to invite you to participate in a vital new study of the roles public libraries play in building digitally inclusive communities. The survey builds on the strong foundation of the Public Library Funding & Technology Study, but squarely situates libraries in the community context for education, employment, civic engagement, digital literacy, and access to the Internet.

Funded by the Institute of Museum and Library Services – and conducted by the American Library Association (ALA), the Information Policy & Access Center (iPAC) at the University of Maryland, and the International City/County Management Association (ICMA) – this national survey of public libraries explores four key areas of digital inclusion:

- Public access technology infrastructure resources and capacity (e.g., public access workstations; broadband connectivity).
- Digital content, services, and accessibility.
- Digital literacy (including languages in which instruction is offered).
- Domain-specific services and programs (civic engagement, education, health and wellness, and workforce/employment).

The survey will provide national and state estimates, but more importantly will interactively show libraries in context with community-level data (e.g., levels of poverty, graduation rates, and unemployment rates). Your participation in the survey will enable you to identify the impacts of your library's public computer and Internet access on the community; identify gaps in public access technology services based on community needs and demographics; demonstrate library contributions to community digital inclusion efforts; and support your efforts to inform and educate stakeholders – policymakers, foundations, elected officials, trustees, and the media – about the value of libraries in building digitally inclusive communities.

More information regarding the study and survey, including examples of data use, interactive data tools, issue briefs regarding public libraries and aspects of digital inclusion, is available at http://digitalinclusion.umd.edu. We greatly appreciate your participation and look forward to sharing the results of the survey and data tools beginning in 2014.

PLEASE COMPLETE THE SURVEY(S) by November 15, 2013.

Kind Regards,

Keith Michael Fiels

2013 Digital Inclusion Survey of Public Libraries

With funding support from the Institute of Museum and Library Services (IMLS), the American Library Association (ALA), the Information Policy & Access Center (iPAC) at the University of Maryland, and the International City/County Management Association (ICMA), are surveying a national sample of public libraries regarding their role as builders of digitally inclusive communities. You may access the survey at **http://digitalinclusion.umd.edu**.

The survey Web site provides specific instructions for completing the Web survey. The survey contains questions about the public access technology infrastructure, technology instruction, and programming that public libraries make available to their communities at specific library branches (if applicable, as we realize that not all public libraries have more than one building open to the public). By branch, we mean a building that is open to the public and provides services to the community (e.g., lends books, offers public access to the Internet and computers, other). Branches selected to participate were selected randomly. If you wish to complete the survey for the additional branches (again, if applicable), you will be given the opportunity to do so. **IMPORTANT: We have also incorporated a speed test to measure the connectivity experience at the user device level. PLEASE COMPLETE THE SURVEY AND THE SPEED TEST. Also, please note that we do not contact branches directly to solicit survey participation.**

Complete the survey, and enter to win one of three Amazon Kindle Fire HD Tablets

To participate in the survey, please go to **http://digitalinclusion.umd.edu** and follow the "Take the Survey" button. You will need to enter your library's survey ID number (located on the back of the postcard form sent to your library). If you cannot remember and/or locate your library's survey ID number, the survey Web site provides a link to locate your library ID by state.

The survey is not timed. You may complete part of it, save your answers, and return to it at a later time. You may also answer part of the survey and have other members of your library staff answer other parts, if appropriate. Please be sure to complete the survey by **NOVEMBER 15, 2013**. Once completed, you will be able to print or save the answers you provided and keep a copy for your own records.

Some questions will appear differently online than on this "print" version of the survey. Also, where you see "please go to question…" phrasing, note that such branching is automatic on the Web survey.

If you have any questions or issues regarding the survey, **please call (301) 405-9445 or e-mail ipac@umd.edu.**

Funded by:

Section A: Public Access Technology and Infrastructure

1. Is THIS LIBRARY BRANCH currently **open to the public?** (MARK ONE ● ONLY)

○	Yes (please go to question 2)
○	No, **temporarily closed to the public**
○	No, **permanently closed to the public**

2. Please indicate **the total number and age (4 years old or less; greater than 4 years old) of PUBLIC access computers/laptops** available at THIS LIBRARY BRANCH for patron use. **If you cannot estimate the ages of the computers, please provide the total number of computers**. Note: Include library-provided laptops and multi-purpose computers that allow access to the Internet. Exclude staff access computers/laptops and those that only access the library's Web-based Public Access Catalogs.

Number of Public Access Computers/Laptops *(please determine age as of September 1, 2013)*
_____ Public access computers/laptops 4 years old or less
_____ Public access computers/laptops more than 4 years old
_____ TOTAL public access computers/laptops

3. **During a typical day,** do patrons experience wait times to use THIS LIBRARY BRANCH's **public access computers or laptops**? (MARK ONE ● ONLY)

○	Yes
○	No
○	Don't Know

4. Is **wireless (Wi-Fi) Internet access available** (e.g., for use with patron laptops, PDAs, or other wireless devices) at THIS LIBRARY BRANCH? (MARK ONE ● ONLY)

○	Yes
○	No
○	Don't Know

5. What is **the DOWNLOAD speed** of THIS LIBRARY BRANCH'S subscribed (e.g., from the library's Internet service provider) **public access Internet connection?** (ENTER SPEED)

Enter subscribed speed:_____	(we anticipate this as a pull down menu) ○ Kilobits per second (kbps) ○ Megabits per second (mbps) ○ Gigabits per second (gbps)
Information not provided by carrier	○
Don't know	○

6. What is **the UPLOAD speed** of THIS LIBRARY BRANCH'S subscribed (e.g., from the library's Internet service provider) **public access Internet connection?** (ENTER SPEED)

Enter subscribed speed:_____	(we anticipate this as a pull down menu) ○ Kilobits per second (kbps) ○ Megabits per second (mbps) ○ Gigabits per second (gbps)
Information not provided by carrier	○
Don't know	○

7. Is THIS LIBRARY BRANCH'S **public access Internet connection fiber optic?** (MARK ONE ● ONLY)

○	Yes
○	No
○	Don't know

8. Would the **library like to increase** THIS LIBRARY BRANCH'S **broadband connectivity**? MARK ONE ● ONLY)

○	Yes (please go to question 9)
○	No (please go to question 10)
○	Don't Know (please go to question 10)

9. Please assess the extent to which the below factors affect THIS LIBRARY BRANCH's **ability to increase its broadband connectivity:** (MARK ALL ● THAT APPLY)

Factors Affecting Broadband	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
This is the maximum speed available to the library branch	○	○	○	○	○	○
The library cannot afford the cost of increasing the branch's bandwidth	○	○	○	○	○	○
City/county/other entities make decisions regarding the branch's bandwidth	○	○	○	○	○	○
The library does not have the technical knowledge to increase the bandwidth in the branch	○	○	○	○	○	○
Other (please specify):	○	○	○	○	○	○

10. Does THIS LIBRARY BRANCH make available the following **technologies for use by patrons?** (MARK ONE ● FOR EACH TECHNOLOGY)

Technologies for Patron Use	Yes	No	Don't Know
Color printer(s)	○	○	○
Large-format printer(s)	○	○	○
3D printer(s)	○	○	○
Wireless printing	○	○	○
Scanner(s)	○	○	○
Laptop(s)	○	○	○
Tablet computer(s) (e.g., iPads, Chromebooks)	○	○	○
E-reader(s) (e.g., Kindle, Nook)	○	○	○
Cross platform e-book access platforms (e.g., 3M Cloud Library, OverDrive)	○	○	○
Recreational gaming console(s) (e.g., Xbox, PlayStation, DS)	○	○	○
Smart technology object(s) (e.g., LittleBits, Arduino)	○	○	○
Digital display(s) (e.g., Christie MicroTiles, digital signage, touch screen displays)	○	○	○
Development technology/ies (e.g., sandbox machines, maker/creator spaces)	○	○	○
Audio/visual editing common(s) (e.g., media production center)	○	○	○
Other technology this library branch offers that is not listed above (please specify):	○	○	○

11. Does THIS LIBRARY BRANCH make available the following **technology services or resources for use by patrons?** (MARK ● ALL THAT APPLY). Note: Please mark "yes" for services or resources provided through a state library agency, regional consortia, or other arrangements.

Technology Services/Resources for Patron Use	Yes	No	Don't Know
Digital/virtual reference (e.g., by library staff and/or service such as QuestionPoint)	○	○	○
Licensed databases (Note: Please include e-reference resources such as GVRL)	○	○	○
E-books	○	○	○
Online homework assistance (e.g., tutor.com)	○	○	○
Online job/employment resources (e.g., Brainfuse, JobNow)	○	○	○
Online language learning (e.g., Mango Languages, powerSpeak)	○	○	○
Digitized special collection(s) (e.g., postcards, local historical documents)	○	○	○
Free video conferencing service(s) (e.g., Skype, Google Hangout)	○	○	○
Subscribed video conferencing service(s) (e.g., WebEx, GoToMeeting)	○	○	○
Print on Demand (POD) (e.g., Espresso Book Machine, Xerox DocuTech)	○	○	○
Mobile device-enabled website (e.g., designed for use by smartphones, tablets)	○	○	○
Mobile apps (e.g., iPhone, iPad, Android) to access library services and resources	○	○	○
Scanned codes (e.g., QR codes or Microsoft Tag codes)	○	○	○
Collaborative and group work software (e.g., TeamSpot, SharePoint)	○	○	○
Work space(s) for mobile workers	○	○	○
Other (please specify):	○	○	○

12. Do the **following public access technologies and resources** available for patron use at THIS LIBRARY BRANCH **meet the accessibility standards of the Americans with Disabilities Act (ADA)**? (MARK ALL ● THAT APPLY)

Technology	Yes	No	Don't Know	Not available at this branch
The library's public access computers	○	○	○	○
The library's laptops	○	○	○	○
The library's mobile devices (e.g., e-book readers, tablets)	○	○	○	○
The library's printers/scanners/copy machines	○	○	○	○
The library's website	○	○	○	○
The licensed resources used by the library (e.g., Gale Cengage, EBSCO, online services)	○	○	○	○

13. Does THIS LIBRARY BRANCH have access to **information technology support staff** (e.g., full-time, assigned, contracted)? (MARK ONE ● ONLY)

○	Yes
○	No
○	Don't Know

14. Please assess the adequacy of THIS LIBRARY BRANCH's **building** to meet the **requirements of providing public access technology-related services to its patrons:** (MARK ALL ● THAT APPLY)

Building Infrastructure	**Poor**	**Fair**	**Good**	**Excellent**	**Don't Know**
Availability of general use space	○	○	○	○	○
Availability of public engagement space (e.g., for maker spaces, networking events)	○	○	○	○	○
Availability of group work spaces	○	○	○	○	○
Availability of electrical outlets	○	○	○	○	○
Availability of cabling	○	○	○	○	○
Other (please specify):	○	○	○	○	○

15. Within the past 24 months, was the **public access technology-related infrastructure** (e.g., added computers, increased broadband, space) upgraded at THIS LIBRARY BRANCH? (MARK ONE ● ONLY)

○	Yes (please go to question 16)
○	No (please go to question 18)
○	Don't know (please go to question 18)

16. Within the past 24 months, in what ways was THIS LIBRARY BRANCH's **public access technology infrastructure** upgraded? (MARK ● ALL THAT APPLY)

Public Access Technology Upgrades	**Yes**	**No**	**Don't Know**
The library increased its bandwidth	○	○	○
The library added public access computers/laptops/tablets	○	○	○
The library replaced public access computers/laptops/tablets	○	○	○
The library added public access computer lab space	○	○	○
The library added public engagement space (e.g., for maker spaces, networking events)	○	○	○
The library set up a mobile computer lab	○	○	○
The library added videoconferencing capacity	○	○	○
Other (please specify):	○	○	○

17. What were **the impacts of the public access technology infrastructure upgrades** to THIS LIBRARY BRANCH? (MARK ● ALL THAT APPLY)

Upgrade Impacts	Yes	No	Don't Know
The library was able to decrease wait times for public access computers/laptops/tablets	○	○	○
The library was able to train more patrons in digital literacy skills (e.g., computer use, digital content creation)	○	○	○
The library was able to train more patrons in other topics (e.g., job training)	○	○	○
The library added videoconferencing capacity to connect patrons remotely (e.g., for training, online classes)	○	○	○
The library was able to create new community partnership opportunities (e.g., for health, job creation/training, immigration programs)	○	○	○
The library was able to offer more community engagement/networking events (e.g., maker spaces, forums)	○	○	○
Other (please specify):	○	○	○

Section B: Digital Literacy and Training related to Public Access Technologies

18. In the past 12 months, did THIS LIBRARY BRANCH offer **formal or informal technology-related training** (e.g., general computer skills) to its patrons? (MARK ONE ● ONLY)

○	Yes (please go to question 19)
○	No (please go to question 25)
○	Don't know (please go to question 25)

19. Did THIS LIBRARY BRANCH conduct any of its technology-related training sessions in **languages other than English in the last 12 months**? (MARK ONE ● ONLY

Training Session Languages	
○	Yes (please go to question 20)
○	No (please go to question 21)
○	Don't Know (please go to question 21)

20. In what **language(s) besides English** did THIS LIBRARY BRANCH **conduct its technology training sessions in the last 12 months**? (MARK ALL ● THAT APPLY)

○	Chinese	○	Spanish
○	French	○	Tagalog
○	German	○	Vietnamese
○	Korean	○	Other (please specify):
○	Russian		

21. Did THIS LIBRARY BRANCH offer **technology training on the following topics to its patrons in the last 12 months**? (MARK ONE ● FOR EACH TOPIC)

Training/Instructional Topics	Yes	No	Don't Know
General computer skills (e.g., how to use a mouse and keyboard)	○	○	○
General computer software use (e.g., word processing, presentation)	○	○	○
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	○	○	○
Accessing and using online services and databases (e.g., using resources to search and find content)	○	○	○
Safe online practices (e.g., privacy, Internet safety)	○	○	○
Social media (e.g., blogging, Twitter, Facebook, YouTube)	○	○	○
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	○	○	○
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	○	○	○
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	○	○	○
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	○	○	○
Web site development (e.g., HTML, Drupal, Joomla)	○	○	○
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	○	○	○
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	○	○	○
Other (please specify):	○	○	○

22. [Branch out question; only applicable response options will show in the online version for the training topics marked "yes" in question 21] For each of the following training topics, what **type(s) of** training **did** THIS LIBRARY BRANCH **offer to its patrons in the last 12 months**? (MARK ALL ● THAT APPLY FOR EACH TOPIC)

Training/Instructional Topics	Formal classes	Individual help by appointment	Informal point of use	Online training materials
General computer skills (e.g., how to use a mouse and keyboard)	○	○	○	○
General computer software use (e.g., word processing, presentation)	○	○	○	○
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	○	○	○	○
Accessing and using online services and databases (e.g., using resources to search and find content)	○	○	○	○
Safe online practices (e.g., privacy, Internet safety)	○	○	○	○
Social media (e.g., blogging, Twitter, Facebook, YouTube)	○	○	○	○
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	○	○	○	○
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	○	○	○	○
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	○	○	○	○
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	○	○	○	○
Web site development (e.g., HTML, Drupal, Joomla)	○	○	○	○
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	○	○	○	○
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	○	○	○	○
Other (please specify):	○	○	○	○

23. [Branch out question; only applicable response options will show in the online version for the training topics marked "Formal classes" or "Individual help by Appointment in question 22] Who conducted the **formal or individual by appointment training class(es)** offered **in the last 12 months**? (MARK ALL ● THAT APPLY FOR EACH OPTION)

Training/Instructional Topics	Library Staff	Volunteer(s)	Partner Organization
General computer skills (e.g., how to use a mouse and keyboard)	○	○	○
General computer software use (e.g., word processing, presentation)	○	○	○
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	○	○	○
Accessing and using online services and databases (e.g., using resources to search and find content)	○	○	○
Safe online practices (e.g., privacy, Internet safety)	○	○	○
Social media (e.g., blogging, Twitter, Facebook, YouTube)	○	○	○
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	○	○	○
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	○	○	○
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	○	○	○
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	○	○	○
Web site development (e.g., HTML, Drupal, Joomla)	○	○	○
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	○	○	○
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	○	○	○
Other (please specify):	○	○	○

24. [Branch out question; only applicable response options will show in the online version for the training topics marked "Partner Organization" in question 23] Please identify the **partner organizations** that participated in THIS LIBRARY BRANCH's **training program(s) offered in the last 12 months:**

Training/Instructional Topics	**Partner Type** (MARK ALL ● THAT APPLY):	**Identify and Describe Partner Organization(s)**:
General computer skills (e.g., how to use a mouse and keyboard)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
General computer software use (e.g., word processing, presentation)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Accessing and using online services and databases (e.g., using resources to search and find content)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

Safe online practices (e.g., privacy, Internet safety)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Social media (e.g., blogging, Twitter, Facebook, YouTube)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

Assistive Technology Use (e.g., JAWS, Fire Vox, Click-n-Type)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Web site development (e.g., HTML, Drupal, Joomla)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Other (please specify):	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

Section C: Library Programs, Information Sessions, Events

25. Did THIS LIBRARY BRANCH offer **Education and Learning program(s), information sessions, and/or events to its patrons in the last 12 months**? (MARK ONE ● FOR EACH ONLY)

Education and Learning programs, information sessions, and/or events may include summer reading programs; book groups; English as a second language; Accessing and using formal online education content such as Advanced Placement courses; Science, Technology, Engineering, Math (STEM) maker spaces.

○	Yes (please go to question 26)
○	No (please go to question 29)
○	Don't know (please go to question 29)

26. Which of the following **Education and Learning programs, information sessions, and/or events** did THIS LIBRARY BRANCH offer to patrons **in the last 12 months**? (MARK ALL ● THAT APPLY)

Education and Learning	Yes	No	Don't Know
Accessing and using formal online education content (e.g., distance education courses, online Advanced Placement courses)	○	○	○
Basic literacy skills (e.g., basic math, basic reading, basic writing)	○	○	○
GED or equivalent education	○	○	○
Summer reading	○	○	○
ESL/ESOL/ELL (e.g., conversational groups, literacy tutoring, citizenship)	○	○	○
Foreign language instruction	○	○	○
Science, Technology, Engineering, Math (STEM) Maker Spaces (e.g., robotics, LittleBits, Arduino)	○	○	○
Other (please specify):	○	○	○

27. [Branch out question; only applicable response options will show in the online version for the training topics marked "yes" in question 26] Who conducted the **Education and Learning programs, information sessions, and/or events** that THIS LIBRARY BRANCH **offered in the last 12 months**? (MARK ALL ● THAT APPLY)

Education and Learning	**Library Staff**	**Volunteer(s)**	**Partner Organization**
Accessing and using formal online education content (e.g., distance education courses, online Advanced Placement courses)	○	○	○
Basic literacy skills (e.g., basic math, basic reading, basic writing)	○	○	○
GED or equivalent education	○	○	○
Summer reading	○	○	○
ESL/ESOL/ELL (e.g., conversational groups, literacy tutoring, citizenship)	○	○	○
Foreign language instruction	○	○	○
Science, Technology, Engineering, Math (STEM) Maker Spaces (e.g., robotics, LittleBits, Arduino)	○	○	○
Other (please specify):	○	○	○

28. [Branch out question; only applicable response options will show in the online version for the training topics marked "Partner Organization" in question 27] Please identify the **partner organizations** that participated in THIS LIBRARY BRANCH's **education programing in the last 12 months:** (MARK ALL ● THAT APPLY)

Education and Learning	**Partner Type** (MARK ALL ● THAT APPLY):	**Identify and Describe Partner Organization(s)**:
Accessing and using formal online education content (e.g., distance education courses, online Advanced Placement courses)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Basic literacy skills (e.g., basic math, basic reading, basic writing)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

GED or equivalent education	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Summer reading	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
ESL/ESOL/ELL (e.g., conversational groups, literacy tutoring, citizenship)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Foreign language instruction	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

Science, Technology, Engineering, Math (STEM) Maker Spaces (e.g., robotics, LittleBits, Arduino)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Other (please specify):	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

29. Did THIS LIBRARY BRANCH offer **Economy and Workforce Development program(s), information sessions, and/or events to its patrons in the last 12 months**? (MARK ONE ● FOR EACH ONLY)

Economy and Workforce Development programs, information sessions, and/or events may include accessing and using employment databases and other job opportunity resources; applying for jobs (e.g., interviewing skills, resume development, completing online job applications); applying for unemployment benefits; developing business plans, co-work spaces/incubators.

○	Yes (please go to question 30)
○	No (please go to question 33)
○	Don't know (please go to question 33)

30. Which of the following **Economy and Workforce Development program(s), information sessions, and/or events** did THIS LIBRARY BRANCH offer **in the last 12 months?** (MARK ALL ● THAT APPLY)

Economy and Workforce Development	Yes	No	Don't Know
Accessing and using employment databases and other job opportunity resources (e.g., Federal and state job banks, Monster.com, Indeed.com)	○	○	○
Applying for jobs (e.g., interviewing skills, resume development, completing online job applications)	○	○	○
Applying for unemployment benefits online	○	○	○
Accessing and using online business information resources	○	○	○
Developing business plans	○	○	○
Entrepreneurship and small business development	○	○	○
Co-work spaces/incubators	○	○	○
Other (Please specify):	○	○	○

31. [Branch out question; only applicable response options will show in the online version for the training topics marked "yes" in question 30] Who conducted the **Economy and Workforce Development program(s), information sessions, and/or events** that THIS LIBRARY BRANCH offered in the last 12 months? (MARK ALL ● THAT APPLY)

Economy and Workforce Development	Library Staff	Volunteer(s)	Partner Organization
Accessing and using employment databases and other job opportunity resources (e.g., Federal and state job banks, Monster.com, Indeed.com)	○	○	○
Applying for jobs (e.g., interviewing skills, resume development, completing online job applications)	○	○	○
Applying for unemployment benefits online	○	○	○
Accessing and using online business information resources	○	○	○
Developing business plans	○	○	○
Entrepreneurship and small business development	○	○	○
Co-work spaces/incubators	○	○	○
Other (Please specify):	○	○	○

32. [Branch out question; only applicable response options will show in the online version for the training topics marked "Partner Organization" in question 31] lease identify the **partner organizations** that participated in THIS LIBRARY BRANCH's **Economy and Workforce Development program(s), information sessions, and/or events in the last 12 months:**

Economy and Workforce Development	**Partner Type** (MARK ALL ● THAT APPLY):	**Identify and Describe Partner Organization(s)**:
Accessing and using employment databases and other job opportunity resources (e.g., Federal and state job banks, Monster.com, Indeed.com)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Applying for jobs (e.g., interviewing skills, resume development, completing online job applications)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Applying for unemployment benefits online	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Accessing and using online business information resources	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

Developing business plans	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Entrepreneurship and small business development	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Co-work spaces/incubators	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Other (Please specify):	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

33. Did THIS LIBRARY BRANCH offer **Community, Civic Engagement, and E-government program(s), information sessions, and/or events to its patrons in the last 12 months**? (MARK ONE ● FOR EACH ONLY)

Community, Civic Engagement, and E-government programs, information sessions, and/or events may include hosting community engagement events (e.g., candidate forums, community conversations); hosting social connection events (e.g., manga/anime, gaming, etc.); hosting creation events (e.g., maker spaces); helping patrons access and use government programs and services (e.g., Medicare, Social Security, InfoPass); completing online government forms (e.g., social services, immigration, tax).

○	Yes (please go to question 34)
○	No (please go to question 37)
○	Don't know (please go to question 37)

34. Which of the following formal **Community, Civic Engagement, and E-government program(s), information sessions, and/or events did** THIS LIBRARY BRANCH offer **in the last 12 months?** (MARK ALL ● THAT APPLY)

Community, Civic Engagement, and E-government	**Yes**	**No**	**Don't Know**
Hosting community engagement events (e.g., candidate forums, community conversations)	○	○	○
Hosting social connection events (e.g., manga/anime, gaming, etc.)	○	○	○
Hosting creation events (e.g., maker spaces)	○	○	○
Hosting hackathons or other coding/app development events	○	○	○
Creating open data repositories for local government data (e.g., crime, education, transportation, or other local data)	○	○	○
Accessing and using government programs and services (e.g., Medicare, Social Security, InfoPass)	○	○	○
Completing online government forms (e.g., social services, immigration, tax)	○	○	○
Accessing government information resources (e.g., USA.gov, FedSys, state government documents)	○	○	○
Other (Please specify):	○	○	○

35. [Branch out question; only applicable response options will show in the online version for the training topics marked "yes" in question 34] Who conducted the **Community, Civic Engagement, and E-government program(s), information sessions, and/or events** that THIS LIBRARY BRANCH offered in the last 12 months? (MARK ALL ● THAT APPLY) (Consolidate some of these)

Community, Civic Engagement, and E-government	**Library Staff**	**Volunteer(s)**	**Partner Organization**
Hosting community engagement events (e.g., candidate forums, community conversations)	○	○	○
Hosting social connection events (e.g., manga/anime, gaming, etc.)	○	○	○
Hosting creation events (e.g., maker spaces)	○	○	○
Hosting hackathons or other coding/app development events	○	○	○
Creating open data repositories for local government data (e.g., crime, education, transportation, or other local data)	○	○	○
Accessing and using government programs and services (e.g., Medicare, Social Security, InfoPass)	○	○	○
Completing online government forms (e.g., social services, immigration, tax)	○	○	○
Accessing government information resources (e.g., USA.gov, FedSys, state government documents)	○	○	○
Other (Please specify):	○	○	○

36. [Branch out question; only applicable response options will show in the online version for the training topics marked "Partner Organization" in question 35] Please identify the **partner organizations** that participated in THIS LIBRARY BRANCH's **Community, Civic Engagement, and E-government program(s), information sessions, and/or events in the last 12 months:**

Community, Civic Engagement, and E-government	**Partner Type** (MARK ALL ● THAT APPLY):	**Identify and Describe Partner Organization(s)**:
Hosting community engagement events (e.g., candidate forums, community conversations)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Hosting social connection events (e.g., manga/anime, gaming, etc.)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Hosting creation events (e.g., maker spaces)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Hosting hackathons or other coding/app development events	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

Creating open data repositories for local government data (e.g., crime, education, transportation, or other local data)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Accessing and using government programs and services (e.g., Medicare, Social Security, InfoPass)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Completing online government forms (e.g., social services, immigration, tax)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Accessing government information resources (e.g., USA.gov, FedSys, state government documents)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

Other (Please specify):	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

37. Did THIS LIBRARY BRANCH offer **Health and Wellness program(s), information sessions, and/or events to its patrons in the last 12 months**? (MARK ONE ● FOR EACH ONLY

Health and Wellness programs, information sessions, and/or events may include Accessing, assessing, and using online health information; Finding and assessing health insurance information; Managing a chronic health condition or a disease (e.g., diabetes, cancer); Bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests);

○	Yes (please go to question 38)
○	No (please go to question 42)
○	Don't know (please go to question 42)

38. Which of the following of **Health and Wellness program(s), information sessions, and/or events** did THIS LIBRARY BRANCH offer **in the last 12 months?** (MARK ALL ● THAT APPLY)

Health and Wellness	**Yes**	**No**	**Don't Know**
Accessing, assessing, and using online health information	○	○	○
Identifying and articulating health and wellness issues	○	○	○
Finding and assessing health insurance information	○	○	○
Finding and assessing health care providers	○	○	○
Developing healthy lifestyles (e.g., food, nutrition, exercise)	○	○	○
Managing a chronic health condition or a disease (e.g., diabetes, cancer)	○	○	○
Managing a developmental disorder (e.g., autism, Asperger syndrome)	○	○	○
Bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests)	○	○	○
Other (Please specify):	○	○	○

39. [Branch out question; only applicable response options will show in the online version for the training topics marked "yes" in question 38] Who conducted the **Health and Wellness program(s), information sessions, and/or events** that THIS LIBRARY BRANCH offered in the last 12 months? (MARK ALL ● THAT APPLY)

Health and Wellness	**Library Staff**	**Volunteer(s)**	**Partner Organization**
Accessing, assessing, and using online health information	○	○	○
Identifying and articulating health and wellness issues	○	○	○
Finding and assessing health insurance information	○	○	○
Finding and assessing health care providers	○	○	○
Developing healthy lifestyles (e.g., food, nutrition, exercise)	○	○	○
Managing a chronic health condition or a disease (e.g., diabetes, cancer)	○	○	○
Managing a developmental disorder (e.g., autism, Asperger syndrome)	○	○	○
Bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests)	○	○	○
Other (Please specify):	○	○	○

40. [Branch out question; only applicable response options will show in the online version for the training topics marked "Partner Organization" in question 39] Please identify the **partner organizations** that participated in THIS LIBRARY BRANCH's **Health and Wellness program(s), information sessions, and/or events in the last 12 months**:

Health and Wellness	**Partner Type** (MARK ALL ● THAT APPLY):	**Identify and Describe Partner Organization(s)**:
Accessing, assessing, and using online health information	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

Identifying and articulating health and wellness issues	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Finding and assessing health insurance information	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Finding and assessing health care providers	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Developing healthy lifestyles (e.g., food, nutrition, exercise)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

Managing a chronic health condition or a disease (e.g., diabetes, cancer)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Managing a developmental disorder (e.g., autism, Asperger syndrome)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests)	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	
Other (Please specify):	○ Government agency ○ Non-profit organization ○ Civic organization ○ Corporation ○ Community College ○ College/University ○ Schools (K-12) ○ Foundation/Library Friends ○ Other	

41. If THIS LIBRARY BRANCH offers program(s) in other topical areas, what are the topical areas?

Section D: General Future-Oriented

42. What are the biggest challenges or opportunities that your library faces in supporting digital inclusion in your community? Are there any questions you wish we had asked, or anything you would like to tell us? [We value your feedback on this question. Information you provide will help us better understand library roles in building digitally inclusive communities and to strengthen future versions of this survey.]

Digital Inclusion Survey Glossary of Key Terms

GLOSSARY OF SURVEY ABBREVIATIONS/KEY TERMS	
3D Printer	A printer that creates a solid three-dimensional representation of a digital model. The machines allow for rapid prototyping and manufacturing.
App	Abbreviation for "mobile application." A software application designed to run on mobile devices, such as smart phones and tablet computers. Apps are commonly used for information retrieval, communications, and gaming.
ADA Accessibility Standards	The American Disabilities Act has standards that, according to access-board.gov, "govern the construction and alteration of places of public accommodation, commercial facilities, and state and local government facilities. The Department of Justice (DOJ) maintains ADA standards that apply to all ADA facilities except transportation facilities, which are subject to similar standards issued by the Department of Transportation (DOT). Federal facilities are covered by **standards** consistent with those of the ADA issued under a different law, the Architectural Barriers Act (ABA)."
Assistive Technology	Technologies that help people with disabilities adapt to processes or complete tasks that would otherwise be difficult or impossible. Examples include hearing aids, wheelchairs, speech to text reader software, etc.
Audio/visual Editing Common(s)	Media production facilities and resources that give people the opportunity to create or learn about audio or visual productions.
Bandwidth/Connectivity Speed	The speed or capacity of a data transmission rate, usually measured in bits per second (i.e., Kbit/s or MBit/s).
Broadband	A term used to describe high-speed Internet access.
Civic organization	A group or institution that promotes awareness and action surrounding issues of public concern, such as local political, social or environmental issues.
Cloud computing applications	Software application programs that allow data and information to be stored remotely on hardware or software that is accessible via a network, or "cloud," which is frequently the Internet. The software are generally offered as a service from a central host or provider and they can often be run without requiring a web browser, like a desktop application program that stores and transfers information online. Examples include Evernote, DropBox, or Mozy.
Color printer	A peripheral machine that creates a physical representation, in color or black-and-white, of an electronic record. For example, it allows people to recreate a Microsoft Word document on a physical sheet of paper.
Community, Civic Engagement, and E-government Programs	A program available in or through the library that promotes awareness and action surrounding issues of public concern, community building, and/or promotion of social interactions. Engagement programs may include hosting community engagement events (e.g., candidate forums, community conversations); hosting social connection events (e.g., manga/anime, gaming, etc.); hosting creation events (e.g., maker spaces); helping patrons access and use government programs and services (e.g., Medicare, Social Security, InfoPass); completing online government forms (e.g., social services, immigration, tax).
Community partnership	A joint venture between multiple people or organizations in a community to work together on one or a series of initiatives for a common cause. For the purposes of this study, community partnerships will generally be ventures between outside organizations and the library.
Computer software	The programs that are run on a computer.
Creation events	Similar to hackathons or incubators; an event or program in which people come together to collaborate on an intensive project that leads to an innovative outcome or product.
Cross platform e-book access platforms	Software that displays e-book collections and allows library patrons to browse, check-out, and read e-books from different providers and on multiple device types (e.g., mobile, computer, e-reader). Examples include 3M Cloud Library and OverDrive.

GLOSSARY OF SURVEY ABBREVIATIONS/KEY TERMS	
Development technology	Technologies that facilitate the design, development, and/or programming of other new and innovative technologies, like new applications and software. For example, a virtual machine is a self-contained guest computing environment that can run on a properly configured host system, while a sandbox is generally a computer application that separates programs in order to trial-run untested code.
Digital display	An interactive digital sign or display that allows patrons to visualize or interact with information on a large, mounted touchscreen.
Digital literacy	The ability to effectively and critically identify, locate, evaluate, manage, interpret, integrate, and create information using digital technology, or media that is presented in digital formats.
Digital Reference/Virtual Reference	The provision of interactive reference services for patrons via email, chat, or other electronic means.
E-books	Digital documents, licensed or not, where searchable text is prevalent, and which can be seen as analogous to a printed text.
Economy and Workforce Development Programs	A program available in or through the library that promotes professional advancement and the growth of businesses, such as classes on how to apply for jobs; applying for jobs (e.g., interviewing skills, resume development, completing online job applications); career fairs, business start-up incubators; information on how to form an LLC, etc.
Education and Learning Programs	A program available in or through the library that promotes learning and instruction, such as providing resources for homeschooling families; after-school tutoring programs; summer reading programs; English as a second language, test preparation classes; Science, Technology, Engineering, Math (STEM) maker spaces; continuing education resources; etc.
E-government	The use of digital technologies (e.g., Web, mobile apps, devices) to provide government information, services, and/or resources (e.g., applying for social services, filing taxes).
ESL/ESOL/ELL	Term used here to indicate programming that is targeted towards a person who is in the process of acquiring English language skills and whose native language is not English. (ESL-English as a Second Language; ESOL-English for Speakers of Other Languages; ELL-English Language Learners)
Espresso Book Machine	A print on demand (POD) machine that prints an entire single book, including printing, collating, trimming covering, and binding, in minutes. It allows patrons to print out-of-print or self-published books in the library.
Event	A planned function open to the public, such as a workshop, presentation, speaker's series.
Fiber Optic (7)	A high-speed data transmission medium that uses pulses of light.
Formal Class/Program (18, 22-24)	Class or program with pre-planned, structured content and design offered at a specified time. The class or program may occur in the library or in another facility, and the instructor or program lead may or may not be a member of the library staff.
Gigabits per second (Gbps or Gb/s)	A unit of measure describing the rate of data transfer equal to 1,000,000,000 bits per second; 125,000,000 bytes per second; 1,000,000 kilobits per second; or 1,000 megabits per second.
Hackathons	An event that takes place either in-person or remotely in which people--usually computer programmers, developers, and designers--collaborate on an intensive technology-related project.

GLOSSARY OF SURVEY ABBREVIATIONS/KEY TERMS	
Health and Wellness Programs	A program available in or through the library that promotes good physical and mental health as well as wellness. May include accessing, assessing, and using online health information; finding and assessing health insurance information; managing a chronic health condition or a disease (e.g., diabetes, cancer); bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests).
Incubators	A program or space that encourages the rapid development of entrepreneurial companies or projects.
Individual Help by Appointment	Technology training sessions offered or sponsored by the library for individuals by appointment. The class may occur in the library or in another facility, and the instructor may or may not be a member of the library staff.
Informal Point-of-use Training	One-on-one technology help (e.g., Web browsing, using library databases, etc.) upon patron request. Assistance may or may not be a member of the library staff (e.g., a volunteer).
Information Session	A planned meeting designed to disseminate information by library or other subject matter experts. An example might include a hosting sessions to provide information about education resources; the GED process; foreign language resources; etc.
Information Technology Support Staff	Staff dedicated to the responsibility of maintaining the information technology services and resources available at the library, and assisting library patrons with using these products. May include staff who are contracted through the city/county, or assigned to the whole library system if the library is part of a multi-branch set up.
Information Technology Training	Formal or informal training sessions that cover specific topics related to acquiring, representing, storing, transmitting, and using information via computer-based hardware and software systems, and communication systems (e.g., Web browser basics, Internet searching, basic computing skills).
Kilobits per second (Kbps or Kb/s)	A unit of measure describing the rate of data transfer equal to 1,000 bits per second or 125 bytes per second.
Large-format Printer	A printer with a print width between 17" and 100". It can be used to print banners, posters, or signage.
Library Branch	A library facility. In the case of some public libraries, there is only one facility. Other public libraries have several facilities, which are sometimes referred to as branches of a library system. A branch has at least all of the following: 1. Separate quarters; 2. An organized collection of library materials; 3. Paid staff; and 4. Regularly scheduled hours for being open to the public.
Library Staff	Employees or contractors of the library
Licensed Databases/ Resources	Collection of electronically stored data or unit records (facts, bibliographic data, and texts) with a common user interface and software for the retrieval and manipulation of the data or online learning. Licensed databases are those typically contracted through a vendor by the library for patron access (e.g., Gale, Cengage, EBSCO, ProQuest).
Maker spaces	A space and set of resources that encourage creation, experimentation, and discovery. They are oftentimes associated with STEM-related activities, but are not confined to only STEM experiments.
Megabits per second (Mbps or Mb/s)	A unit of measure describing the rate of data transfer equal to 1,000,000 bits per second; 125,000 bytes per second; or 1,000 kilobits per second.
Mobile Device-Enabled Website	A website designed primarily with the limitations of mobile devices, such as less computing power, slower internet connectivity, and smaller screens, in mind.
Mobile Devices	Handheld devices such as smartphones, PDAs, tablets, or other handheld devices with internet connectivity.

GLOSSARY OF SURVEY ABBREVIATIONS/KEY TERMS	
Online Homework Assistance	Tutoring and homework/job-help online resources designed to help students complete their homework, schoolwork, and job-hunting assistance.
Online Training Materials	Online technology training materials offered or sponsored by the library (e.g., Web-based tutorials, Web-based presentations, online technology services such as ElementK, etc.
Open data repositories	An archive or database in which all of the data stored there is completely accessible to anyone who wants to download, use, or manipulate it. There are no legal restrictions on re-usage of the data.
Partner Organization	Library partner, or an entity or institution separate and distinct from the library that collaborates with the library on programs, training, or initiatives. May include government agencies, non-profit organizations, or private company.
Print on Demand (POD) Machine	A technology that prints entire books or documents at one time. By allowing people to pay for a fixed price per copy, POD machines have fostered a new category of publishing companies that print books for self-publishing authors.
Program(s)	An event, series of events, project, or system designed by the library to foster community participation, discovery, or growth outside of the traditional functions of a library (i.e. acquiring, organizing, preserving, and providing access to information). Includes but not limited to exhibitions, reading and discussion, civic engagement and public deliberation. Programs may include non-technology enabled events such as candidate forums, summer reading programs, creation events.
Public Access Computers/ Laptops	A public access computer or laptop that provides public access to the Internet, including those that provide access to a limited set of Internet-based services such as online databases. This includes circulating laptops and excludes computers or laptops that only access the library's web-based public access catalogs.
Recreational gaming consoles	Recreational gaming includes modern consoles like Xbox, Playstation, or Wii; retro consoles like Atari, NES/SNES, or Sega Genesis; and software like The Sims; or Web sites like Runescape. It does not refer to gambling.
Scanned Codes	Bar codes that can be read by an imaging device, such as cameras on smart phones or tablets, that represent encoded information. These usually link to website URLs when scanned by a code-reader, such as smart phone applications that read QR codes.
Scanner	A peripheral machine that converts physical printed documents, images, or other two-dimensional objects into a digital image that can be viewed on a machine, such as a computer.
Tablet computers	A flat computer that is controlled by a touchscreen with varying degrees of computing functionality. Tablets are differentiated from smart phones by their larger screen size. Common varieties include Apple's iPad, the Kindle Fire, the Barnes & Noble Nook, and Chromebooks.
Training	A class, workshop, or resource available in or through the library that provides participants with instruction on a particular skill (i.e. using a computer, creating a resume, filing taxes, etc.). Can be conducted in-person, one-on-one, in a group setting, or remotely.
Video Conferencing Services	Computer-mediated telecommunications technologies that let people in two different locations talk to and see each other on computers or comparable technologies.
Volunteer	Unpaid person under the supervision of library staff

GLOSSARY OF SURVEY ABBREVIATIONS/KEY TERMS	
Wait time	Any period of time in which library patrons are required to wait to use library public access computers or laptops because all of the available machines are in use.
Wireless (Wi-Fi) Internet Access	Internet access that does not require a direct connection (typically Ethernet) for access. Most typically, wireless access adheres to the IEEE 802.11 standard (typically b, g, n) for interoperability and compatibility.
Wireless Printing	The ability to print that does not require a direct connection to a computer via wires and cables. Through a wireless system, it allows for people to print from any computer connected to the system, including laptops.

THANK YOU FOR YOUR PARTICIPATION!

For questions concerning the survey, please contact:

Information Policy & Access Center
College of Information Studies
University of Maryland
4105 Hornbake Building, South Wing
College Park, MD 20742
(301) 405-9445 phone
(301) 314-8620 fax
<ipac@umd.edu> e-mail

iPAC

INFORMATION POLICY & ACCESS CENTER

The Information Policy & Access Center (iPAC) is a response to the pressing need for research on the processes, practices, policies, and social issues that govern access to information in our increasingly digital information society. We at iPAC are committed to studying what policies and/or technologies lead to equitable and inclusive information access, a digitally-ready population, an informed and engaged public, access to Internet-enabled resources and technologies, or preservation of the cultural record, among key examples.

iPAC aspires to be an innovative and forward looking research and education facility that explores social, policy, and technology aspects of information access and use across cultural institutions, government agencies, and other information-based organizations; communities; and populations.

iPAC focuses on four major areas of research and education:

- **Libraries, Cultural, and Public Institutions** – Research on institutions, such as public libraries, school library media centers, archives, museums, and government agencies that are the sources of information, resources, services, and unifying space within their communities.
- **Policy** – Analysis of the policies that shape the ways in which these institutions can serve their communities, as well as the roles of these institutions as access points for and providers of government and other information and services in society.
- **Diverse Populations** – Advocacy and emphasis on the ways in which institutions and policies can promote inclusive information access and services for individuals and communities, including the underserved, underrepresented, and disadvantaged by embracing innovative approaches to diversity.
- **Preservation** – Research and best practices on the preservation of the cultural record, cultural objects, and the assessment and conservation of materials particularly in digital formats.

Through these core aspects of cultural institutions, iPAC seeks to contribute to scholarship and the information professions at the international and national levels, while also serving the local needs of libraries and cultural institutions in the Washington, DC metropolitan area and the state of Maryland.