



i **PAC**

INFORMATION POLICY & ACCESS CENTER

2013 Digital Inclusion Survey: State Report

August 1, 2014

by

John Carlo Bertot, Ph.D.
Co-Director and Professor
jbortot@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.

Table of Contents

Acknowledgements	i
List of Figures	iii
Introduction	1
A Note on Methodology	1
State Data Analysis	2
State Summary Pages	3
Alabama	3
Alaska	4
Arizona	5
Arkansas	6
California	7
Colorado	8
Connecticut	9
Delaware	10
Florida	11
Hawaii	12
Idaho	13
Illinois	14
Indiana	15
Iowa	16
Kansas	17
Kentucky	18
Louisiana	19
Maryland	20
Massachusetts	21
Michigan	22
Minnesota	23
Mississippi	24
Missouri	25
Nebraska	26
Nevada	27
New Hampshire	28
New Jersey	29
New Mexico	30
New York	31
North Carolina	32
Ohio	33
Oregon	34
Pennsylvania	35

Rhode Island	36
South Carolina	37
South Dakota	38
Texas	39
Utah	40
Vermont	41
Virginia	42
Washington	43
Washington, DC	44
West Virginia	45
Wisconsin	46
Wyoming	47
State Tables	48
Public Access Technology & Infrastructure	49
Digital Literacy & Training Related to Public Access Technologies	91
Library Programs, Information Sessions & Events	110
Challenges and Opportunities	130
Appendix A. Advisory Committee	131
Appendix B. Detailed Weighting and Adjustments for Non-Response	132
Appendix C. Copy of 2013 Digital Inclusion Survey	148

List of Figures

Figure 1: Public Library Outlets and Survey Responses, by Locale	49
Figure 2: Number of Public Access Internet Workstations (Including Laptops) by Average Age, by State	49
Figure 3: Public Library Outlets Reporting Daily Wait Times for Public Access Computers, by State	51
Figure 4: Public Library Outlets Offering Public Wireless Internet Access (WiFi), by State	53
Figure 5: Public Library Outlets Subscribed Download Speed, by State, in Kilobits Per Second	55
Figure 6: Public Library Outlets Subscribed Upload Speed, by State, in Kilobits Per Second	57
Figure 7: Public Library Outlets Reporting Fiber Optic Internet Connection, by State	59
Figure 8: Public Library Outlets Reporting a Desire to Increase Broadband Connectivity, by State	61
Figure 9: Factors that affect the ability of Public Library Outlets to Increase Broadband Connectivity, by State (0 = Strongly Disagree, 4 = Strongly Agree)	64
Figure 10: Technologies that Public Library Outlets Make Available to Patrons, by State	67
Figure 11: Technology Services and Resources that Public Library Outlets Make Available to Patrons, by State	70
Figure 12: Public Library Outlets Offering Technologies and Resources that Comply with the Americans with Disabilities Act, by State	74
Figure 13: Public Library Outlets Reporting Access to Information Technology Support Staff, by State	77
Figure 14: Adequacy of Public Library Outlet Buildings for Providing Public Access Technology-Related Services to Patrons, by State (0 = Poor, 3 = Excellent)	79
Figure 15: Public Library Outlets Reporting Upgrades to Public Access Technology-Related Infrastructure in the past 24 Months, by State	82
Figure 16: Public Access Technology Infrastructure Upgraded by Public Library Outlets within the past 24 Months, by State	84
Figure 17: Impacts of Public Access Technology Infrastructure Upgrades at Public Library Outlets, by State	87
Figure 18: Public Library Outlets Offering Formal or Informal Technology Training (e.g., General Computer Skills) to Patrons, by State	91
Figure 19: Public Library Outlets Reporting Conducting Any of its Technology-Related Training Sessions In Languages Other than English in the Last Twelve Months, by State	93
Figure 20: Technology Training Offerings by Topic, by State	95
Figure 21: Formal Technology Training Offerings, by State	98
Figure 22: Individual Help by Appointment Technology Training Offerings, by State	101
Figure 23: Informal Point of Use Technology Training Offerings, by State	104
Figure 24: Online Technology Training Materials Offerings, by State	107
Figure 25: Public Library Outlets Offering Education and Learning Programs to Patrons, by State	110
Figure 26: Education and Learning Programs offered to Patrons, by State	112
Figure 27: Public Library Outlets Offering Economy and Workforce Development Programs to Patrons, by State	115
Figure 28: Economy and Workforce Development Programs offered to Patrons, by State	117
Figure 29: Public Library Outlets Offering Community, Civic Engagement, and E-Government Programs to Patrons, by State	120

Figure 30: Community, Civic Engagement, and E-Government Programs offered to Patrons, by State	122
Figure 31: Public Library Outlets Offering Health and Wellness Programs to Patrons, by State	125
Figure 32: Health and Wellness Programs offered to Patrons, by State	127

Recommended report citation:

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

Introduction

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.

Funded by the Institute of Museum and Library Services (IMLS), 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 study conducted a national survey of public libraries that explored the digital inclusion roles of public libraries in four key areas:

- 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).
- Domains-specific services and programs (civic engagement, education, health and wellness, and workforce/employment).

National data analysis, and a summary of key study findings are available at:
<http://digitalinclusion.umd.edu>.

This report serves as a supplemental report focused on state-level findings. The report includes state summaries as well as more in-depth state data tables based on selected survey data. The report does not include a summary discussion of the results. Interactive mapping tools at the national and state levels, as well as other data products, are available at <http://digitalinclusion.umd.edu>.

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), available at:

http://www.ims.gov/research/public_libraries_in_the_united_states_survey.aspx)

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 included 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 used data only sampled libraries. The survey received 3,392 responses from sampled libraries, for a 70.1% response rate. Weighted analysis was used to present state estimates (see Appendix B for additional detail).

Self-Reported Data

It is important to note that the data reported in the ensuing 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. A copy of the survey is available in Appendix C.

State Data Analysis

In terms of analysis at the state level, weights were determined for libraries within each state as described in Appendix B. The exceptions were for the analysis conducted for the District of Columbia, Delaware, Hawaii, and Rhode Island. In these cases we received surveys from all or near all of the libraries in the state/District. As a result, we did not weight the data for the analysis presented.

Additionally, we did not receive enough and/or representative participation from libraries in six states to conduct state level analysis: Georgia, Maine, Montana, North Dakota, Oklahoma, and Tennessee. Data from libraries in these states, however, were used in national data analysis.

ALABAMA

	AL	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	31,124 Kbps	58,754 Kbps
Minimum Download Speed	1,024 Kbps	100 Kbps
Maximum Download Speed	235,520 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	93.7%	97.5%
Libraries that would like to increase bandwidth	76.5%	66.1%
<i>Mean number of public access computers/laptops</i>		
	16.2	19.8
<i>Patrons experience wait time for public access computers</i>		
	24.8%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	89.3%	89.5%
Online homework assistance (e.g., tutor.com)	93.2%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	84.0%	95.6%
Library mobile apps	52.1%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	85.3%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	36.5%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	36.2%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	36.1%	33.2%
Summer reading	38.3%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	92.0%	99.6%
Applying for job	78.3%	73.5%
Entrepreneurship and small business development	54.0%	47.3%
Accessing and using online business information resources	61.2%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	44.1%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	28.0%	45.6%
Hosting creation events (e.g., maker spaces)	70.3%	21.4%
Completing government forms online	100.0%	98.6%

ALASKA

	AK	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	5,944 Kbps	58,754 Kbps
Minimum Download Speed	308 Kbps	100 Kbps
Maximum Download Speed	25,600 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	95.2%	97.5%
Libraries that would like to increase bandwidth	78.3%	66.1%
<i>Mean number of public access computers/laptops</i>		
	12.9	19.8
<i>Patrons experience wait time for public access computers</i>		
	33.7%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	63.9%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	83.2%	95.6%
Library mobile apps	14.1%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	95.2%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	82.6%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	43.5%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	41.2%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	98.4%	99.5%
GED or equivalent education	47.9%	33.2%
Summer reading	43.1%	26.5%
Summer reading	92.5%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	84.9%	99.6%
Applying for job	69.8%	73.5%
Entrepreneurship and small business development	52.1%	47.3%
Accessing and using online business information resources	60.0%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	86.5%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	48.6%	45.6%
Hosting creation events (e.g., maker spaces)	21.7%	21.4%
Completing government forms online	79.5%	98.6%

ARIZONA

	AZ	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	82,249 Kbps	58,754 Kbps
Minimum Download Speed	1,536 Kbps	100 Kbps
Maximum Download Speed	307,200 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	48.8%	66.1%
<i>Mean number of public access computers/laptops</i>		
	27.1	19.8
<i>Patrons experience wait time for public access computers</i>		
	46.8%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	100.0%	89.5%
Online homework assistance (e.g., tutor.com)	93.5%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	93.5%	95.6%
Library mobile apps	54.7%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	96.7%	91.4%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	35.1%	67.5%
	43.9%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	96.7%	99.5%
GED or equivalent education	17.8%	33.2%
Summer reading	22.2%	26.5%
	96.8%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	96.7%	99.6%
Entrepreneurship and small business development	87.3%	73.5%
Accessing and using online business information resources	17.1%	47.3%
	79.6%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	92.2%	74.1%
Hosting creation events (e.g., maker spaces)	59.7%	45.6%
Completing government forms online	3.3%	21.4%
	88.8%	98.6%

ARKANSAS

	AR	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	12,238 Kbps	58,754 Kbps
Minimum Download Speed	1,536 Kbps	100 Kbps
Maximum Download Speed	51,200 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	95.7%	97.5%
Libraries that would like to increase bandwidth	73.5%	66.1%
<i>Mean number of public access computers/laptops</i>		
	9.8	19.8
<i>Patrons experience wait time for public access computers</i>		
	27.7%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	64.0%	89.5%
Online homework assistance (e.g., tutor.com)	61.4%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	61.4%	95.6%
Library mobile apps	48.9%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	95.7%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	86.5%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	20.8%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	8.9%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	93.7%	99.5%
GED or equivalent education	21.7%	33.2%
Summer reading	22.6%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	93.7%	99.6%
Applying for job	72.8%	73.5%
Entrepreneurship and small business development	66.8%	47.3%
Accessing and using online business information resources	58.8%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	79.1%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	16.2%	45.6%
Hosting creation events (e.g., maker spaces)	14.5%	21.4%
Completing government forms online	100.0%	98.6%

CALIFORNIA

	CA	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	34,122 Kbps	58,754 Kbps
Minimum Download Speed	1,229 Kbps	100 Kbps
Maximum Download Speed	1,024,000 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	97.8%	97.5%
Libraries that would like to increase bandwidth	75.1%	66.1%
<i>Mean number of public access computers/laptops</i>		
	25.9	19.8
<i>Patrons experience wait time for public access computers</i>		
	63.7%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	96.7%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	97.5%	95.6%
Library mobile apps	58.7%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	99.3%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	92.9%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	54.3%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	39.0%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	42.1%	33.2%
Summer reading	18.4%	26.5%
Summer reading	97.8%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	90.9%	99.6%
Applying for job	82.8%	73.5%
Entrepreneurship and small business development	44.3%	47.3%
Accessing and using online business information resources	61.2%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	75.1%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	51.3%	45.6%
Hosting creation events (e.g., maker spaces)	23.6%	21.4%
Completing government forms online	94.4%	98.6%

COLORADO

	CO	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	32,949 Kbps	58,754 Kbps
Minimum Download Speed	1,024 Kbps	100 Kbps
Maximum Download Speed	132,608 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	97.4%	97.5%
Libraries that would like to increase bandwidth	74.7%	66.1%
<i>Mean number of public access computers/laptops</i>		
	26.2	19.8
<i>Patrons experience wait time for public access computers</i>		
	30.8%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	82.6%	89.5%
Online homework assistance (e.g., tutor.com)	90.7%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	94.1%	95.6%
Library mobile apps	54.6%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
	100.0%	98.0%
General computer skills	95.5%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	57.9%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	52.9%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
	100.0%	99.5%
Basic literacy	36.3%	33.2%
GED or equivalent education	25.6%	26.5%
Summer reading	97.4%	97.5%
<i>Economy and Workforce Development</i>		
	93.3%	99.6%
Applying for job	80.2%	73.5%
Entrepreneurship and small business development	46.6%	47.3%
Accessing and using online business information resources	66.1%	56.1%
<i>Civic Engagement</i>		
	70.7%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	39.3%	45.6%
Hosting creation events (e.g., maker spaces)	26.2%	21.4%
Completing government forms online	98.1%	98.6%

CONNECTICUT

	CT	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	322,452 Kbps	58,754 Kbps
Minimum Download Speed	1,203 Kbps	100 Kbps
Maximum Download Speed	1,024,000 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	96.9%	97.5%
Libraries that would like to increase bandwidth	64.2%	66.1%
<i>Mean number of public access computers/laptops</i>		
	27.1	19.8
<i>Patrons experience wait time for public access computers</i>		
	23.0%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	93.1%	89.5%
Online homework assistance (e.g., tutor.com)	94.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	97.4%	95.6%
Library mobile apps	48.4%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	91.5%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	60.2%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	48.4%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	39.9%	33.2%
Summer reading	19.6%	26.5%
Summer reading	98.2%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	91.2%	99.6%
Applying for job	75.5%	73.5%
Entrepreneurship and small business development	60.6%	47.3%
Accessing and using online business information resources	60.6%	47.3%
Accessing and using online business information resources	58.1%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	65.4%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	48.7%	45.6%
Hosting creation events (e.g., maker spaces)	19.0%	21.4%
Completing government forms online	97.5%	98.6%

DELAWARE

	DE	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	102,400 Kbps	58,754 Kbps
Minimum Download Speed	102,400 Kbps	100 Kbps
Maximum Download Speed	102,400 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	66.7%	66.1%
<i>Mean number of public access computers/laptops</i>		
	25.7	19.8
<i>Patrons experience wait time for public access computers</i>		
	22.2%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	100.0%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	100.0%	95.6%
Library mobile apps	66.7%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	55.6%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	44.4%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	33.3%	33.2%
GED or equivalent education	44.4%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	88.9%	73.5%
Entrepreneurship and small business development	44.4%	47.3%
Accessing and using online business information resources	88.9%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	50.0%	45.6%
Hosting creation events (e.g., maker spaces)	37.5%	21.4%
Completing government forms online	100.0%	98.6%

FLORIDA

	FL	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	40,064 Kbps	58,754 Kbps
Minimum Download Speed	1,536 Kbps	100 Kbps
Maximum Download Speed	1,048,576 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	99.0%	97.5%
Libraries that would like to increase bandwidth	52.1%	66.1%
<i>Mean number of public access computers/laptops</i>		
	30.8	19.8
<i>Patrons experience wait time for public access computers</i>		
	38.5%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	94.0%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	94.9%	95.6%
Library mobile apps	66.7%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	92.0%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	51.9%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	62.3%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	46.3%	33.2%
Summer reading	31.5%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	97.2%	99.6%
Applying for job	90.2%	73.5%
Entrepreneurship and small business development	63.7%	47.3%
Accessing and using online business information resources	69.6%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	77.1%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	60.7%	45.6%
Hosting creation events (e.g., maker spaces)	8.6%	21.4%
Completing government forms online	94.2%	98.6%

HAWAII

	HI	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	10,015 Kbps	58,754 Kbps
Minimum Download Speed	1,536 Kbps	100 Kbps
Maximum Download Speed	102,400 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	98.0%	97.5%
Libraries that would like to increase bandwidth	84.0%	66.1%
<i>Mean number of public access computers/laptops</i>		
	11.1	19.8
<i>Patrons experience wait time for public access computers</i>		
	62.5%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	100.0%	89.5%
Online homework assistance (e.g., tutor.com)	94.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	100.0%	95.6%
Library mobile apps	55.1%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	98.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	61.2%	91.4%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	40.8%	67.5%
	16.3%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	98.0%	99.5%
GED or equivalent education	10.2%	33.2%
Summer reading	14.3%	26.5%
	98.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	12.0%	99.6%
Entrepreneurship and small business development	83.3%	73.5%
Accessing and using online business information resources	50.0%	47.3%
	66.7%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	46.0%	74.1%
Hosting creation events (e.g., maker spaces)	47.8%	45.6%
Completing government forms online	4.3%	21.4%
	43.5%	98.6%

IDAHO

	ID	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	13,100 Kbps	58,754 Kbps
Minimum Download Speed	1,536 Kbps	100 Kbps
Maximum Download Speed	102,400 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	98.0%	97.5%
Libraries that would like to increase bandwidth	68.5%	66.1%
<i>Mean number of public access computers/laptops</i>		
	14.5	19.8
<i>Patrons experience wait time for public access computers</i>		
	23.8%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	80.5%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	96.0%	95.6%
Library mobile apps	15.6%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	98.1%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	94.0%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	36.3%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	39.6%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	19.9%	33.2%
Summer reading	8.5%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	96.2%	99.6%
Applying for job	77.9%	73.5%
Entrepreneurship and small business development	44.2%	47.3%
Accessing and using online business information resources	61.6%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	52.1%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	26.8%	45.6%
Hosting creation events (e.g., maker spaces)	14.2%	21.4%
Completing government forms online	100.0%	98.6%

ILLINOIS

	IL	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	41,744 Kbps	58,754 Kbps
Minimum Download Speed	1,024 Kbps	100 Kbps
Maximum Download Speed	1,048,576 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	95.8%	97.5%
Libraries that would like to increase bandwidth	69.3%	66.1%
<i>Mean number of public access computers/laptops</i>		
	19.9	19.8
<i>Patrons experience wait time for public access computers</i>		
	25.2%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	90.7%	89.5%
Online homework assistance (e.g., tutor.com)	95.6%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	92.8%	95.6%
Library mobile apps	39.2%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	94.1%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	89.1%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	59.1%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	40.6%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	99.5%	99.5%
GED or equivalent education	27.5%	33.2%
Summer reading	29.3%	26.5%
Summer reading	99.1%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	94.0%	99.6%
Applying for job	76.6%	73.5%
Entrepreneurship and small business development	55.7%	47.3%
Accessing and using online business information resources	55.6%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	67.5%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	34.4%	45.6%
Hosting creation events (e.g., maker spaces)	19.2%	21.4%
Completing government forms online	96.2%	98.6%

INDIANA

	IN	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	33,452 Kbps	58,754 Kbps
Minimum Download Speed	100 Kbps	100 Kbps
Maximum Download Speed	512,000 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	98.7%	97.5%
Libraries that would like to increase bandwidth	72.6%	66.1%
<i>Mean number of public access computers/laptops</i>		
	18	19.8
<i>Patrons experience wait time for public access computers</i>		
	26.8%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	94.8%	89.5%
Online homework assistance (e.g., tutor.com)	97.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	97.0%	95.6%
Library mobile apps	26.4%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	85.8%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	90.4%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	65.8%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	70.5%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	33.9%	33.2%
Summer reading	25.2%	26.5%
Summer reading	98.7%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	93.6%	99.6%
Applying for job	77.5%	73.5%
Entrepreneurship and small business development	44.7%	47.3%
Accessing and using online business information resources	44.7%	47.3%
Accessing and using online business information resources	55.8%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	68.6%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	29.3%	45.6%
Hosting creation events (e.g., maker spaces)	17.6%	21.4%
Completing government forms online	100.0%	98.6%

IOWA

	IA	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	12,848 Kbps	58,754 Kbps
Minimum Download Speed	512 Kbps	100 Kbps
Maximum Download Speed	102,400 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	62.9%	66.1%
<i>Mean number of public access computers/laptops</i>		
	9.2	19.8
<i>Patrons experience wait time for public access computers</i>		
	30.0%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	83.8%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	99.1%	95.6%
Library mobile apps	23.8%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
	100.0%	98.0%
General computer skills	89.9%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	25.0%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	22.3%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
	100.0%	99.5%
Basic literacy	36.4%	33.2%
GED or equivalent education	26.5%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
	90.7%	99.6%
Applying for job	75.9%	73.5%
Entrepreneurship and small business development	55.9%	47.3%
Accessing and using online business information resources	55.8%	56.1%
<i>Civic Engagement</i>		
	63.5%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	27.0%	45.6%
Hosting creation events (e.g., maker spaces)	13.0%	21.4%
Completing government forms online	100.0%	98.6%

KANSAS

	KS	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	25,580 Kbps	58,754 Kbps
Minimum Download Speed	512 Kbps	100 Kbps
Maximum Download Speed	1,048,576 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	98.8%	97.5%
Libraries that would like to increase bandwidth	64.8%	66.1%
<i>Mean number of public access computers/laptops</i>		
	10.8	19.8
<i>Patrons experience wait time for public access computers</i>		
	32.6%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	67.8%	89.5%
Online homework assistance (e.g., tutor.com)	96.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	94.9%	95.6%
Library mobile apps	30.6%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	88.7%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	87.5%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	41.5%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	49.3%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	44.8%	33.2%
Summer reading	37.5%	26.5%
Summer reading	98.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	98.0%	99.6%
Applying for job	74.5%	73.5%
Entrepreneurship and small business development	57.3%	47.3%
Accessing and using online business information resources	57.1%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	73.8%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	34.7%	45.6%
Hosting creation events (e.g., maker spaces)	16.2%	21.4%
Completing government forms online	98.7%	98.6%

KENTUCKY

	KY	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	18,684 Kbps	58,754 Kbps
Minimum Download Speed	676 Kbps	100 Kbps
Maximum Download Speed	51,200 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	59.9%	66.1%
<i>Mean number of public access computers/laptops</i>		
	20.78	19.8
<i>Patrons experience wait time for public access computers</i>		
	16.5%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	93.5%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	100.0%	95.6%
Library mobile apps	13.0%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	97.7%	91.4%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	78.0%	67.5%
	78.5%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	22.7%	33.2%
Summer reading	36.9%	26.5%
	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	85.6%	99.6%
Entrepreneurship and small business development	87.0%	73.5%
Accessing and using online business information resources	36.9%	47.3%
	58.0%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	89.8%	74.1%
Hosting creation events (e.g., maker spaces)	66.8%	45.6%
Completing government forms online	51.6%	21.4%
	100.0%	98.6%

LOUISIANA

	LA	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	45,726 Kbps	58,754 Kbps
Minimum Download Speed	1,536 Kbps	100 Kbps
Maximum Download Speed	512,000 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	98.9%	97.5%
Libraries that would like to increase bandwidth	78.2%	66.1%
<i>Mean number of public access computers/laptops</i>		
	19.0	19.8
<i>Patrons experience wait time for public access computers</i>		
	41.5%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	91.1%	89.5%
Online homework assistance (e.g., tutor.com)	96.6%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	96.6%	95.6%
Library mobile apps	42.8%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	96.7%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	97.6%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	36.3%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	41.3%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	26.8%	33.2%
Summer reading	19.2%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	100.0%	99.6%
Applying for job	79.8%	73.5%
Entrepreneurship and small business development	53.4%	47.3%
Accessing and using online business information resources	62.6%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	93.4%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	37.0%	45.6%
Hosting creation events (e.g., maker spaces)	26.9%	21.4%
Completing government forms online	98.7%	98.6%

MARYLAND

	MD	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	195,584 Kbps	58,754 Kbps
Minimum Download Speed	8,192 Kbps	100 Kbps
Maximum Download Speed	2,097,152 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	86.2%	66.1%
<i>Mean number of public access computers/laptops</i>		
	25.5	19.8
<i>Patrons experience wait time for public access computers</i>		
	25.9%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	96.6%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	100.0%	95.6%
Library mobile apps	75.9%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	89.7%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	60.3%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	37.9%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	15.5%	33.2%
Summer reading	8.6%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	98.3%	99.6%
Applying for job	75.4%	73.5%
Entrepreneurship and small business development	64.9%	47.3%
Accessing and using online business information resources	64.9%	47.3%
Accessing and using online business information resources	54.4%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	98.3%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	54.4%	45.6%
Hosting creation events (e.g., maker spaces)	54.4%	21.4%
Completing government forms online	54.4%	21.4%
Completing government forms online	96.5%	98.6%

MASSACHUSETTS

	MA	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	23,655 Kbps	58,754 Kbps
Minimum Download Speed	647 Kbps	100 Kbps
Maximum Download Speed	102,400 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	98.7%	97.5%
Libraries that would like to increase bandwidth	63.8%	66.1%
<i>Mean number of public access computers/laptops</i>		
	14.8	19.8
<i>Patrons experience wait time for public access computers</i>		
	17.5%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	95.0%	89.5%
Online homework assistance (e.g., tutor.com)	95.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	95.0%	95.6%
Library mobile apps	35.0%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	97.5%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	76.9%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	53.9%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	35.9%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	32.4%	33.2%
Summer reading	29.9%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	87.6%	99.6%
Applying for job	72.9%	73.5%
Entrepreneurship and small business development	51.4%	47.3%
Accessing and using online business information resources	57.1%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	72.6%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	81.0%	45.6%
Hosting creation events (e.g., maker spaces)	32.8%	21.4%
Completing government forms online	98.3%	98.6%

MICHIGAN

	MI	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	49,924 Kbps	58,754 Kbps
Minimum Download Speed	586 Kbps	100 Kbps
Maximum Download Speed	3,072,000 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	57.6%	66.1%
<i>Mean number of public access computers/laptops</i>		
	18.6	19.8
<i>Patrons experience wait time for public access computers</i>		
	23.5%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	97.1%	89.5%
Online homework assistance (e.g., tutor.com)	94.5%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	94.2%	95.6%
Library mobile apps	35.0%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	99.2%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	92.3%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	62.7%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	62.7%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	20.3%	33.2%
Summer reading	14.1%	26.5%
Summer reading	98.2%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	96.6%	99.6%
Applying for job	70.4%	73.5%
Entrepreneurship and small business development	43.3%	47.3%
Accessing and using online business information resources	61.4%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	75.8%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	50.1%	45.6%
Hosting creation events (e.g., maker spaces)	19.1%	21.4%
Completing government forms online	96.5%	98.6%

MINNESOTA

	MN	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	24,385 Kbps	58,754 Kbps
Minimum Download Speed	687 Kbps	100 Kbps
Maximum Download Speed	409,600 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	98.7%	97.5%
Libraries that would like to increase bandwidth	46.9%	66.1%
<i>Mean number of public access computers/laptops</i>		
	14.4	19.8
<i>Patrons experience wait time for public access computers</i>		
	14.7%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	99.1%	89.5%
Online homework assistance (e.g., tutor.com)	97.4%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	98.9%	95.6%
Library mobile apps	43.7%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	97.5%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	81.6%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	38.2%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	19.1%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	34.5%	33.2%
Summer reading	29.6%	26.5%
Summer reading	98.7%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	95.9%	99.6%
Applying for job	73.3%	73.5%
Entrepreneurship and small business development	60.9%	47.3%
Accessing and using online business information resources	54.4%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	61.4%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	44.4%	45.6%
Hosting creation events (e.g., maker spaces)	20.3%	21.4%
Completing government forms online	97.7%	98.6%

MISSISSIPPI

	MS	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	7,445 Kbps	58,754 Kbps
Minimum Download Speed	256 Kbps	100 Kbps
Maximum Download Speed	204,800 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	95.5%	97.5%
Libraries that would like to increase bandwidth	82.5%	66.1%
<i>Mean number of public access computers/laptops</i>		
	13.6	19.8
<i>Patrons experience wait time for public access computers</i>		
	43.3%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	76.4%	89.5%
Online homework assistance (e.g., tutor.com)	93.7%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	93.7%	95.6%
Library mobile apps	22.3%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	92.6%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	21.7%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	28.0%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	24.3%	33.2%
Summer reading	31.0%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	100.0%	99.6%
Applying for job	74.5%	73.5%
Entrepreneurship and small business development	51.4%	47.3%
Accessing and using online business information resources	54.7%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	86.6%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	30.6%	45.6%
Hosting creation events (e.g., maker spaces)	20.5%	21.4%
Completing government forms online	100.0%	98.6%

MISSOURI

	MO	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	37,191 Kbps	58,754 Kbps
Minimum Download Speed	1,025 Kbps	100 Kbps
Maximum Download Speed	1,024,000 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	80.1%	97.5%
Libraries that would like to increase bandwidth	47.3%	66.1%
<i>Mean number of public access computers/laptops</i>		
	16.8	19.8
<i>Patrons experience wait time for public access computers</i>		
	13.4%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	81.0%	89.5%
Online homework assistance (e.g., tutor.com)	97.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	98.5%	95.6%
Library mobile apps	35.8%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	89.8%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	52.2%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	41.7%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	98.5%	99.5%
GED or equivalent education	35.0%	33.2%
Summer reading	45.0%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	100.0%	99.6%
Applying for job	65.7%	73.5%
Entrepreneurship and small business development	55.5%	47.3%
Accessing and using online business information resources	54.2%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	84.2%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	44.5%	45.6%
Hosting creation events (e.g., maker spaces)	34.7%	21.4%
Completing government forms online	100.0%	98.6%

NEBRASKA

	NE	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	36,799 Kbps	58,754 Kbps
Minimum Download Speed	1,536 Kbps	100 Kbps
Maximum Download Speed	1,048,576 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	94.8%	97.5%
Libraries that would like to increase bandwidth	40.7%	66.1%
<i>Mean number of public access computers/laptops</i>		
	9.5	19.8
<i>Patrons experience wait time for public access computers</i>		
	12.0%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	62.5%	89.5%
Online homework assistance (e.g., tutor.com)	93.8%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	98.6%	95.6%
Library mobile apps	18.2%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	97.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	88.2%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	43.4%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	42.4%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	98.6%	99.5%
GED or equivalent education	21.7%	33.2%
Summer reading	31.6%	26.5%
	97.5%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	100.0%	99.6%
Entrepreneurship and small business development	78.0%	73.5%
Entrepreneurship and small business development	46.7%	47.3%
Accessing and using online business information resources	55.1%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	63.1%	74.1%
Hosting creation events (e.g., maker spaces)	17.8%	45.6%
Hosting creation events (e.g., maker spaces)	4.8%	21.4%
Completing government forms online	98.1%	98.6%

NEVADA

	NV	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	44,567 Kbps	58,754 Kbps
Minimum Download Speed	1,536 Kbps	100 Kbps
Maximum Download Speed	102,400 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	86.7%	97.5%
Libraries that would like to increase bandwidth	33.4%	66.1%
<i>Mean number of public access computers/laptops</i>		
	18.1	19.8
<i>Patrons experience wait time for public access computers</i>		
	26.5%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	88.2%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	100.0%	95.6%
Library mobile apps	42.1%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	81.7%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	42.1%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	26.2%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	45.7%	33.2%
Summer reading	29.6%	26.5%
Summer reading	93.4%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	100.0%	99.6%
Applying for job	74.6%	73.5%
Entrepreneurship and small business development	59.1%	47.3%
Accessing and using online business information resources	59.3%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	73.9%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	55.9%	45.6%
Hosting creation events (e.g., maker spaces)	36.0%	21.4%
Completing government forms online	100.0%	98.6%

NEW HAMPSHIRE

	NH	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	15,820 Kbps	58,754 Kbps
Minimum Download Speed	1,526 Kbps	100 Kbps
Maximum Download Speed	117,043 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	98.9%	97.5%
Libraries that would like to increase bandwidth	65.3%	66.1%
<i>Mean number of public access computers/laptops</i>		
	6.3	19.8
<i>Patrons experience wait time for public access computers</i>		
	26.7%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	93.2%	89.5%
Online homework assistance (e.g., tutor.com)	98.3%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	96.6%	95.6%
Library mobile apps	27.4%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	89.8%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	90.8%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	42.7%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	43.8%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	21.3%	33.2%
Summer reading	20.4%	26.5%
Summer reading	94.9%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	93.2%	99.6%
Applying for job	76.6%	73.5%
Entrepreneurship and small business development	52.9%	47.3%
Accessing and using online business information resources	54.4%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	61.8%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	40.6%	45.6%
Hosting creation events (e.g., maker spaces)	13.7%	21.4%
Completing government forms online	97.3%	98.6%

NEW JERSEY

	NJ	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	56,233 Kbps	58,754 Kbps
Minimum Download Speed	3,072 Kbps	100 Kbps
Maximum Download Speed	102,400 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	71.7%	66.1%
<i>Mean number of public access computers/laptops</i>		
	26.5	19.8
<i>Patrons experience wait time for public access computers</i>		
	50.4%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	89.8%	89.5%
Online homework assistance (e.g., tutor.com)	94.5%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	98.2%	95.6%
Library mobile apps	53.8%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
	100.0%	98.0%
General computer skills	85.8%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	38.0%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	47.4%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
	98.2%	99.5%
Basic literacy	40.0%	33.2%
GED or equivalent education	24.7%	26.5%
Summer reading	95.1%	97.5%
<i>Economy and Workforce Development</i>		
	89.2%	99.6%
Applying for job	88.3%	73.5%
Entrepreneurship and small business development	57.8%	47.3%
Accessing and using online business information resources	63.1%	56.1%
<i>Civic Engagement</i>		
	80.5%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	49.8%	45.6%
Hosting creation events (e.g., maker spaces)	30.4%	21.4%
Completing government forms online	100.0%	98.6%

NEW MEXICO

	NM	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	7,814 Kbps	58,754 Kbps
Minimum Download Speed	512 Kbps	100 Kbps
Maximum Download Speed	30,720 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	93.5%	97.5%
Libraries that would like to increase bandwidth	64.1%	66.1%
<i>Mean number of public access computers/laptops</i>		
	15.3	19.8
<i>Patrons experience wait time for public access computers</i>		
	29.3%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	75.0%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	96.6%	95.6%
Library mobile apps	45.8%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	90.5%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	45.0%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	32.4%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	42.3%	33.2%
Summer reading	38.6%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	87.2%	99.6%
Applying for job	70.1%	73.5%
Entrepreneurship and small business development	40.1%	47.3%
Accessing and using online business information resources	49.0%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	65.0%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	35.1%	45.6%
Hosting creation events (e.g., maker spaces)	5.3%	21.4%
Completing government forms online	95.2%	98.6%

NEW YORK

	NY	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	28,490 Kbps	58,754 Kbps
Minimum Download Speed	768 Kbps	100 Kbps
Maximum Download Speed	1,048,576 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	99.6%	97.5%
Libraries that would like to increase bandwidth	68.9%	66.1%
<i>Mean number of public access computers/laptops</i>		
	17.3	19.8
<i>Patrons experience wait time for public access computers</i>		
	40.8%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	93.7%	89.5%
Online homework assistance (e.g., tutor.com)	99.2%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	98.4%	95.6%
Library mobile apps	47.7%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	98.5%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	92.2%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	64.2%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	53.6%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	36.9%	33.2%
Summer reading	26.5%	26.5%
Summer reading	96.9%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	93.4%	99.6%
Applying for job	81.4%	73.5%
Entrepreneurship and small business development	44.7%	47.3%
Accessing and using online business information resources	47.3%	56.1%
Accessing and using online business information resources	57.3%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	78.6%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	53.2%	45.6%
Hosting creation events (e.g., maker spaces)	24.9%	21.4%
Completing government forms online	95.4%	98.6%

NORTH CAROLINA

	NC	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	32,545 Kbps	58,754 Kbps
Minimum Download Speed	1,024 Kbps	100 Kbps
Maximum Download Speed	256,000 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	96.4%	97.5%
Libraries that would like to increase bandwidth	73.0%	66.1%
<i>Mean number of public access computers/laptops</i>		
	22.7	19.8
<i>Patrons experience wait time for public access computers</i>		
	38.5%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	92.9%	89.5%
Online homework assistance (e.g., tutor.com)	97.3%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	98.2%	95.6%
Library mobile apps	36.5%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	98.2%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	92.6%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	56.8%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	45.6%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	35.1%	33.2%
Summer reading	25.2%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	99.1%	99.6%
Applying for job	76.0%	73.5%
Entrepreneurship and small business development	45.4%	47.3%
Accessing and using online business information resources	45.4%	47.3%
Accessing and using online business information resources	55.4%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	76.9%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	23.0%	45.6%
Hosting creation events (e.g., maker spaces)	17.5%	21.4%
Completing government forms online	98.9%	98.6%

OHIO

	OH	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	34,377 Kbps	58,754 Kbps
Minimum Download Speed	1,536 Kbps	100 Kbps
Maximum Download Speed	512,000 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	98.5%	97.5%
Libraries that would like to increase bandwidth	53.3%	66.1%
<i>Mean number of public access computers/laptops</i>		
	19.4	19.8
<i>Patrons experience wait time for public access computers</i>		
	34.6%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	94.9%	89.5%
Online homework assistance (e.g., tutor.com)	97.2%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	92.3%	95.6%
Library mobile apps	39.1%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	94.4%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	68.4%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	67.3%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	22.8%	33.2%
Summer reading	15.9%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	95.8%	99.6%
Applying for job	60.9%	73.5%
Entrepreneurship and small business development	48.0%	47.3%
Accessing and using online business information resources	42.4%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	60.0%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	48.2%	45.6%
Hosting creation events (e.g., maker spaces)	33.5%	21.4%
Completing government forms online	100.0%	98.6%

OREGON

	OR	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	142,294 Kbps	58,754 Kbps
Minimum Download Speed	1,536 Kbps	100 Kbps
Maximum Download Speed	1,048,576 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	97.6%	97.5%
Libraries that would like to increase bandwidth	66.8%	66.1%
<i>Mean number of public access computers/laptops</i>		
	18.0	19.8
<i>Patrons experience wait time for public access computers</i>		
	52.0%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	90.6%	89.5%
Online homework assistance (e.g., tutor.com)	97.6%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	97.6%	95.6%
Library mobile apps	53.7%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	91.7%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	92.9%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	45.9%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	35.0%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	26.2%	33.2%
Summer reading	23.1%	26.5%
Summer reading	97.6%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	94.1%	99.6%
Applying for job	75.4%	73.5%
Entrepreneurship and small business development	51.0%	47.3%
Accessing and using online business information resources	62.9%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	58.1%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	46.2%	45.6%
Hosting creation events (e.g., maker spaces)	17.3%	21.4%
Completing government forms online	100.0%	98.6%

PENNSYLVANIA

	PA	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	187,309 Kbps	58,754 Kbps
Minimum Download Speed	768 Kbps	100 Kbps
Maximum Download Speed	1,048,576 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	53.6%	66.1%
<i>Mean number of public access computers/laptops</i>		
	13.4	19.8
<i>Patrons experience wait time for public access computers</i>		
	36.0%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	96.6%	89.5%
Online homework assistance (e.g., tutor.com)	98.7%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	93.3%	95.6%
Library mobile apps	32.6%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	91.3%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	61.1%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	47.5%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	45.6%	33.2%
Summer reading	31.9%	26.5%
Summer reading	99.3%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	95.4%	99.6%
Applying for job	75.5%	73.5%
Entrepreneurship and small business development	51.7%	47.3%
Accessing and using online business information resources	59.5%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	74.9%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	60.0%	45.6%
Hosting creation events (e.g., maker spaces)	17.0%	21.4%
Completing government forms online	99.0%	98.6%

RHODE ISLAND

	RI	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	12,504 Kbps	58,754 Kbps
Minimum Download Speed	5,120 Kbps	100 Kbps
Maximum Download Speed	27,648 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	61.7%	66.1%
<i>Mean number of public access computers/laptops</i>		
	21.5	19.8
<i>Patrons experience wait time for public access computers</i>		
	30.4%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	100.0%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	92.3%	95.6%
Library mobile apps	53.7%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	54.3%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	46.6%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	49.5%	33.2%
GED or equivalent education	15.2%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	84.8%	73.5%
Entrepreneurship and small business development	61.9%	47.3%
Accessing and using online business information resources	60.5%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	58.2%	45.6%
Hosting creation events (e.g., maker spaces)	5.1%	21.4%
Completing government forms online	100.0%	98.6%

SOUTH CAROLINA

	SC	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	33,089 Kbps	58,754 Kbps
Minimum Download Speed	1,536 Kbps	100 Kbps
Maximum Download Speed	102,400 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	55.4%	66.1%
<i>Mean number of public access computers/laptops</i>		
	24.4	19.8
<i>Patrons experience wait time for public access computers</i>		
	49.5%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	97.3%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	100.0%	95.6%
Library mobile apps	27.2%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	95.8%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	98.1%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	53.4%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	37.6%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	28.4%	33.2%
Summer reading	16.1%	26.5%
Summer reading	97.7%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	100.0%	99.6%
Applying for job	85.6%	73.5%
Entrepreneurship and small business development	25.0%	47.3%
Accessing and using online business information resources	43.1%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	67.0%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	30.3%	45.6%
Hosting creation events (e.g., maker spaces)	14.0%	21.4%
Completing government forms online	100.0%	98.6%

SOUTH DAKOTA

	SD	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	11,400 Kbps	58,754 Kbps
Minimum Download Speed	481 Kbps	100 Kbps
Maximum Download Speed	55,296 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	76.4%	97.5%
Libraries that would like to increase bandwidth	41.7%	66.1%
<i>Mean number of public access computers/laptops</i>		
	7.7	19.8
<i>Patrons experience wait time for public access computers</i>		
	19.5%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	68.5%	89.5%
Online homework assistance (e.g., tutor.com)	93.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	95.5%	95.6%
Library mobile apps	17.0%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	98.8%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	87.9%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	32.0%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	26.7%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	38.8%	33.2%
Summer reading	33.0%	26.5%
Summer reading	98.9%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	100.0%	99.6%
Applying for job	79.8%	73.5%
Entrepreneurship and small business development	51.7%	47.3%
Accessing and using online business information resources	67.5%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	61.8%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	30.7%	45.6%
Hosting creation events (e.g., maker spaces)	8.0%	21.4%
Completing government forms online	100.0%	98.6%

TEXAS

	TX	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	40,355 Kbps	58,754 Kbps
Minimum Download Speed	256 Kbps	100 Kbps
Maximum Download Speed	1,048,576 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	95.4%	97.5%
Libraries that would like to increase bandwidth	71.3%	66.1%
<i>Mean number of public access computers/laptops</i>		
	26.5	19.8
<i>Patrons experience wait time for public access computers</i>		
	34.7%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	76.9%	89.5%
Online homework assistance (e.g., tutor.com)	91.2%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	92.6%	95.6%
Library mobile apps	55.1%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	93.1%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	40.0%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	38.6%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	98.2%	99.5%
GED or equivalent education	42.2%	33.2%
Summer reading	40.8%	26.5%
Summer reading	97.2%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	99.1%	99.6%
Applying for job	77.9%	73.5%
Entrepreneurship and small business development	49.4%	47.3%
Accessing and using online business information resources	57.5%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	69.9%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	35.7%	45.6%
Hosting creation events (e.g., maker spaces)	9.8%	21.4%
Completing government forms online	98.6%	98.6%

UTAH

	UT	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	42,033 Kbps	58,754 Kbps
Minimum Download Speed	800 Kbps	100 Kbps
Maximum Download Speed	437,555 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	47.2%	66.1%
<i>Mean number of public access computers/laptops</i>		
	20.2	19.8
<i>Patrons experience wait time for public access computers</i>		
	25.0%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	100.0%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	94.4%	95.6%
Library mobile apps	38.9%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	97.2%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	44.4%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	33.3%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	41.7%	33.2%
Summer reading	30.6%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	100.0%	99.6%
Applying for job	77.8%	73.5%
Entrepreneurship and small business development	50.0%	47.3%
Accessing and using online business information resources	69.4%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	72.2%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	53.8%	45.6%
Hosting creation events (e.g., maker spaces)	15.4%	21.4%
Completing government forms online	100.0%	98.6%

VERMONT

	VT	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	20,753 Kbps	58,754 Kbps
Minimum Download Speed	2,437 Kbps	100 Kbps
Maximum Download Speed	102,400 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	58.5%	66.1%
<i>Mean number of public access computers/laptops</i>		
	6.6	19.8
<i>Patrons experience wait time for public access computers</i>		
	24.3%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	84.0%	89.5%
Online homework assistance (e.g., tutor.com)	96.7%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	96.5%	95.6%
Library mobile apps	17.8%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	98.2%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	87.5%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	42.4%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	44.6%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	35.7%	33.2%
Summer reading	27.4%	26.5%
Summer reading	98.2%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	88.2%	99.6%
Applying for job	76.2%	73.5%
Entrepreneurship and small business development	57.7%	47.3%
Accessing and using online business information resources	61.1%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	48.2%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	64.2%	45.6%
Hosting creation events (e.g., maker spaces)	32.5%	21.4%
Completing government forms online	100.0%	98.6%

VIRGINIA

	VA	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	51,430 Kbps	58,754 Kbps
Minimum Download Speed	768 Kbps	100 Kbps
Maximum Download Speed	1,048,576 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	97.3%	97.5%
Libraries that would like to increase bandwidth	75.6%	66.1%
<i>Mean number of public access computers/laptops</i>		
	21.3	19.8
<i>Patrons experience wait time for public access computers</i>		
	51.2%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	99.0%	89.5%
Online homework assistance (e.g., tutor.com)	96.6%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	92.5%	95.6%
Library mobile apps	64.4%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	96.1%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	87.8%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	55.0%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	26.7%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
GED or equivalent education	33.3%	33.2%
Summer reading	40.0%	26.5%
Summer reading	97.1%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	95.7%	99.6%
Applying for job	81.6%	73.5%
Entrepreneurship and small business development	51.7%	47.3%
Accessing and using online business information resources	58.3%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	83.4%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	41.3%	45.6%
Hosting creation events (e.g., maker spaces)	19.3%	21.4%
Completing government forms online	100.0%	98.6%

WASHINGTON

	WA	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	46,530 Kbps	58,754 Kbps
Minimum Download Speed	100 Kbps	100 Kbps
Maximum Download Speed	102,400 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	98.6%	97.5%
Libraries that would like to increase bandwidth	56.8%	66.1%
<i>Mean number of public access computers/laptops</i>		
	18.3	19.8
<i>Patrons experience wait time for public access computers</i>		
	36.9%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	96.2%	89.5%
Online homework assistance (e.g., tutor.com)	98.8%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	98.8%	95.6%
Library mobile apps	56.2%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
	100.0%	98.0%
General computer skills	96.9%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	63.7%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	31.1%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
	100.0%	99.5%
Basic literacy	9.6%	33.2%
GED or equivalent education	6.2%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
	94.1%	99.6%
Applying for job	80.3%	73.5%
Entrepreneurship and small business development	37.1%	47.3%
Accessing and using online business information resources	69.0%	56.1%
<i>Civic Engagement</i>		
	84.7%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	26.2%	45.6%
Hosting creation events (e.g., maker spaces)	15.1%	21.4%
Completing government forms online	98.4%	98.6%

WASHINGTON, DC

	DC	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	51,200 Kbps	58,754 Kbps
Minimum Download Speed	51,200 Kbps	100 Kbps
Maximum Download Speed	51,200 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	100.0%	66.1%
<i>Mean number of public access computers/laptops</i>		
	33.1	19.8
<i>Patrons experience wait time for public access computers</i>	100.0%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	100.0%	89.5%
Online homework assistance (e.g., tutor.com)	100.0%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	100.0%	95.6%
Library mobile apps	100.0%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	100.0%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	100.0%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	100.0%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	100.0%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	100.0%	99.5%
Basic literacy	100.0%	33.2%
GED or equivalent education	100.0%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	100.0%	99.6%
Applying for job	100.0%	73.5%
Entrepreneurship and small business development	100.0%	47.3%
Accessing and using online business information resources	100.0%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	100.0%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	100.0%	45.6%
Hosting creation events (e.g., maker spaces)	100.0%	21.4%
Completing government forms online	100.0%	98.6%

WEST VIRGINIA

	WV	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	2,299 Kbps	58,754 Kbps
Minimum Download Speed	1,536 Kbps	100 Kbps
Maximum Download Speed	20,480 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	100.0%	97.5%
Libraries that would like to increase bandwidth	88.1%	66.1%
<i>Mean number of public access computers/laptops</i>		
	8.8	19.8
<i>Patrons experience wait time for public access computers</i>		
	27.5%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	98.5%	89.5%
Online homework assistance (e.g., tutor.com)	88.3%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	100.0%	95.6%
Library mobile apps	34.4%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
	100.0%	98.0%
General computer skills	96.9%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	43.0%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	30.7%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
	100.0%	99.5%
Basic literacy	46.0%	33.2%
GED or equivalent education	41.5%	26.5%
Summer reading	98.4%	97.5%
<i>Economy and Workforce Development</i>		
	100.0%	99.6%
Applying for job	74.8%	73.5%
Entrepreneurship and small business development	45.4%	47.3%
Accessing and using online business information resources	57.6%	56.1%
<i>Civic Engagement</i>		
	63.9%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	34.1%	45.6%
Hosting creation events (e.g., maker spaces)	14.2%	21.4%
Completing government forms online	100.0%	98.6%

WISCONSIN

	WI	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	10,831 Kbps	58,754 Kbps
Minimum Download Speed	512 Kbps	100 Kbps
Maximum Download Speed	102,400 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	98.2%	97.5%
Libraries that would like to increase bandwidth	66.2%	66.1%
<i>Mean number of public access computers/laptops</i>		
	11.7	19.8
<i>Patrons experience wait time for public access computers</i>		
	25.0%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	96.3%	89.5%
Online homework assistance (e.g., tutor.com)	98.3%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	99.2%	95.6%
Library mobile apps	48.2%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
General computer skills	98.2%	98.0%
General familiarity with new technologies (e.g., using e-readers, tablets)	95.3%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	54.9%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	53.0%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
Basic literacy	99.2%	99.5%
GED or equivalent education	32.4%	33.2%
Summer reading	22.2%	26.5%
Summer reading	96.3%	97.5%
<i>Economy and Workforce Development</i>		
Applying for job	97.3%	99.6%
Applying for job	79.9%	73.5%
Entrepreneurship and small business development	48.9%	47.3%
Accessing and using online business information resources	48.9%	47.3%
Accessing and using online business information resources	51.5%	56.1%
<i>Civic Engagement</i>		
Hosting community engagement events (e.g., candidate forums, community conversations)	76.2%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	38.0%	45.6%
Hosting creation events (e.g., maker spaces)	23.8%	21.4%
Completing government forms online	100.0%	98.6%

WYOMING

	WY	US
Public Access Technology and Infrastructure		
<i>Broadband</i>		
Mean Download speed	9,718 Kbps	58,754 Kbps
Minimum Download Speed	1,024 Kbps	100 Kbps
Maximum Download Speed	51,200 Kbps	3,072,000 Kbps
<i>1024 Kilobits Per Second (Kbps)=1 Megabit Per Second (Mbps)</i>		
WiFi Availability	92.9%	97.5%
Libraries that would like to increase bandwidth	76.5%	66.1%
<i>Mean number of public access computers/laptops</i>		
	12.4	19.8
<i>Patrons experience wait time for public access computers</i>		
	24.8%	35.9%
<i>Technology Services for Patron Use</i>		
Databases (e.g., Ebscohost, Gale/CENGAGE)	100.0%	100.0%
E-books	89.3%	89.5%
Online homework assistance (e.g., tutor.com)	93.2%	96.5%
Online job/employment resources (e.g., Brainfuse, JobNow)	84.0%	95.6%
Library mobile apps	52.1%	42.6%
Digital Literacy/Public Access Technology Training		
<i>Formal Training</i>		
	100.0%	98.0%
General computer skills	85.3%	91.4%
General familiarity with new technologies (e.g., using e-readers, tablets)	36.5%	67.5%
Social media (e.g., blogging, Twitter, FaceBook, YouTube)	36.2%	58.5%
Library Programs, Information Sessions, & Events		
<i>Education</i>		
	100.0%	99.5%
Basic literacy	36.1%	33.2%
GED or equivalent education	38.3%	26.5%
Summer reading	100.0%	97.5%
<i>Economy and Workforce Development</i>		
	92.0%	99.6%
Applying for job	78.3%	73.5%
Entrepreneurship and small business development	54.0%	47.3%
Accessing and using online business information resources	61.2%	56.1%
<i>Civic Engagement</i>		
	44.1%	74.1%
Hosting community engagement events (e.g., candidate forums, community conversations)	28.0%	45.6%
Hosting creation events (e.g., maker spaces)	70.3%	21.4%
Completing government forms online	100.0%	98.6%

State Data Tables

This next section presents state-based branch (outlet) level findings. The survey received adequate responses from 44 states plus the District of Columbia. The state data analyzed in the report include:

Alabama	Missouri
Alaska	Nebraska
Arizona	Nevada
Arkansas	New Hampshire
California	New Jersey
Colorado	New Mexico
Connecticut	New York
Delaware	North Carolina
Florida	Ohio
Hawaii	Oregon
Idaho	Pennsylvania
Illinois	Rhode Island
Indiana	South Carolina
Iowa	South Dakota
Kansas	Texas
Kentucky	Utah
Louisiana	Vermont
Maryland	Virginia
Massachusetts	Washington
Michigan	Washington, DC
Minnesota	West Virginia
Mississippi	Wisconsin
	Wyoming

The report does not contain state-based data for Georgia, Maine, Montana, North Dakota, Oklahoma, and Tennessee due to insufficient response rates from public libraries within those states.

Public Access Technology & Infrastructure

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 2: Number of Public Access Internet Workstations (Including Laptops) by Average Age, by State

State	Average Number of Public Access Internet Workstations	
	4 years old or less	More than 4 years old
Alabama (n=78)	11.8	4.1
Alaska (n=51)	10.2	2.8
Arizona (n=52)	21.2	6.6
Arkansas (n=32)	5.7	4.1
California (n=162)	18.6	7.2
Colorado (n=74)	20.8	5.3
Connecticut (n=61)	20.8	6.2
Delaware (n=12)	22.0	3.3
Florida (n=95)	22.2	8.6
Hawaii (n=50)	10.5	1.7
Idaho (n=44)	10.0	4.5
Illinois (n=159)	13.2	6.7

Indiana (n=75)	12.2	5.8
Iowa (n=64)	6.0	3.2
Kansas (n=100)	7.3	3.5
Kentucky (n=41)	15.5	5.3
Louisiana (n=91)	14.8	4.3
Maryland (n=58)	20.9	4.5
Massachusetts (n=76)	9.4	5.4
Michigan (n=125)	13.1	5.4
Minnesota (n=48)	10.0	4.4
Mississippi (n=89)	9.3	4.3
Missouri (n=54)	10.5	5.8
Nebraska (n=81)	7.7	1.9
Nevada (n=19)	10.0	8.1
New Hampshire (n=64)	4.0	2.3
New Jersey (n=52)	17.2	8.2
New Mexico (n=31)	11.0	4.2
New York (n=235)	11.2	6.1
North Carolina (n=110)	15.0	7.7
Ohio (n=70)	14.9	4.5
Oregon (n=49)	13.3	4.7
Pennsylvania (n=150)	9.4	4.0
Rhode Island (n=16)	17.4	4.1
South Carolina (n=37)	19.8	4.7
South Dakota (n=80)	5.0	2.7

Texas (n=219)	19.5	7.0
Utah (n=36)	15.3	4.9
Vermont (n=58)	3.1	3.5
Virginia (n=87)	16.2	5.2
Washington (n=66)	15.5	2.9
Washington, DC (n=23)	33.1	0.0
West Virginia (n=62)	4.6	4.2
Wisconsin (n=70)	10.0	2.1
Wyoming (n=32)	5.8	6.6
National (n=3,338)	12.5	5.0
Key:		

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

State	Wait Times		
	Yes	No	Don't Know
Alabama (n=78)	30.9%	62.9%	6.2%
Alaska (n=51)	34.2%	65.8%	0.0%
Arizona (n=52)	47.2%	50.0%	2.8%
Arkansas (n=32)	27.5%	64.8%	7.7%
California (n=162)	63.7%	30.5%	5.8%
Colorado (n=74)	30.3%	60.5%	9.2%
Connecticut (n=61)	22.7%	73.9%	3.4%
Delaware (n=12)	25.0%	75.0%	0.0%
Florida (n=95)	38.7%	42.3%	19.0%
Hawaii (n=48)	62.5%	37.5%	0.0%

Idaho (n=44)	23.5%	76.5%	0.0%
Illinois (n=159)	25.0%	75.0%	0.0%
Indiana (n=75)	27.0%	66.7%	6.3%
Iowa (n=64)	30.3%	69.7%	0.0%
Kansas (n=100)	32.4%	67.6%	0.0%
Kentucky (n=41)	16.7%	77.3%	6.1%
Louisiana (n=91)	41.6%	51.5%	6.9%
Maryland (n=58)	25.4%	55.9%	18.6%
Massachusetts (n=76)	17.6%	74.8%	7.6%
Michigan (n=125)	23.6%	75.2%	1.3%
Minnesota (n=48)	14.4%	51.4%	34.2%
Mississippi (n=89)	43.4%	46.5%	10.1%
Missouri (n=54)	13.3%	74.3%	12.4%
Nebraska (n=81)	12.0%	88.0%	0.0%
Nevada (n=19)	25.9%	51.9%	22.2%
New Hampshire (n=64)	26.9%	73.1%	0.0%
New Jersey (n=52)	48.9%	51.1%	0.0%
New Mexico (n=31)	28.9%	71.1%	0.0%
New York (n=235)	40.8%	58.1%	1.2%
North Carolina (n=110)	38.1%	51.7%	10.2%
Ohio (n=70)	34.6%	55.7%	9.7%
Oregon (n=49)	51.5%	42.6%	5.9%
Pennsylvania (n=150)	36.1%	60.1%	3.8%
Rhode Island (n=16)	31.0%	69.0%	0.0%
South Carolina (n=37)	49.1%	38.2%	12.7%

South Dakota (n=80)	19.6%	75.3%	5.2%
Texas (n=219)	34.8%	62.6%	2.6%
Utah (n=36)	25.0%	58.3%	16.7%
Vermont (n=58)	24.5%	75.5%	0.0%
Virginia (n=87)	51.0%	32.7%	16.3%
Washington (n=66)	37.5%	48.9%	13.6%
Washington, DC (n=23)	100.0%	0.0%	0.0%
West Virginia (n=62)	27.5%	62.3%	10.1%
Wisconsin (n=70)	25.0%	73.4%	1.6%
Wyoming (n=32)	24.4%	64.4%	11.1%
National (n=3,336)	33.2%	60.5%	6.2%
Key:			

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

State	Outlets Offering WiFi
Alabama (n=78)	89.7%
Alaska (n=51)	94.9%
Arizona (n=52)	100.0%
Arkansas (n=32)	95.6%
California (n=162)	97.8%
Colorado (n=74)	97.4%
Connecticut (n=61)	96.6%
Delaware (n=12)	100.0%
Florida (n=95)	99.3%
Hawaii (n=50)	98.0%

Idaho (n=44)	97.6%
Illinois (n=159)	96.0%
Indiana (n=75)	98.4%
Iowa (n=64)	100.0%
Kansas (n=100)	99.0%
Kentucky (n=41)	100.0%
Louisiana (n=91)	99.0%
Maryland (n=58)	100.0%
Massachusetts (n=76)	98.5%
Michigan (n=125)	100.0%
Minnesota (n=48)	99.1%
Mississippi (n=89)	95.9%
Missouri (n=54)	79.8%
Nebraska (n=81)	95.0%
Nevada (n=19)	85.7%
New Hampshire (n=64)	99.0%
New Jersey (n=52)	100.0%
New Mexico (n=31)	94.6%
New York (n=235)	99.6%
North Carolina (n=110)	96.6%
Ohio (n=70)	98.4%
Oregon (n=49)	97.1%
Pennsylvania (n=150)	100.0%
Rhode Island (n=16)	100.0%
South Carolina (n=37)	100.0%

South Dakota (n=80)	76.3%
Texas (n=219)	95.2%
Utah (n=36)	100.0%
Vermont (n=58)	100.0%
Virginia (n=87)	97.1%
Washington (n=66)	98.9%
Washington, DC (n=23)	100.0%
West Virginia (n=62)	100.0%
Wisconsin (n=70)	98.4%
Wyoming (n=32)	92.9%
National (n=3,338)	96.6%
Key: *: insufficient data to report <i>Table only displays percentages for affirmative responses.</i>	

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

State	Download Speeds					
	Mean Speed	Median Speed	Minimum Speed	Maximum Speed	Don't Know	Not Provided by Provider
Alabama (n=41)	31,124 kbps	10,240 kbps	1,024 kbps	235,520 kbps	37.8%	*
Alaska (n=38)	5,944 kbps	2,048 kbps	308 kbps	25,600 kbps	14.0%	0.0%
Arizona (n=34)	82,249 kbps	20,480 kbps	1,536 kbps	307,200 kbps	7.9%	0.0%
Arkansas (n=16)	12,238 kbps	5,120 kbps	1,536 kbps	51,200 kbps	9.0%	0.0%
California (n=134)	34,122 kbps	20,480 kbps	1,229 kbps	1,024,000 kbps	15.5%	1.6%
Colorado (n=54)	32,949 kbps	18,432 kbps	1,024 kbps	132,608 kbps	24.7%	5.2%
Connecticut (n=60)	322,452 kbps	6,144 kbps	1,203 kbps	1,024,000 kbps	2.2%	0.0%
Delaware (n=12)	102,400 kbps	102,400 kbps	102,400 kbps	102,400 kbps	0.0%	0.0%
Florida (n=83)	40,064 kbps	10,240 kbps	1,536 kbps	1,048,576 kbps	9.4%	2.3%
Hawaii (n=50)	10,015 kbps	11,264 kbps	1,536 kbps	102,400 kbps	0.0%	0.0%

Idaho (n=36)	13,100 kbps	8,032 kbps	1,536 kbps	102,400 kbps	0.0%	0.0%
Illinois (n=94)	41,744 kbps	5,632 kbps	1,024 kbps	1,048,576 kbps	20.1%	2.8%
Indiana (n=45)	33,453 kbps	16,384 kbps	100 kbps	512,000 kbps	39.7%	6.4%
Iowa (n=30)	12,848 kbps	6,144 kbps	512 kbps	102,400 kbps	35.1%	1.8%
Kansas (n=48)	25,580 kbps	5,120 kbps	750 kbps	1,048,576 kbps	13.8%	0.0%
Kentucky (n=31)	18,684 kbps	12,288 kbps	676 kbps	51,200 kbps	25.8%	0.0%
Louisiana (n=73)	45,726 kbps	10,240 kbps	1,536 kbps	512,000 kbps	17.8%	1.2%
Maryland (n=40)	195,584 kbps	33,280 kbps	8,192 kbps	2,097,152 kbps	0.0%	0.0%
Massachusetts (n=36)	23,655 kbps	18,831 kbps	647 kbps	102,400 kbps	51.6%	4.6%
Michigan (n=88)	49,925 kbps	10,240 kbps	586 kbps	3,072,000 kbps	19.8%	*
Minnesota (n=18)	24,385 kbps	5,868 kbps	687 kbps	409,600 kbps	28.2%	8.1%
Mississippi (n=62)	7,445 kbps	1,536 kbps	256 kbps	204,800 kbps	12.9%	0.0%
Missouri (n=29)	37,191 kbps	5,120 kbps	1,024 kbps	1,024,000 kbps	49.5%	6.8%
Nebraska (n=52)	36,800 kbps	10,240 kbps	1,536 kbps	1,048,576 kbps	35.1%	3.1%
Nevada (n=15)	44,568 kbps	13,552 kbps	1,536 kbps	102,400 kbps	11.7%	0.0%
New Hampshire (n=30)	15,820 kbps	10,240 kbps	1,526 kbps	117,043 kbps	17.0%	1.7%
New Jersey (n=24)	56,233 kbps	51,200 kbps	3,072 kbps	102,400 kbps	58.7%	0.0%
New Mexico (n=15)	7,814 kbps	5,120 kbps	512 kbps	12,288 kbps	3.2%	0.0%
New York (n=119)	28,490 kbps	10,240 kbps	768 kbps	1,048,576 kbps	49.0%	2.2%
North Carolina (n=82)	32,545 kbps	11,098 kbps	1,024 kbps	256,000 kbps	25.6%	1.1%
Ohio (n=70)	34,377 kbps	10,240 kbps	1,536 kbps	512,000 kbps	0.0%	0.0%
Oregon (n=30)	142,294 kbps	30,720 kbps	1,536 kbps	1,048,576 kbps	36.9%	6.8%
Pennsylvania (n=93)	187,310 kbps	25,600 kbps	768 kbps	1,048,576 kbps	7.2%	*
Rhode Island (n=5)	12,504 kbps	8,345 kbps	5,120 kbps	27,648 kbps	0.0%	0.0%
South Carolina (n=21)	33,089 kbps	10,240 kbps	1,536 kbps	102,400 kbps	15.3%	0.0%

South Dakota (n=31)	11,349 kbps	6,144 kbps	481 kbps	55,296 kbps	21.9%	1.2%
Texas (n=129)	40,355 kbps	10,240 kbps	256 kbps	1,048,576 kbps	40.7%	2.9%
Utah (n=27)	42,033 kbps	8,499 kbps	800 kbps	437,555 kbps	25.0%	0.0%
Vermont (n=25)	20,753 kbps	17,213 kbps	2,437 kbps	102,400 kbps	52.8%	17.6%
Virginia (n=52)	51,430 kbps	10,240 kbps	768 kbps	1,048,576 kbps	38.0%	6.1%
Washington (n=46)	46,531 kbps	51,200 kbps	100 kbps	102,400 kbps	29.5%	0.0%
Washington, DC (n=23)	51,200 kbps	51,200 kbps	51,200 kbps	51,200 kbps	0.0%	0.0%
West Virginia (n=62)	2,299 kbps	1,536 kbps	1,536 kbps	20,480 kbps	0.0%	0.0%
Wisconsin (n=64)	10,831 kbps	3,072 kbps	512 kbps	102,400 kbps	7.3%	0.9%
Wyoming (n=16)	9,718 kbps	4,090 kbps	1,024 kbps	51,200 kbps	0.0%	0.0%
National (n=2,183)	53,961 kbps	10,240 kbps	100 kbps	3,072,000 kbps	34.0 % (n=3,265)	3.3% (n=2,225)

Key: *: insufficient data to report
Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.
 * 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=5642).

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

State	Upload Speeds					Don't Know	Not Provided by Provider
	Mean Speed	Median Speed	Minimum Speed	Maximum Speed			
Alabama (n=41)	27,916 kbps	5,120 kbps	645 kbps	235,520 kbps	37.8%	*	
Alaska (n=38)	3,705 kbps	1,536 kbps	308 kbps	25,600 kbps	14.0%	0.0%	
Arizona (n=34)	80,960 kbps	20,480 kbps	512 kbps	307,200 kbps	7.9%	0.0%	
Arkansas (n=16)	7,454 kbps	4,184 kbps	546 kbps	40,960 kbps	9.0%	0.0%	
California (n=134)	31,741 kbps	16,384 kbps	384 kbps	1,024,000 kbps	15.5%	1.6%	
Colorado (n=54)	20,952 kbps	10,240 kbps	440 kbps	113,152 kbps	24.7%	5.2%	
Connecticut (n=60)	310,264 kbps	3,072 kbps	563 kbps	1,024,000 kbps	2.2%	0.0%	
Delaware (n=12)	102,400 kbps	102,400 kbps	102,400 kbps	102,400 kbps	0.0%	0.0%	

Florida (n=83)	32,602 kbps	10,240 kbps	512 kbps	1,048,576 kbps	9.4%	2.3%
Hawaii (n=50)	1,024 kbps	1,024 kbps	1,024 kbps	1,024 kbps	0.0%	0.0%
Idaho (n=36)	10,803 kbps	3,072	488 kbps	102,400 kbps	0.0%	0.0%
Illinois (n=94)	30,999 kbps	5,120 kbps	256 kbps	1,048,576 kbps	20.6%	2.8%
Indiana (n=45)	30,005 kbps	6,144 kbps	100 kbps	512,000 kbps	39.7%	6.4%
Iowa (n=30)	8,005 kbps	1,536 kbps	440 kbps	102,400 kbps	35.1%	1.8%
Kansas (n=48)	20,768 kbps	3,072 kbps	512 kbps	1,048,576 kbps	13.8%	0.0%
Kentucky (n=31)	6,818 kbps	5,120 kbps	379 kbps	51,200 kbps	25.8%	0.0%
Louisiana (n=65)	44,294 kbps	10,240 kbps	1,229 kbps	512,000 kbps	26.7%	1.3%
Maryland (n=40)	191,311 kbps	15,360 kbps	1,024 kbps	2,097,152 kbps	0.0%	0.0%
Massachusetts (n=36)	11,206 kbps	4,813 kbps	120 kbps	102,400 kbps	51.6%	4.6%
Michigan (n=88)	38,940 kbps	10,072 kbps	205 kbps	3,072,000 kbps	19.8%	*
Minnesota (n=18)	23,695 kbps	7,168 kbps	512 kbps	409,600 kbps	28.2%	8.1%
Mississippi (n=62)	7,155 kbps	1,536 kbps	256 kbps	204,800 kbps	12.9%	0.0%
Missouri (n=29)	34,250 kbps	3,072 kbps	700 kbps	1,024,000 kbps	49.5%	6.8%
Nebraska (n=52)	33,318 kbps	5,120 kbps	384 kbps	1,048,576 kbps	35.1%	3.1%
Nevada (n=15)	38,697 kbps	5,801 kbps	284 kbps	102,400 kbps	11.7%	0.0%
New Hampshire (n=30)	6,740 kbps	6,005 kbps	358 kbps	40,960 kbps	17.0%	1.7%
New Jersey (n=24)	34,384 kbps	18,944 kbps	1,024 kbps	102,400 kbps	58.7%	0.0%
New Mexico (n=15)	6,931 kbps	5,120 kbps	102 kbps	30,720 kbps	3.2%	0.0%
New York (n=119)	22,001 kbps	6,369 kbps	200 kbps	1,048,576 kbps	49.0%	3.0%
North Carolina (n=82)	22,109 kbps	9,011 kbps	703 kbps	256,000 kbps	25.6%	1.1%
Ohio (n=70)	30,318 kbps	10,240 kbps	1,536 kbps	512,000 kbps	0.0%	0.0%
Oregon (n=30)	130,043 kbps	10,240 kbps	768 kbps	1,048,576 kbps	36.9%	6.8%
Pennsylvania (n=93)	180,233 kbps	10,240 kbps	224 kbps	1,048,576 kbps	7.2%	*

Rhode Island (n=5)	10,702 kbps	5,120 kbps	3,072 kbps	24,576 kbps	0.0%	0.0%
South Carolina (n=21)	33,089 kbps	10,240 kbps	1,536 kbps	102,400 kbps	15.3%	0.0%
South Dakota (n=31)	11,042 kbps	6,073 kbps	481 kbps	55,296 kbps	21.9%	1.2%
Texas (n=129)	31,532 kbps	10,240 kbps	128 kbps	1,048,576 kbps	40.7%	2.9%
Utah (n=27)	19,933 kbps	8,294 kbps	410 kbps	102,400 kbps	25.0%	0.0%
Vermont (n=25)	13,896 kbps	5,786 kbps	430 kbps	102,400 kbps	52.8%	17.6%
Virginia (n=52)	44,509 kbps	10,240 kbps	512 kbps	1,048,576 kbps	38.0%	6.1%
Washington (n=46)	36,430 kbps	25,600 kbps	100 kbps	102,400 kbps	29.5%	0.0%
Washington, DC (n=23)	40,960 kbps	40,960 kbps	40,960 kbps	40,960 kbps	0.0%	0.0%
West Virginia (n=62)	1,882 kbps	1,536 kbps	1,536 kbps	20,480 kbps	0.0%	0.0%
Wisconsin (n=64)	8,132 kbps	3,072 kbps	512 kbps	102,400 kbps	7.3%	0.9%
Wyoming (n=16)	4,707 kbps	1,536 kbps	1,024 kbps	51,200 kbps	0.0%	2.2%
National (n=2,183)	47,190 kbps	6,144 kbps	100 kbps	3,072,000 kbps	34.2 % (n=3,265)	3.4% (n=2,248)

Key: *: insufficient data to report

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

* 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=5667).

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

State	Outlets Reporting Fiber Optic Internet Connection
Alabama (n=78)	19.8%
Alaska (n=51)	24.1%
Arizona (n=52)	45.2%
Arkansas (n=32)	12.1%
California (n=162)	45.0%
Colorado (n=74)	28.9%
Connecticut (n=61)	44.3%

Delaware (n=12)	100.0%
Florida (n=95)	39.4%
Hawaii (n=50)	0.0%
Idaho (n=44)	36.5%
Illinois (n=159)	24.6%
Indiana (n=75)	42.9%
Iowa (n=64)	27.3%
Kansas (n=100)	35.2%
Kentucky (n=41)	18.5%
Louisiana (n=91)	47.1%
Maryland (n=58)	54.2%
Massachusetts (n=76)	15.2%
Michigan (n=125)	42.7%
Minnesota (n=48)	61.3%
Mississippi (n=89)	17.2%
Missouri (n=54)	42.5%
Nebraska (n=81)	25.0%
Nevada (n=19)	18.5%
New Hampshire (n=64)	8.7%
New Jersey (n=52)	28.3%
New Mexico (n=31)	32.4%
New York (n=235)	28.7%
North Carolina (n=110)	59.0%
Ohio (n=70)	58.9%
Oregon (n=49)	54.4%

Pennsylvania (n=150)	40.3%
Rhode Island (n=16)	14.3%
South Carolina (n=37)	67.3%
South Dakota (n=80)	36.5%
Texas (n=219)	45.9%
Utah (n=36)	38.9%
Vermont (n=58)	21.4%
Virginia (n=87)	33.0%
Washington (n=66)	47.2%
Washington, DC (n=23)	100.0%
West Virginia (n=62)	14.5%
Wisconsin (n=70)	31.5%
Wyoming (n=32)	20.0%
National (n=3,338)	35.9%
Key: *: insufficient data to report <i>Table only displays percentages for affirmative responses.</i>	

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

State	Outlets Reporting Desire to Increase Broadband
Alabama (n=78)	73.2%
Alaska (n=51)	78.5%
Arizona (n=52)	48.6%
Arkansas (n=32)	73.6%
California (n=162)	75.0%
Colorado (n=74)	74.0%
Connecticut (n=61)	64.0%

Delaware (n=12)	50.0%
Florida (n=95)	52.1%
Hawaii (n=50)	84.0%
Idaho (n=44)	68.2%
Illinois (n=159)	69.2%
Indiana (n=75)	72.8%
Iowa (n=64)	62.7%
Kansas (n=100)	64.8%
Kentucky (n=41)	60.0%
Louisiana (n=91)	78.4%
Maryland (n=58)	86.4%
Massachusetts (n=76)	63.6%
Michigan (n=125)	58.0%
Minnesota (n=48)	46.8%
Mississippi (n=89)	82.7%
Missouri (n=54)	47.8%
Nebraska (n=81)	41.0%
Nevada (n=19)	67.9%
New Hampshire (n=64)	65.4%
New Jersey (n=52)	70.7%
New Mexico (n=31)	63.2%
New York (n=235)	69.0%
North Carolina (n=110)	72.9%
Ohio (n=70)	53.5%
Oregon (n=49)	67.6%

Pennsylvania (n=150)	53.5%
Rhode Island (n=16)	60.7%
South Carolina (n=37)	54.5%
South Dakota (n=80)	41.7%
Texas (n=219)	71.3%
Utah (n=36)	47.2%
Vermont (n=58)	58.8%
Virginia (n=87)	75.7%
Washington (n=66)	56.8%
Washington, DC (n=23)	100.0%
West Virginia (n=62)	88.4%
Wisconsin (n=70)	66.1%
Wyoming (n=32)	75.6%
National (n=3,338)	65.2%
Key: *: insufficient data to report <i>Table only displays percentages for affirmative responses.</i>	

**Figure 9: Factors that affect the ability of Public Library Outlets to Increase Broadband Connectivity, by State
(0 = Strongly Disagree, 4 = Strongly Agree)**

State	Factors Affecting Broadband				
	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 makes decisions regarding the branch's bandwidth	The library does not have the technical knowledge to increase the bandwidth in the branch	Other
Alabama (n=57)	1.8	2.5	1.4	1.2	0.1
Alaska (n=38)	2.2	2.9	1.9	1.1	0.3
Arizona (n=29)	2.4	2.4	1.9	1.0	0.0
Arkansas (n=23)	1.4	2.6	1.2	1.3	0.0
California (n=122)	1.3	2.3	2.1	0.8	0.1
Colorado (n=56)	1.9	2.4	1.1	0.7	0.2
Connecticut (n=37)	2.0	2.2	2.4	1.8	0.3
Delaware (n=6)	1.5	2.4	3.6	2.2	0.0
Florida (n=51)	2.5	2.8	3.4	1.0	0.0
Hawaii (n=42)	2.8	2.7	3.0	2.5	*
Idaho (n=28)	2.6	2.6	0.7	0.9	0.0
Illinois (n=106)	1.7	2.6	1.0	0.9	0.2
Indiana (n=55)	1.2	2.8	0.6	0.7	0.1

Iowa (n=42)	2.1	2.7	1.6	1.3	0.1
Kansas (n=65)	1.4	3.1	0.9	1.0	0.1
Kentucky (n=26)	1.8	2.8	0.6	0.8	0.2
Louisiana (n=71)	1.2	2.3	0.9	0.9	0.4
Maryland (n=50)	0.5	1.1	1.7	0.1	0.2
Massachusetts (n=50)	1.8	2.4	1.7	1.2	0.3
Michigan (n=70)	1.6	2.8	0.6	0.6	0.1
Minnesota (n=20)	1.8	2.3	2.0	0.8	0.1
Mississippi (n=73)	1.0	2.9	1.4	0.8	0.1
Missouri (n=27)	1.6	2.3	1.4	0.8	0.2
Nebraska (n=33)	2.7	2.8	1.7	1.3	0.1
Nevada (n=12)	1.6	3.0	1.0	0.9	0.3
New Hampshire (n=42)	2.3	3.0	1.2	1.8	0.0
New Jersey (n=37)	1.7	2.5	1.3	1.6	0.1
New Mexico (n=20)	2.2	3.0	2.2	1.3	0.4
New York (n=162)	1.8	3.0	1.5	1.0	0.2
North Carolina (n=81)	1.7	2.9	2.0	0.7	0.6

Ohio (n=40)	0.8	2.6	1.0	0.6	0.0
Oregon (n=33)	1.4	3.1	1.6	1.1	0.0
Pennsylvania (n=80)	1.7	2.6	1.5	1.4	0.2
Rhode Island (n=11)	2.4	1.0	1.1	0.8	0.0
South Carolina (n=20)	2.4	2.3	2.2	1.2	0.0
South Dakota (n=33)	2.6	2.4	1.9	1.6	0.1
Texas (n=156)	1.9	2.7	2.2	1.1	0.1
Utah (n=17)	1.3	2.9	3.0	0.7	0.0
Vermont (n=34)	1.6	2.3	1.2	0.9	0.4
Virginia (n=66)	1.3	2.7	2.2	1.0	0.1
Washington (n=40)	1.5	2.0	0.4	0.3	1.1
Washington, DC (n=23)	2.9	1.0	1.0	0.0	0.0
West Virginia (n=55)	2.3	3.0	2.9	1.5	0.1
Wisconsin (n=48)	1.9	3.0	1.9	1.1	0.1
Wyoming (n=24)	2.7	2.6	1.5	1.3	0.0
National (n=2,211)	1.7	2.6	1.6	1.0	0.16 (n=2,169)
Key: *: insufficient data to report					
* Other factors affecting broadband was not reported for less than 1.0% of libraries (n=68).					

Figure 10: Technologies that Public Library Outlets Make Available to Patrons, by State

State	Color printer(s)	Wireless Printing	Scanner(s)	Laptop(s)	Tablet computer(s)	E-reader(s)	Cross-platform e-book access platforms	Recreational gaming console(s)	Smart technology object(s)	Digital display(s)
Alabama (n=78)	89.7%	39.2%	45.4%	38.1%	5.2%	11.5%	38.1%	11.3%	9.3%	9.3%
Alaska (n=51)	91.1%	36.7%	70.9%	89.9%	49.4%	54.4%	48.1%	11.4%	20.3%	20.3%
Arizona (n=52)	93.1%	73.6%	88.9%	68.1%	25.0%	27.8%	90.3%	13.9%	19.4%	19.4%
Arkansas (n=32)	81.3%	12.1%	31.9%	31.9%	6.6%	4.4%	39.6%	15.2%	4.4%	4.4%
California (n=162)	87.4%	35.0%	29.0%	26.0%	21.1%	25.6%	84.8%	17.9%	5.4%	31.4%
Colorado (n=74)	93.4%	38.2%	71.1%	67.1%	31.6%	38.2%	80.3%	21.1%	7.9%	32.9%
Connecticut (n=61)	93.2%	36.4%	57.3%	50.0%	26.1%	57.3%	82.0%	9.0%	27.3%	27.3%
Delaware (n=12)	100.0%	6.3%	18.8%	31.3%	6.3%	0.0%	93.8%	18.8%	50.0%	50.0%
Florida (n=95)	86.6%	29.6%	18.3%	44.8%	9.2%	5.6%	71.8%	34.5%	21.8%	21.8%
Hawaii (n=50)	54.0%	2.0%	0.0% (n=49)	62.0%	2.0%	0.0%	96.0%	2.0%	30.0%	30.0%
Idaho (n=44)	89.4%	30.6%	51.2%	49.4%	16.5%	17.6%	69.0%	18.8%	6.0%	6.0%
Illinois (n=159)	96.4%	50.2%	80.9%	44.9%	23.2%	48.4%	77.7%	10.2%	23.2%	23.2%

Indiana (n=75)	96.8%	35.2%	77.8%	39.2%	21.6%	12.8%	83.2%	8.7%	22.4%	22.4%
Iowa (n=64)	98.2%	47.7%	77.1%	41.3%	9.2%	22.9%	66.1%	15.6%	13.8%	13.8%
Kansas (n=100)	98.1%	34.3%	70.5%	42.9%	17.1%	25.7%	61.0%	13.3%	7.6%	7.6%
Kentucky (n=41)	90.9%	43.9%	75.4%	84.8%	18.2%	37.9%	77.3%	12.1%	25.8%	25.8%
Louisiana (n=91)	95.1%	16.7%	56.4%	75.5%	18.8%	17.6%	70.6%	21.6%	2.0%	2.0%
Maryland (n=58)	98.3%	35.6%	16.9%	6.8%	10.2%	18.6%	89.8%	22.0%	15.3%	15.3%
Massachusetts (n=76)	98.5%	26.0%	52.7%	33.6%	19.8%	52.7%	80.9%	16.0%	22.7%	22.7%
Michigan (n=125)	98.1%	31.2%	67.5%	38.9%	6.4%	14.6%	73.9%	7.0%	21.0%	21.0%
Minnesota (n=48)	86.6%	19.6%	47.3%	10.7%	15.2%	16.1%	75.0%	0.9%	13.4%	13.4%
Mississippi (n=89)	81.8%	12.2%	30.3%	30.3%	2.0%	19.4%	46.5%	3.1%	20.4%	20.4%
Missouri (n=54)	95.6%	25.7%	65.5%	28.3%	16.8%	21.2%	42.5%	11.5%	16.7%	16.7%
Nebraska (n=81)	96.0%	53.0%	79.0%	71.0%	13.0%	16.0%	52.0%	13.0%	10.0%	10.0%
Nevada (n=19)	92.9%	53.6%	53.6%	39.3%	3.6%	17.9%	85.7%	14.3%	3.6%	21.4%
New Hampshire (n=64)	92.3%	39.4%	57.7%	42.3%	20.2%	42.3%	77.1%	7.7%	0.0%	11.5%
New Jersey (n=52)	97.8%	27.2%	48.9%	41.3%	23.9%	35.9%	78.3%	9.8%	5.4%	21.7%
New Mexico (n=31)	75.7%	42.1%	57.9%	42.1%	10.5%	48.6%	62.2%	23.7%	2.7%	13.2%
New York (n=235)	93.9%	28.2%	51.7%	42.9%	21.8%	30.7%	72.8%	19.5%	10.3%	22.2%

North Carolina (n=110)	96.6%	35.0%	63.2%	44.4%	16.2%	32.5%	74.4%	19.7%	13.7%	13.7%
Ohio (n=70)	94.6%	27.0%	65.4%	20.0%	9.2%	9.2%	78.5%	5.9%	26.5%	26.5%
Oregon (n=49)	75.0%	11.8%	42.0%	18.8%	7.4%	16.2%	86.8%	2.9%	7.4%	7.4%
Pennsylvania (n=150)	91.2%	35.4%	47.8%	30.2%	22.0%	32.1%	79.2%	15.1%	12.6%	12.6%
Rhode Island (n=16)	100.0%	53.6%	50.0%	69.0%	10.7%	39.3%	85.7%	28.6%	7.1%	7.1%
South Carolina (n=37)	94.5%	43.6%	29.1%	41.8%	3.6%	12.7%	81.8%	10.9%	29.1%	29.1%
South Dakota (n=80)	89.7%	37.5%	51.5%	22.9%	10.4%	14.6%	38.1%	2.1%	1.0%	2.1%
Texas (n=219)	87.8%	32.2%	47.4%	41.3%	14.3%	10.0%	62.2%	12.6%	7.8%	16.5%
Utah (n=36)	97.2%	44.4%	61.1%	41.7%	13.9%	11.1%	83.3%	16.7%	25.0%	25.0%
Vermont (n=58)	98.0%	48.0%	70.4%	44.9%	9.2%	37.1%	65.3%	5.1%	0.0%	0.0%
Virginia (n=87)	96.2%	25.0%	43.7%	15.4%	3.8%	8.7%	74.8%	6.8%	29.8%	29.8%
Washington (n=66)	90.9%	35.2%	40.4%	52.3%	10.1%	15.9%	93.2%	21.6%	11.4%	11.4%
Washington, DC (n=23)	100.0%	4.3%	100.0%	100.0%	4.3%	4.3%	8.7%	4.3%	4.3%	4.3%
West Virginia (n=62)	84.1%	11.6%	43.5%	13.0%	13.0%	14.5%	56.5%	7.2%	4.3%	4.3%
Wisconsin (n=70)	98.4%	14.5%	68.5%	54.8%	18.5%	50.8%	82.3%	21.0%	11.3%	11.3%
Wyoming (n=32)	100.0%	13.3%	80.0%	53.3%	6.7%	55.6%	84.1%	28.9%	2.2%	2.2%
National (n=3,338)	92.2%	32.4%	55.0%	41.2%	15.6%	25.2%	71.2%	13.5%	13.8%	17.4%

Key: -- = No 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 11: Technology Services and Resources that Public Library Outlets Make Available to Patrons, by State

State	Digital/virtual reference	Licensed databases	E-books	Online Homework Assistance	Online job/employment resources	Online language learning	Digitized special collection(s)	Mobile device-enabled Website	Mobile apps	Work space(s) for mobile workers
Alabama (n=78)	52.6%	100%	64.9%	100%	91.7%	39.2%	31.3%	22.9%	30.9%	50.5%
Alaska (n=51)	94.9%	100%	64.1%	100%	83.5%	64.1%	46.8%	19.0%	14.1%	53.2%
Arizona (n=52)	45.8%	100%	100%	93.2%	93.2%	98.6%	63.9%	15.3%	54.8%	52.8%
Arkansas (n=32)	74.7%	100%	63.7%	61.5%	61.5%	47.3%	13.2%	42.9%	48.4%	65.9%
California (n=162)	100%	100%	96.9%	100%	97.7%	70.4%	61.4%	56.1%	58.7%	49.6%
Colorado (n=74)	100%	100%	82.9%	90.8%	94.7%	61.8%	48.7%	48.7%	53.9%	75.0%
Connecticut (n=61)	100%	100%	93.2%	94.3%	97.7%	47.7%	37.5%	45.5%	48.9%	60.7%
Delaware (n=12)	100%	100%	100%	100%	100%	43.8%	31.3%	68.8%	75.0%	50.0%
Florida (n=95)	100%	100%	93.7%	100%	95.1%	80.4%	64.1%	38.0%	66.9%	47.9%
Hawaii (n=50)	100%	100%	100% (n=49)	94.0%	100%	100%	12.0%	100%	55.1% (n=49)	2.00%

Idaho (n=44)	52.4%	100%	80.0%	100%	96.4%	23.5%	13.1%	15.5%	15.3%	40.0%
Illinois (n=159)	97.8%	100%	90.6%	95.5%	92.9%	45.1%	24.9%	40.2%	39.3%	62.5%
Indiana (n=75)	100%	100%	94.4%	96.8%	96.8%	48.4%	47.2%	29.4%	26.4%	47.6%
Iowa (n=64)	100%	100%	83.5%	100%	99.1%	15.6%	36.4%	20.2%	23.9%	52.3%
Kansas (n=100)	92.4%	100%	67.6%	96.2%	95.2%	56.2%	32.7%	20.0%	30.5%	61.0%
Kentucky (n=41)	100%	100%	93.8%	100%	100%	60.6%	30.8%	53.8%	13.6%	46.2%
Louisiana (n=91)	100%	100%	91.2%	97.0%	97.0%	90.1%	53.9%	38.6%	42.6%	58.8%
Maryland (n=58)	100%	100%	96.6%	100%	100%	91.5%	71.2%	81.4%	76.3%	25.4%
Massachusetts (n=76)	98.5%	100%	94.7%	94.7%	94.7%	57.3%	64.9%	45.0%	35.1%	56.5%
Michigan (n=125)	100%	100%	96.8%	94.3%	94.3%	39.5%	53.2%	18.5%	34.4%	51.9%
Minnesota (n=48)	94.6%	100%	99.1%	97.3%	99.1%	52.7%	54.5%	19.8%	43.8%	64.0%
Mississippi (n=89)	28.6%	100%	76.5%	93.9%	93.9%	27.6%	15.2%	19.2%	22.4%	41.8%
Missouri (n=54)	40.7%	100%	81.4%	97.3%	98.2%	38.9%	47.8%	31.9%	35.4%	52.6%
Nebraska (n=81)	91.0%	100%	63.0%	94.0%	99.0%	9.0%	32.3%	18.0%	18.0%	59.0%
Nevada (n=19)	100%	100%	89.3%	100%	100%	75.0%	28.6%	32.1%	42.9%	50.0%
New Hampshire (n=64)	95.2%	100%	93.3%	98.1%	96.2%	26.0%	26.9%	35.6%	27.6%	54.3%
New Jersey (n=52)	100%	100%	89.1%	94.6%	97.8%	42.4%	40.2%	67.4%	52.2%	50.0%

New Mexico (n=31)	94.6%	100%	75.7%	100%	97.3%	64.9%	16.2%	40.5%	45.9%	43.2%
New York (n=235)	96.6%	100%	93.8%	99.2%	98.5%	49.4%	46.4%	47.5%	47.9%	47.7%
North Carolina (n=110)	98.3%	100%	93.2%	97.4%	98.3%	45.3%	56.8%	38.5%	36.4%	47.5%
Ohio (n=70)	100%	100%	95.1%	97.3%	91.9%	84.9%	51.9%	65.8%	38.9%	72.4%
Oregon (n=49)	95.6%	100%	91.2%	97.1%	97.1%	26.5%	18.8%	35.3%	53.6%	39.1%
Pennsylvania (n=150)	98.1%	100%	96.9%	98.7%	93.1%	65.4%	41.5%	38.4%	32.7%	64.2%
Rhode Island (n=16)	100%	100%	100%	100%	92.9%	100%	60.7%	64.3%	53.6%	28.6%
South Carolina (n=37)	100%	100%	98.2%	100%	100%	65.5%	56.4%	52.7%	27.3%	29.1%
South Dakota (n=80)	34.4%	100%	68.8%	92.8%	95.8%	37.1%	26.8%	12.4%	16.5%	49.0%
Texas (n=219)	98.7%	100%	77.0%	91.3%	92.6%	51.7%	38.3%	37.0%	55.2%	50.0%
Utah (n=36)	94.4%	100%	100%	100%	94.4%	52.8%	58.3%	38.9%	38.9%	44.4%
Vermont (n=58)	100%	100%	83.7%	96.9%	95.9%	66.3%	19.4%	25.5%	17.5%	63.9%
Virginia (n=87)	73.8%	100%	99.0%	97.1%	92.3%	51.9%	40.8%	56.3%	64.4%	61.5%
Washington (n=66)	100%	100%	96.6%	98.9%	98.9%	86.4%	36.4%	59.1%	56.2%	57.3%
Washington, DC (n=23)	100%	100%	100%	100%	100%	100%	100%	100%	100%	4.3%
West Virginia (n=62)	98.6%	100%	98.6%	88.4%	100%	36.8%	14.7%	15.9%	34.8%	44.9%
Wisconsin (n=70)	100%	100%	96.0%	98.4%	99.2%	37.1%	43.1%	48.8%	48.4%	58.4%

Wyoming (n=32)	100%	100%	88.9%	93.3%	84.4%	86.7%	57.8%	46.7%	52.3%	46.7%
National (n=3,338)	89.8%	100%	88.5%	96.1%	95.1%	54.2%	41.9%	39.4%	41.1%	52.8%
<p>Key: -- = No data to report <i>Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.</i> * Other services and resources offered was not reported for less than 1.0% of libraries (n=62).</p>										

Figure 12: Public Library Outlets Offering Technologies and Resources that Comply with the Americans with Disabilities Act, by State

State	Technologies					The licensed resources used by the library (e.g., Gale Cengage, EBSCO, online services)
	The library's Public Access Computers	The library's laptop	The library's mobile devices (e.g., e-book readers, tablets)	The library's printers/scanners/copy machines	The library's Website	
Alabama (n=78)	84.4%	40.2%	19.6%	74.2%	53.6%	46.9%
Alaska (n=51)	71.8%	59.5%	41.3%	46.8%	45.6%	31.6%
Arizona (n=52)	84.9%	59.7%	60.3%	77.8%	71.2%	74.0%
Arkansas (n=32)	61.5%	11.0%	5.5%	40.7%	38.5%	41.3%
California (n=162)	66.8%	12.1%	24.7%	56.3%	73.5%	66.4%
Colorado (n=74)	72.4%	36.8%	25.3%	53.3%	52.6%	49.4%
Connecticut (n=61)	51.7%	28.1%	21.6%	33.0%	28.1%	43.8%
Delaware (n=12)	81.3%	25.0%	0.0%	41.2%	43.8%	31.3%
Florida (n=95)	62.0%	11.3%	2.8%	32.9%	42.6%	43.0%
Hawaii (n=50)	100% (n=39)	79.6% (n=49)	18.8% (n=48)	74.0%	66.0%	98.0% (n=49)
Idaho (n=44)	81.2%	34.1%	9.5%	64.3%	75.6%	38.8%
Illinois (n=159)	79.9%	37.9%	39.6%	57.1%	58.2%	38.1%
Indiana (n=75)	81.0%	32.8%	24.0%	63.5%	69.6%	51.2%
Iowa	85.3%	24.8%	16.5%	74.3%	58.2%	63.3%

(n=64)						
Kansas (n=100)	76.2%	37.1%	20.0%	61.9%	52.9%	40.0%
Kentucky (n=41)	80.0%	56.3%	26.2%	54.5%	76.9%	51.5%
Louisiana (n=91)	77.2%	53.5%	24.8%	56.9%	50.0%	57.8%
Maryland (n=58)	44.8%	10.2%	16.9%	37.9%	94.9%	28.8%
Massachusetts (n=76)	58.8%	13.7%	15.3%	33.8%	39.7%	37.4%
Michigan (n=125)	73.2%	35.0%	13.3%	47.1%	51.6%	31.8%
Minnesota (n=48)	59.5%	7.1%	12.5%	42.3%	38.4%	30.4%
Mississippi (n=89)	64.6%	24.5%	8.2%	51.0%	51.0%	45.4%
Missouri (n=54)	76.1%	30.7%	34.5%	60.2%	47.8%	61.9%
Nebraska (n=81)	70.0%	39.6%	15.0%	63.0%	49.5%	32.3%
Nevada (n=19)	85.7%	28.6%	25.0%	78.6%	77.8%	46.4%
New Hampshire (n=64)	61.5%	19.2%	15.4%	51.4%	29.1%	38.1%
New Jersey (n=52)	72.8%	34.1%	28.3%	58.7%	51.1%	51.1%
New Mexico (n=31)	89.2%	36.1%	28.9%	60.5%	60.5%	48.6%
New York (n=235)	78.9%	36.0%	31.0%	64.0%	59.0%	48.3%
North Carolina (n=110)	77.6%	32.5%	33.3%	60.2%	59.0%	61.5%
Ohio (n=70)	54.6%	16.2%	14.1%	46.5%	52.4%	35.7%

Oregon (n=49)	52.2%	13.0%	17.6%	33.8%	44.9%	50.7%
Pennsylvania (n=150)	69.0%	17.6%	25.8%	41.9%	37.7%	37.3%
Rhode Island (n=16)	89.3%	60.7%	0.0%	63.0%	57.1%	82.1%
South Carolina (n=37)	54.5%	25.5%	18.2%	47.3%	60.0%	40.0%
South Dakota (n=80)	76.3%	21.9%	12.4%	67.0%	45.4%	54.6%
Texas (n=219)	79.1%	34.3%	21.7%	64.3%	61.9%	65.2%
Utah (n=36)	83.3%	36.1%	16.7%	69.4%	61.1%	52.8%
Vermont (n=58)	81.4%	37.8%	25.5%	63.3%	52.0%	58.2%
Virginia (n=87)	69.2%	14.4%	16.5%	58.1%	67.0%	49.5%
Washington (n=66)	48.9%	17.0%	6.8%	10.2%	37.1%	48.3%
Washington, DC (n=23)	100.0%	100.0%	4.3%	100.0%	100.0%	100.0%
West Virginia (n=62)	80.0%	13.0%	15.7%	69.6%	62.3%	65.2%
Wisconsin (n=70)	80.6%	37.9%	37.9%	57.3%	52.4%	45.5%
Wyoming (n=32)	84.4%	42.2%	63.0%	68.9%	67.4%	69.6%
National (n=3,338)	72.1%	29.7%	22.2%	54.9%	54.6%	48.9%

Key: *: insufficient data to report

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

* ADA compliance of public access computers (n=10) and mobile devices (n=4) were not reported for less than 1.0% of libraries.

Figure 13: Public Library Outlets Reporting Access to Information Technology Support Staff, by State

State	Outlets Reporting IT Support Staff
Alabama (n=78)	80.4%
Alaska (n=51)	69.6%
Arizona (n=52)	83.6%
Arkansas (n=32)	62.6%
California (n=162)	95.1%
Colorado (n=74)	77.6%
Connecticut (n=61)	68.5%
Delaware (n=12)	93.8%
Florida (n=95)	95.8%
Hawaii (n=48)	100.0%
Idaho (n=44)	50.0%
Illinois (n=159)	63.8%
Indiana (n=75)	89.7%
Iowa (n=64)	31.2%
Kansas (n=100)	76.2%
Kentucky (n=41)	92.4%
Louisiana (n=91)	61.4%
Maryland (n=58)	98.3%
Massachusetts (n=76)	59.8%
Michigan (n=125)	80.8%
Minnesota (n=48)	82.1%
Mississippi (n=89)	77.6%
Missouri (n=54)	66.4%

Nebraska (n=81)	45.0%
Nevada (n=19)	82.1%
New Hampshire (n=64)	42.3%
New Jersey (n=52)	73.9%
New Mexico (n=31)	70.3%
New York (n=235)	82.8%
North Carolina (n=110)	87.2%
Ohio (n=70)	77.4%
Oregon (n=49)	79.4%
Pennsylvania (n=150)	81.8%
Rhode Island (n=16)	69.0%
South Carolina (n=37)	90.9%
South Dakota (n=80)	49.5%
Texas (n=219)	73.4%
Utah (n=36)	72.2%
Vermont (n=58)	58.2%
Virginia (n=87)	91.3%
Washington (n=66)	90.9%
Washington, DC (n=23)	100.0%
West Virginia (n=62)	72.5%
Wisconsin (n=70)	83.1%
Wyoming (n=32)	80.0%
National (n=3,336)	75.1%
Key: *: insufficient data to report <i>Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.</i>	

Figure 14: Adequacy of Public Library Outlet Buildings for Providing Public Access Technology-Related Services to Patrons, by State (0 = Poor, 3 = Excellent)

State	Factors Affecting Broadband					
	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
Alabama (n=78)	1.8	1.3	1.3	1.2	0.9	0.0
Alaska (n=51)	1.7	1.1	1.2	1.4	1.1	0.0
Arizona (n=52)	1.5	1.3	1.3	1.3	1.1	0.0
Arkansas (n=32)	1.4	0.7	0.7	0.8	0.7	0.0
California (n=162)	1.5	1.1	1.0	1.3	1.2	0.0
Colorado (n=74)	2.1	1.2	1.4	1.7	1.5	0.0
Connecticut (n=61)	1.6	1.1	1.2	1.5	1.2	0.0
Delaware (n=12)	2.1	1.8	1.6	1.8	1.3	0.3
Florida (n=95)	1.3	0.8	0.8	1.0	0.6	0.0
Hawaii (n=50)	1.7 (n=42)	1.1 (n=44)	0.9	0.8 (n=42)	0.6 (n=45)	0.3 (n=8)
Idaho (n=44)	2.0	1.4	1.3	1.4	1.0	0.0
Illinois (n=159)	1.7	1.3	1.3	1.5	1.1	0.0
Indiana (n=75)	2.0	1.3	1.5	1.6	1.5	0.0

Iowa (n=64)	1.7	1.2	1.3	1.4	1.0	0.0
Kansas (n=100)	1.7	1.2	1.2	1.4	1.1	0.0
Kentucky (n=41)	1.6	1.4	1.2	1.5	1.3	0.0
Louisiana (n=91)	1.6	1.0	0.9	1.5	1.4	0.0
Maryland (n=58)	2.0	1.4	1.2	1.5	1.3	0.0
Massachusetts (n=76)	1.5	1.0	1.0	1.1	0.8	0.0
Michigan (n=125)	1.6	1.2	1.2	1.4	1.0	0.0
Minnesota (n=48)	1.7	1.2	1.2	1.1	1.0	0.0
Mississippi (n=89)	1.4	0.9	0.8	1.1	0.9	0.0
Missouri (n=54)	1.6	1.0	1.0	1.1	0.9	0.0
Nebraska (n=81)	1.9	1.4	1.5	1.6	1.4	0.1
Nevada (n=19)	1.6	1.1	1.1	1.5	1.1	0.0
New Hampshire (n=64)	1.6	1.0	1.0	1.2	0.8	0.0
New Jersey (n=52)	1.6	0.9	1.0	1.5	1.1	0.1
New Mexico (n=31)	1.7	1.1	1.4	1.6	1.3	0.1
New York (n=235)	1.9	1.3	1.3	1.5	1.1	0.0
North Carolina (n=110)	1.7	1.3	1.2	1.4	1.2	0.0

Ohio (n=70)	1.8	1.3	1.4	1.2	0.9	0.0
Oregon (n=49)	1.3	0.9	0.9	1.2	0.7	0.0
Pennsylvania (n=150)	1.7	1.1	1.1	1.2	1.0	0.0
Rhode Island (n=16)	1.7	1.0	0.7	1.2	1.3	0.0
South Carolina (n=37)	1.4	1.0	1.1	1.3	1.5	0.0
South Dakota (n=80)	1.8	1.0	1.2	1.3	1.0	0.0
Texas (n=219)	1.7	1.1	1.1	1.3	0.9	0.0
Utah (n=36)	1.6	1.2	1.2	1.5	1.0	0.0
Vermont (n=58)	1.8	1.1	1.1	1.4	0.8	0.0
Virginia (n=87)	1.5	1.1	1.1	1.2	1.1	0.0
Washington (n=66)	1.6	1.3	0.9	1.4	1.2	0.2
Washington, DC (n=23)	3.0	3.0	3.0	3.0	3.0	0.0
West Virginia (n=62)	1.6	1.3	1.3	1.4	0.9	0.0
Wisconsin (n=70)	1.7	1.0	1.0	1.3	1.1	0.0
Wyoming (n=32)	1.8	1.5	1.5	1.5	0.7	0.0
National (n=3,338)	1.7 (n=3,330)	1.2 (n=3,332)	1.2	1.3 (n=3,330)	1.1 (n=3,333)	0.0 (n=3,296)
Key: *: insufficient data to report						
* Other factors affecting broadband was not reported for less than 1.0% of libraries (n=68).						

Figure 15: Public Library Outlets Reporting Upgrades to Public Access Technology-Related Infrastructure in the past 24 Months, by State

State	Outlets Reporting Infrastructure Upgrades
Alabama (n=78)	54.6%
Alaska (n=51)	79.7%
Arizona (n=52)	81.9%
Arkansas (n=32)	50.5%
California (n=162)	81.2%
Colorado (n=74)	75.0%
Connecticut (n=61)	75.0%
Delaware (n=12)	81.3%
Florida (n=95)	40.6%
Hawaii (n=30)	96.7%
Idaho (n=44)	76.7%
Illinois (n=159)	74.1%
Indiana (n=75)	67.2%
Iowa (n=64)	48.2%
Kansas (n=100)	77.1%
Kentucky (n=41)	73.8%
Louisiana (n=91)	62.7%
Maryland (n=58)	33.9%
Massachusetts (n=76)	57.3%
Michigan (n=125)	80.3%
Minnesota (n=48)	50.0%
Mississippi (n=89)	58.6%
Missouri (n=54)	66.7%

Nebraska (n=81)	70.0%
Nevada (n=19)	55.6%
New Hampshire (n=64)	53.8%
New Jersey (n=52)	58.1%
New Mexico (n=31)	57.9%
New York (n=235)	62.1%
North Carolina (n=110)	81.2%
Ohio (n=70)	51.1%
Oregon (n=49)	61.8%
Pennsylvania (n=150)	58.5%
Rhode Island (n=16)	57.1%
South Carolina (n=37)	87.3%
South Dakota (n=80)	52.1%
Texas (n=219)	69.1%
Utah (n=36)	66.7%
Vermont (n=58)	56.1%
Virginia (n=87)	64.4%
Washington (n=66)	80.7%
Washington, DC (n=23)	100.0%
West Virginia (n=62)	62.3%
Wisconsin (n=70)	63.7%
Wyoming (n=32)	54.3%
National (n=3,318)	65.0%
Key: *: insufficient data to report <i>Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.</i>	

Figure 16: Public Access Technology Infrastructure Upgraded by Public Library Outlets within the past 24 Months, by State

State	Public Access Technology Upgrades							
	The library increased it's 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., maker spaces, networking events)	The library set up a mobile computer lab	The library added videoconferencing capacity	Other
Alabama (n=44)	56.6%	47.2%	49.1%	11.3%	18.9%	5.7%	7.5%	1.9%
Alaska (n=39)	61.9%	79.4%	63.5%	14.3%	9.5%	16.1%	84.1%	3.2%
Arizona (n=42)	81.4%	44.1%	84.7%	6.9%	1.7%	13.8%	0.0%	0% (n=41)
Arkansas (n=19)	55.3%	28.3%	50.0%	0.0%	0.0%	0.0%	8.5%	10.9%
California (n=131)	72.4%	44.8%	79.0%	9.9%	9.4%	5.0%	0.6%	1.2% (n=124)
Colorado (n=56)	53.4%	54.4%	60.3%	14.0%	15.8%	24.6%	14.0%	3.5%
Connecticut (n=43)	59.1%	56.1%	90.9%	7.6%	6.1%	6.1%	4.5%	6.1%
Delaware (n=10)	61.5%	61.5%	92.3%	30.8%	21.4%	21.4%	21.4%	0.0%
Florida (n=39)	43.1%	60.3%	72.4%	15.8%	10.3%	17.5%	1.8%	0.0%
Hawaii (n=29)	65.5%	93.1%	65.5%	10.7% (n=28)	3.6% (n=28)	0% (n=28)	13.8%	100% (n=2)
Idaho (n=32)	53.8%	65.2%	78.5%	3.0%	12.3%	6.1%	0.0%	0.0%
Illinois (n=114)	46.4%	62.0%	74.1%	19.9%	10.2%	21.7%	3.6%	3.6%
Indiana (n=53)	64.7%	60.7%	77.6%	23.5%	11.9%	6.0%	2.4%	1.2%
Iowa (n=32)	34.0%	43.4%	79.2%	3.8%	9.4%	3.8%	3.8%	7.5%

Kansas (n=77)	50.6%	53.1%	69.1%	5.0%	5.0%	1.2%	4.9%	7.5%
Kentucky (n=29)	55.1%	66.7%	85.7%	18.4%	14.3%	26.5%	6.3%	0.0%
Louisiana (n=56)	47.6%	82.8%	93.7%	6.3%	1.6%	20.6%	0.0%	1.6%
Maryland (n=20)	40.0%	60.0%	85.0%	5.0%	10.0%	15.0%	0.0%	0.0%
Massachusetts (n=44)	30.7%	50.0%	69.3%	2.6%	14.7%	0.0%	2.6%	19.7%
Michigan (n=102)	65.1%	38.1%	76.2%	7.1%	1.6%	8.7%	4.0%	7.1%
Minnesota (n=20)	71.4%	39.3%	82.1%	8.9%	21.4%	16.4%	16.1%	3.6%
Mississippi (n=52)	29.8%	54.4%	72.4%	1.7%	1.7%	1.7%	0.0%	1.7%
Missouri (n=39)	62.7%	39.5%	56.6%	7.9%	0.0%	13.2%	0.0%	11.8%
Nebraska (n=57)	62.9%	84.3%	82.9%	31.9%	12.9%	7.2%	14.3%	1.4%
Nevada (n=10)	80.0%	33.3%	53.3%	6.7%	6.7%	0.0%	0.0%	0.0%
New Hampshire (n=35)	26.3%	37.5%	78.9%	8.9%	7.0%	7.0%	5.3%	10.7%
New Jersey (n=30)	31.5%	59.3%	74.1%	25.9%	16.7%	9.3%	5.6%	9.3%
New Mexico (n=18)	68.2%	54.5%	77.3%	4.5%	4.5%	4.5%	0.0%	4.5%
New York (n=149)	35.6%	53.4%	87.0%	10.4%	11.7%	8.0%	5.6%	0.6%
North Carolina (n=89)	82.1%	48.4%	65.3%	13.5%	4.2%	14.7%	9.5%	4.3% (n=88)
Ohio (n=36)	40.0%	42.6%	77.9%	3.2%	6.4%	3.2%	0.0%	0.0%

Oregon (n=29)	47.6%	40.5%	66.7%	14.3%	4.8%	9.5%	0.0%	19.0%
Pennsylvania (n=88)	59.1%	53.8%	69.9%	5.4%	6.5%	4.3%	2.2%	5.4%
Rhode Island (n=9)	50.0%	75.0%	87.5%	0.0%	0.0%	18.8%	18.8%	12.5%
South Carolina (n=32)	76.6%	75.0%	80.9%	8.3%	8.3%	4.3%	0.0%	0.0%
South Dakota (n=43)	23.5%	42.0%	82.0%	14.0%	14.0%	0.0%	2.0%	12.0%
Texas (n=152)	57.9%	49.7%	88.1%	10.7%	5.0%	6.9%	8.2%	1.9%
Utah (n=24)	29.2%	54.2%	87.5%	20.8%	20.8%	8.3%	12.5%	4.2%
Vermont (n=32)	40.0%	50.9%	64.8%	9.1%	9.1%	0.0%	18.5%	9.3%
Virginia (n=58)	57.6%	43.3%	77.3%	6.1%	9.0%	6.0%	3.0%	0.0%
Washington (n=54)	52.8%	55.6%	88.9%	4.2%	1.4%	21.1%	8.5%	1.4%
Washington, DC (n=23)	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%
West Virginia (n=38)	21.4%	51.2%	74.4%	7.0%	9.5%	2.3%	2.3%	2.4% (n=37)
Wisconsin (n=45)	65.8%	44.3%	79.7%	11.4%	8.9%	6.3%	1.3%	7.6%
Wyoming (n=18)	68.0%	41.7%	58.3%	0.0%	0.0%	0.0%	0.0%	0.0%
National (n=2,191)	54.1%	53.3%	76.3%	11.2%	9.1%	9.0%	6.4%	4.4%

Key: *: insufficient data to report

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 17: Impacts of Public Access Technology Infrastructure Upgrades at Public Library Outlets, by State

State	Upgrade Impacts					
	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 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
Alabama (n=44)	51.9%	56.6%	5.8%	35.2%	13.2%	1.9%
Alaska (n=39)	65.1%	60.3%	77.8%	58.7%	50.0%	0.0%
Arizona (n=42)	45.8%	44.1%	0.0%	20.3%	1.7%	0.0%
Arkansas (n=19)	63.0%	61.7%	8.5%	4.3%	4.3%	2.2%
California (n=131)	41.1%	35.6%	0.6%	16.7%	9.4%	13.3%
Colorado (n=56)	59.6%	57.9%	5.3%	37.9%	33.3%	1.8%
Connecticut (n=43)	45.5%	53.0%	4.5%	24.2%	18.2%	1.5%
Delaware (n=10)	53.8%	61.5%	21.4%	78.6%	30.8%	0.0%
Florida (n=39)	56.1%	63.8%	0.0%	31.6%	21.1%	1.8%
Hawaii (n=26)	69.2%	46.2%	3.8%	4.0% (n=25)	0.0%	*
Idaho (n=32)	54.5%	54.5%	1.5%	12.3%	16.9%	4.5%

Illinois (n=114)	59.0%	61.4%	3.0%	24.7%	22.3%	4.2%
Indiana (n=53)	60.7%	61.9%	3.6%	20.2%	8.2%	9.4%
Iowa (n=32)	52.8%	32.1%	7.5%	7.5%	7.7%	5.7%
Kansas (n=77)	55.0%	49.4%	5.0%	16.3%	15.0%	2.5%
Kentucky (n=29)	54.2%	65.3%	6.3%	38.8%	24.5%	0.0%
Louisiana (n=56)	81.3%	75.0%	3.1%	39.7%	23.4%	6.3%
Maryland (n=20)	70.0%	65.0%	0.0%	40.0%	25.0%	5.0%
Massachusetts (n=44)	34.7%	41.3%	4.0%	21.3%	17.3%	21.3%
Michigan (n=102)	48.4%	56.3%	5.6%	12.7%	10.3%	19.8%
Minnesota (n=20)	42.9%	35.7%	0.0%	30.4%	33.9%	1.8%
Mississippi (n=52)	81.0%	38.6%	0.0%	7.0%	1.8%	0.0%
Missouri (n=39)	58.7%	72.0%	0.0%	27.6%	10.5%	2.6%
Nebraska (n=57)	87.0%	76.8%	25.7%	44.3%	35.7%	2.9%
Nevada (n=10)	46.7%	33.3%	0.0%	6.7%	6.7%	0.0%
New Hampshire (n=35)	35.1%	48.2%	0.0%	25.0%	21.1%	1.8%
New Jersey (n=30)	59.3%	64.8%	1.9%	30.2%	25.9%	3.7%
New Mexico (n=18)	61.9%	45.5%	0.0%	17.4%	18.2%	4.5%

New York (n=149)	53.1%	59.3%	6.2%	31.9%	16.0%	4.3%
North Carolina (n=89)	50.5%	54.7%	9.5%	51.6%	20.0%	7.4%
Ohio (n=36)	33.7%	20.2%	0.0%	15.8%	16.0%	3.2%
Oregon (n=29)	31.0%	54.8%	0.0%	14.3%	19.0%	4.8%
Pennsylvania (n=88)	36.6%	45.2%	2.2%	21.5%	18.3%	1.1%
Rhode Island (n=9)	87.5%	37.5%	18.8%	31.3%	6.3%	12.5%
South Carolina (n=32)	35.4%	33.3%	2.1%	54.2%	10.4%	0.0%
South Dakota (n=43)	50.0%	52.0%	6.0%	28.0%	22.0%	4.0%
Texas (n=152)	58.1%	58.5%	3.8%	23.9%	11.9%	3.8%
Utah (n=24)	83.3%	50.0%	12.5%	12.5%	16.7%	4.2%
Vermont (n=32)	50.0%	46.4%	21.8%	21.8%	21.8%	7.3%
Virginia (n=58)	50.0%	41.8%	3.0%	17.9%	9.0%	1.5%
Washington (n=54)	51.4%	54.9%	5.6%	33.3%	27.8%	0.0%
Washington, DC (n=23)	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%
West Virginia (n=38)	69.8%	60.5%	9.3%	39.5%	16.3%	0.0%
Wisconsin (n=45)	57.0%	61.5%	1.3%	31.6%	19.0%	8.9%
Wyoming (n=18)	64.0%	28.0%	0.0%	4.0%	0.0%	0.0%

National (n=2,188)	54.0%	52.8%	6.0%	26.5%	17.8%	5.1%
<p>Key: *: insufficient data to report Will not total 100%, as categories are not mutually exclusive <i>Table only displays percentages for affirmative responses.</i> * Other impacts of upgrades was not reported for less than 1.0% of libraries (n=42).</p>						

Digital Literacy & Training Related to Public Access Technologies

Figure 18: Public Library Outlets Offering Formal or Informal Technology Training (e.g., General Computer Skills) to Patrons, by State

State	Outlets Offering Formal/Informal Tech Training
Alabama (n=78)	94.8%
Alaska (n=51)	94.9%
Arizona (n=52)	100.0%
Arkansas (n=32)	95.6%
California (n=162)	99.1%
Colorado (n=74)	100.0%
Connecticut (n=61)	100.0%
Delaware (n=12)	100.0%
Florida (n=95)	100.0%
Hawaii (n=50)	98.0%
Idaho (n=44)	97.6%
Illinois (n=159)	94.2%
Indiana (n=75)	85.7%
Iowa (n=64)	100.0%
Kansas (n=100)	88.6%
Kentucky (n=41)	100.0%
Louisiana (n=91)	97.0%
Maryland (n=58)	100.0%
Massachusetts (n=76)	97.7%
Michigan (n=125)	99.4%
Minnesota (n=48)	97.3%
Mississippi (n=89)	100.0%

Missouri (n=54)	100.0%
Nebraska (n=81)	97.0%
Nevada (n=19)	100.0%
New Hampshire (n=64)	89.5%
New Jersey (n=52)	100.0%
New Mexico (n=31)	100.0%
New York (n=235)	98.5%
North Carolina (n=110)	98.3%
Ohio (n=70)	100.0%
Oregon (n=49)	91.3%
Pennsylvania (n=150)	100.0%
Rhode Island (n=16)	100.0%
South Carolina (n=37)	96.4%
South Dakota (n=80)	99.0%
Texas (n=219)	100.0%
Utah (n=36)	100.0%
Vermont (n=58)	98.0%
Virginia (n=87)	96.2%
Washington (n=66)	100.0%
Washington, DC (n=23)	100.0%
West Virginia (n=62)	100.0%
Wisconsin (n=70)	98.4%
Wyoming (n=32)	100.0%
National (n=3,338)	97.6%
Key: *: insufficient data to report <i>Will not total 100%, as categories are not mutually exclusive. Table only displays percentages for affirmative responses.</i>	

Figure 19: Public Library Outlets Reporting Conducting Any of its Technology---Related Training Sessions In Languages Other than English in the Last Twelve Months, by State

State	Outlets Offering Formal/Informal Tech Training
Alabama (n=74)	1.1%
Alaska (n=48)	1.4%
Arizona (n=52)	13.9%
Arkansas (n=31)	1.1%
California (n=161)	27.9%
Colorado (n=74)	15.8%
Connecticut (n=61)	10.2%
Delaware (n=12)	18.8%
Florida (n=95)	30.3%
Hawaii (n=49)	2.0%
Idaho (n=43)	8.4%
Illinois (n=153)	9.0%
Indiana (n=66)	*
Iowa (n=64)	---
Kansas (n=89)	1.1%
Kentucky (n=41)	1.5%
Louisiana (n=88)	2.0%
Maryland (n=58)	5.1%
Massachusetts (n=74)	1.6%
Michigan (n=124)	1.3%
Minnesota (n=47)	---
Mississippi (n=89)	---
Missouri (n=54)	---

Nebraska (n=79)	---
Nevada (n=19)	10.7%
New Hampshire (n=58)	---
New Jersey (n=52)	13.0%
New Mexico (n=31)	13.2%
New York (n=232)	8.6%
North Carolina (n=108)	4.3%
Ohio (n=70)	---
Oregon (n=45)	6.5%
Pennsylvania (n=150)	1.9%
Rhode Island (n=16)	---
South Carolina (n=36)	---
South Dakota (n=79)	---
Texas (n=219)	20.0%
Utah (n=36)	11.1%
Vermont (n=57)	---
Virginia (n=83)	9.0%
Washington (n=66)	6.7%
Washington, DC (n=23)	---
West Virginia (n=62)	---
Wisconsin (n=69)	4.1%
Wyoming (n=32)	---
National (n=3,269)	6.8%

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

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

Figure 20: Technology Training Offerings by Topic, by State

State	General computer skills	General computer software use	General Internet use	Accessing and using online services and databases	Safe online practices	Social media	Digital photography, software, hardware, and online applications	General familiarity with new technologies	Using video conferencing technologies	Cloud computing applications
Alabama (n=74)	96.7%	90.2%	95.6%	100.0%	70.7%	33.7%	10.9%	33.7%	4.3%	6.6%
Alaska (n=48)	82.7%	82.7%	85.5%	100.0%	70.7%	41.3%	30.7%	44.0%	37.3%	16.0%
Arizona (n=52)	97.2%	93.2%	100.0%	98.6%	43.8%	44.4%	18.1%	34.7%	1.4%	2.8%
Arkansas (n=31)	86.2%	90.8%	86.2%	100.0%	66.7%	9.2%	5.7%	20.7%	---	17.2%
California (n=161)	92.8%	84.2%	90.0%	98.2%	52.7%	38.9%	12.7%	54.3%	2.3%	15.8%
Colorado (n=74)	96.1%	97.4%	98.7%	100.0%	57.9%	52.6%	32.9%	57.9%	18.4%	13.2%
Connecticut (n=61)	91.0%	95.5%	91.0%	100.0%	81.8%	48.3%	31.5%	60.2%	13.6%	19.3%
Delaware (n=12)	93.8%	100.0%	100.0%	93.8%	43.8%	43.8%	18.8%	60.0%	18.8%	18.8%
Florida (n=95)	92.3%	95.1%	95.1%	100.0%	77.5%	62.0%	21.7%	52.1%	2.1%	21.1%
Hawaii (n=49)	61.2%	69.4%	61.2%	75.5%	42.9%	16.3%	2.0%	40.8%	--- (n=48)	4.2% (n=48)
Idaho (n=43)	94.0%	92.8%	97.6%	95.2%	67.1%	39.8%	26.5%	36.1%	3.6%	6.0%
Illinois (n=153)	89.1%	89.1%	93.4%	97.6%	64.5%	40.6%	23.2%	59.2%	12.8%	18.9%

Indiana (n=66)	90.7%	90.7%	91.6%	98.1%	56.5%	70.4%	34.3%	65.7%	2.8%	12.1%
Iowa (n=64)	89.9%	89.0%	97.2%	97.2%	66.1%	22.0%	6.4%	24.8%	7.3%	6.4%
Kansas (n=89)	87.1%	84.9%	91.4%	97.8%	72.0%	49.5%	21.5%	41.9%	11.8%	20.4%
Kentucky (n=41)	97.0%	97.0%	95.5%	97.0%	63.6%	78.5%	33.8%	78.5%	6.2%	16.7%
Louisiana (n=88)	98.0%	94.9%	98.0%	100.0%	64.6%	41.4%	26.5%	36.4%	1.0%	17.3%
Maryland (n=58)	89.8%	89.8%	89.8%	100.0%	74.6%	37.9%	13.6%	61.0%	3.4%	15.3%
Massachusetts (n=74)	76.6%	83.5%	96.1%	100.0%	56.3%	35.9%	16.5%	53.9%	5.5%	6.3%
Michigan (n=124)	92.3%	91.7%	98.1%	100.0%	64.1%	62.2%	40.6%	63.2%	6.4%	7.1%
Minnesota (n=47)	81.7%	74.3%	86.2%	98.2%	59.6%	19.3%	5.6%	38.5%	*	1.8%
Mississippi (n=89)	92.9%	90.9%	91.9%	98.0%	76.5%	28.3%	2.0%	21.4%	2.0%	3.1%
Missouri (n=54)	89.5%	92.0%	88.6%	97.3%	85.0%	41.6%	21.1%	52.2%	7.1%	13.3%
Nebraska (n=79)	88.7%	92.8%	96.9%	100.0%	68.0%	42.3%	26.8%	43.3%	12.4%	12.4%
Nevada (n=19)	82.1%	67.9%	75.0%	100.0%	46.4%	25.9%	21.4%	42.9%	10.7%	21.4%
New Hampshire (n=58)	90.4%	86.2%	93.6%	95.7%	57.4%	43.6%	18.1%	42.6%	6.4%	14.9%
New Jersey (n=52)	85.9%	89.1%	93.5%	97.8%	55.4%	45.7%	31.5%	39.1%	6.5%	4.3%
New Mexico (n=31)	91.9%	91.9%	91.9%	89.5%	59.5%	32.4%	13.2%	45.9%	7.9%	16.2%
New York (n=232)	92.2%	91.8%	96.9%	97.7%	54.1%	53.7%	31.9%	64.2%	10.9%	15.1%
North Carolina (n=108)	92.2%	88.7%	92.2%	99.1%	60.0%	46.1%	22.6%	56.5%	14.8%	8.7%

Ohio (n=70)	94.6%	88.1%	95.7%	98.4%	54.3%	67.0%	34.6%	68.6%	*	7.0%
Oregon (n=45)	93.5%	93.5%	95.2%	100.0%	64.5%	35.5%	17.5%	46.0%	4.8%	12.7%
Pennsylvania (n=150)	91.2%	87.4%	97.5%	98.7%	57.9%	47.5%	24.1%	61.0%	3.8%	10.1%
Rhode Island (n=16)	100.0%	100.0%	100.0%	100.0%	64.3%	46.4%	10.7%	53.6%	---	---
South Carolina (n=36)	98.1%	83.0%	96.2%	100.0%	47.2%	37.7%	26.9%	53.8%	9.4%	13.2%
South Dakota (n=79)	87.5%	89.5%	90.5%	98.9%	74.7%	27.1%	3.1%	32.3%	2.1%	4.2%
Texas (n=219)	93.0%	90.9%	93.5%	98.7%	60.7%	38.7%	20.0%	40.0%	7.8%	10.9%
Utah (n=36)	97.2%	97.2%	100.0%	100.0%	66.7%	33.3%	13.9%	44.4%	5.6%	11.1%
Vermont (n=57)	87.5%	87.6%	92.7%	94.8%	63.5%	44.8%	21.1%	42.7%	17.7%	17.7%
Virginia (n=83)	87.9%	88.9%	88.9%	87.0%	45.0%	27.0%	18.2%	55.0%	1.0%	10.0%
Washington (n=66)	96.6%	100.0%	97.7%	100.0%	69.3%	30.7%	20.2%	62.9%	14.6%	18.0%
Washington, DC (n=23)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
West Virginia (n=62)	97.1%	95.7%	97.1%	100.0%	65.2%	30.4%	14.5%	43.5%	1.4%	17.4%
Wisconsin (n=69)	95.1%	89.3%	97.5%	98.4%	57.0%	53.3%	23.1%	54.9%	6.6%	14.8%
Wyoming (n=32)	84.4%	82.2%	84.4%	93.3%	75.6%	35.6%	33.3%	35.6%	31.1%	33.3%
National (n=3,269)	90.8%	89.6%	93.5%	97.9%	62.5%	43.2%	22.0%	50.0%	7.8% (n=3,268)	12.8% (3,268)

Key: *: insufficient data to report; --- = No data to report
 Table only displays percentages for affirmative responses.

Figure 21: Formal Technology Training Offerings, by State

State	General computer skills	General computer software use	General Internet use	Safe online practices	Social media	Digital photography, software, hardware, and online applications	General familiarity with new technologies	Digital content creation
Alabama (n=74)	44.9% (n=71)	28.6% (n=67)	33.0% (n=71)	89.2% (n=52)	58.1% (n=27)	80.0% (n=9)	38.7% (n=28)	100.0% (n=1)
Alaska (n=48)	24.2% (n=41)	22.6% (n=41)	21.5% (n=43)	69.8% (n=35)	32.3% (n=19)	31.8% (n=13)	30.3% (n=19)	72.7% (n=5)
Arizona (n=52)	77.1% (n=51)	74.6% (n=49)	72.2% (n=52)	83.9% (n=26)	87.1% (n=28)	92.3% (n=12)	80.8% (n=23)	100.0% (n=1)
Arkansas (n=31)	26.3% (n=28)	15.2% (n=29)	16.0% (n=28)	75.9% (n=20)	50.0% (n=5)	100.0% (n=2)	33.3% (n=8)	80.0% (n=2)
California (n=161)	52.9% (n=149)	44.1% (n=134)	49.2% (n=145)	75.2% (n=82)	33.7% (n=66)	46.4% (n=22)	40.8% (n=91)	50.0% (n=2)
Colorado (n=74)	47.9% (n=71)	44.6% (n=72)	45.3% (n=73)	79.5% (n=43)	47.5% (n=39)	68.0% (n=25)	52.3% (n=43)	44.4% (n=9)
Connecticut (n=61)	49.4% (n=55)	50.0% (n=58)	45.7% (n=55)	93.1% (n=49)	62.8% (n=28)	67.9% (n=19)	45.3% (n=36)	100.0% (n=1)
Delaware (n=12)	92.9% (n=11)	81.3% (n=12)	81.3% (n=12)	100.0% (n=5)	16.7% (n=5)	50.0% (n=2)	70.0% (n=7)	100.0% (n=1)
Florida (n=95)	78.5% (n=87)	71.3% (n=90)	71.9% (n=90)	96.4% (n=73)	74.2% (n=59)	58.1% (n=22)	66.2% (n=52)	14.3% (n=6)
Hawaii (n=49)	20.0% (n=30)	20.6% (n=34)	20.0% (n=30)	23.8% (n=21)	50.0% (n=8)	100.0% (n=1)	60.0% (n=20)	100.0% (n=1)
Idaho (n=43)	26.9% (n=40)	27.6% (n=39)	23.5% (n=42)	56.4% (n=29)	31.3% (n=18)	27.3% (n=13)	30.0% (n=19)	---
Illinois (n=153)	45.2% (n=134)	41.0% (n=134)	38.1% (n=141)	91.2% (n=92)	55.8% (n=70)	59.2% (n=40)	44.8% (n=92)	46.7% (n=13)

Indiana (n=66)	60.8% (n=60)	58.8% (n=60)	55.6% (n=61)	85.2% (n=39)	48.7% (n=47)	66.7% (n=25)	52.9% (n=45)	50.0% (n=4)
Iowa (n=64)	29.6% (n=57)	14.4% (n=56)	15.1% (n=62)	88.9% (n=42)	45.8% (n=17)	42.9% (n=5)	51.9% (n=19)	50.0% (n=2)
Kansas (n=89)	23.2% (n=78)	19.0% (n=76)	18.8% (n=81)	86.4% (n=64)	32.6% (n=44)	52.6% (n=19)	41.0% (n=37)	60.0% (n=5)
Kentucky (n=41)	67.2% (n=40)	67.2% (n=40)	69.4% (n=39)	71.4% (n=25)	75.0% (n=32)	69.6% (n=16)	64.7% (n=33)	50.0% (n=2)
Louisiana (n=88)	36.5% (n=86)	37.6% (n=84)	35.4% (n=86)	81.0% (n=57)	31.7% (n=36)	40.7% (n=23)	63.9% (n=31)	--- (n=1)
Maryland (n=58)	71.7% (n=52)	39.6% (n=52)	39.6% (n=52)	81.8% (n=43)	22.7% (n=22)	12.5% (n=8)	31.4% (n=35)	--- (n=2)
Massachusetts (n=74)	39.8% (n=56)	26.2% (n=61)	21.1% (n=71)	84.7% (n=40)	54.3% (n=28)	52.4% (n=13)	52.2% (n=42)	50.0% (n=2)
Michigan (n=124)	47.2% (n=115)	44.8% (n=114)	48.4% (n=121)	81.0% (n=82)	60.8% (n=79)	63.5% (n=53)	58.6% (n=81)	--- (n=1)
Minnesota (n=47)	34.8% (n=40)	12.3% (n=38)	22.6% (n=43)	90.6% (n=31)	71.4% (n=11)	--- (n=3)	52.4% (n=17)	100.0% (n=1)
Mississippi (n=89)	49.5% (n=82)	27.8% (n=81)	37.4% (n=82)	88.2% (n=68)	70.4% (n=25)	100.0% (n=2)	47.6% (n=20)	--- (n=1)
Missouri (n=54)	46.5% (n=49)	38.5% (n=50)	40.6% (n=49)	87.5% (n=45)	38.3% (n=25)	29.2% (n=12)	59.3% (n=31)	--- (n=1)
Nebraska (n=79)	41.9% (n=70)	49.4% (n=73)	39.4% (n=76)	84.8% (n=54)	58.5% (n=34)	46.2% (n=21)	47.6% (n=35)	--- (n=1)
Nevada (n=19)	39.1% (n=16)	36.8% (n=14)	23.8% (n=15)	92.3% (n=9)	57.1% (n=6)	60.0% (n=5)	75.0% (n=10)	50.0% (n=2)
New Hampshire (n=58)	20.0% (n=52)	18.5% (n=50)	18.2% (n=54)	66.7% (n=32)	29.3% (n=26)	43.8% (n=11)	42.5% (n=25)	100.0% (n=1)
New Jersey (n=52)	56.4% (n=45)	48.8% (n=47)	47.7% (n=49)	94.0% (n=29)	76.2% (n=24)	80.0% (n=15)	55.6% (n=21)	100.0% (n=3)
New Mexico (n=31)	29.4% (n=28)	17.6% (n=28)	20.6% (n=28)	81.8% (n=18)	41.7% (n=10)	20.0% (n=4)	41.2% (n=14)	--- (n=1)
New York (n=232)	62.0% (n=215)	57.2% (n=213)	53.4% (n=225)	89.2% (n=124)	63.0% (n=127)	70.4% (n=75)	48.5% (n=151)	72.7% (n=10)
North Carolina (n=108)	51.4% (n=100)	48.5% (n=96)	47.2% (n=100)	94.2% (n=65)	59.6% (n=50)	57.7% (n=25)	70.8% (n=61)	50.0% (n=2)

Ohio (n=70)	67.4% (n=67)	68.1% (n=61)	68.4% (n=67)	90.1% (n=37)	53.2% (n=49)	38.1% (n=29)	74.0% (n=51)	---
Oregon (n=45)	28.8% (n=42)	25.9% (n=42)	25.0% (n=43)	87.5% (n=29)	45.5% (n=15)	27.3% (n=7)	58.6% (n=20)	100.0% (n=1)
Pennsylvania (n=150)	45.5% (n=137)	42.4% (n=131)	39.4% (n=146)	81.5% (n=87)	48.0% (n=71)	52.6% (n=36)	51.5% (n=92)	100.0% (n=2)
Rhode Island (n=16)	64.3% (n=16)	57.1% (n=16)	57.1% (n=16)	100.0% (n=10)	69.2% (n=7)	100.0% (n=2)	43.8% (n=8)	---
South Carolina (n=36)	51.0% (n=35)	55.8% (n=30)	48.0% (n=34)	100.0% (n=17)	78.9% (n=14)	71.4% (n=10)	62.1% (n=20)	100.0% (n=1)
South Dakota (n=79)	19.0% (n=69)	15.3% (n=70)	17.4% (n=71)	91.5% (n=58)	36.0% (n=20)	33.3% (n=2)	25.8% (n=26)	---
Texas (n=219)	58.4% (n=204)	56.0% (n=199)	52.6% (n=205)	90.7% (n=133)	52.3% (n=85)	60.9% (n=44)	56.5% (n=88)	54.5% (n=11)
Utah (n=36)	37.1% (n=35)	14.3% (n=35)	13.9% (n=36)	79.2% (n=24)	25.0% (n=12)	80.0% (n=5)	50.0% (n=16)	---
Vermont (n=57)	21.4% (n=50)	10.6% (n=50)	16.9% (n=53)	86.9% (n=36)	23.3% (n=25)	28.6% (n=12)	36.6% (n=24)	---
Virginia (n=83)	60.9% (n=73)	53.4% (n=74)	39.8% (n=74)	93.3% (n=37)	69.2% (n=22)	88.9% (n=15)	85.5% (n=46)	25.0% (n=3)
Washington (n=66)	43.5% (n=64)	35.2% (n=66)	40.7% (n=64)	77.4% (n=46)	22.2% (n=22)	27.8% (n=14)	55.4% (n=43)	7.1% (n=12)
Washington, DC (n=23)	100.0% (n=23)	100.0% (n=23)	100.0% (n=23)	100.0% (n=23)	100.0% (n=23)	100.0% (n=23)	100.0% (n=23)	100.0% (n=23)
West Virginia (n=62)	23.9% (n=60)	13.6% (n=59)	14.9% (n=60)	79.5% (n=40)	23.8% (n=19)	10.0% (n=9)	20.7% (n=27)	---
Wisconsin (n=69)	27.6% (n=66)	22.9% (n=63)	22.9% (n=67)	85.5% (n=40)	38.5% (n=39)	42.9% (n=16)	41.8% (n=42)	100.0% (n=2)
Wyoming (n=32)	12.8% (n=27)	5.4% (n=26)	5.3% (n=27)	97.0% (n=23)	12.5% (n=12)	6.7% (n=11)	18.8% (n=12)	---
National (n=3,269)	46.7% (n=2,977)	40.7% (n=2,937)	40.1% (n=3,062)	85.2% (n=2,034)	51.9% (n=1,450)	55.0% (n=750)	52.8% (n=1,684)	52.9% (n=152)

Key: --- = No data to report

Will not total 100%, as categories are not mutually exclusive

Table only displays percentages for affirmative responses.

Figure 22: Individual Help by Appointment Technology Training Offerings, by State

State	General computer skills	General computer software use	General Internet use	Social media	Digital photography, software, hardware, and online applications	General familiarity with new technologies	Assistive Technology use	Using video conferencing technologies	Web site development	Cloud computing applications
Alabama (n=74)	21.3% (n=71)	26.5% (n=67)	18.4% (n=71)	25.8% (n=27)	30.0% (n=9)	54.8% (n=28)	---	50.0% (n=4)	--- (n=1)	16.7% (n=6)
Alaska (n=48)	17.7% (n=41)	27.4% (n=41)	12.5% (n=43)	12.9% (n=19)	13.0% (n=13)	46.9% (n=19)	16.7% (n=4)	35.7% (n=17)	16.7% (n=4)	41.7% (n=8)
Arizona (n=52)	34.3% (n=51)	35.8% (n=49)	31.9% (n=52)	28.1% (n=28)	---	23.1% (n=23)	---	---	---	---
Arkansas (n=31)	4.0% (n=28)	5.0% (n=29)	2.6% (n=28)	25.0% (n=5)	---	5.6% (n=8)	---	---	---	---
California (n=161)	20.5% (n=149)	22.6% (n=134)	19.6% (n=145)	22.1% (n=66)	39.3% (n=22)	45.0% (n=91)	44.4% (n=7)	40.0% (n=3)	50.0% (n=2)	28.6% (n=26)
Colorado (n=74)	45.8% (n=71)	56.2% (n=72)	52.0% (n=73)	47.5% (n=39)	48.0% (n=25)	61.4% (n=43)	66.7% (n=6)	71.4% (n=14)	42.9% (n=7)	70.0% (n=10)
Connecticut (n=61)	43.2% (n=55)	42.9% (n=58)	44.4% (n=55)	41.9% (n=28)	42.9% (n=19)	71.7% (n=36)	100.0% (n=4)	75.0% (n=7)	60.0% (n=3)	64.7% (n=13)
Delaware (n=12)	46.7% (n=11)	43.8% (n=12)	43.8% (n=12)	42.9% (n=5)	50.0% (n=2)	88.9% (n=7)	---	50.0% (n=2)	100.0% (n=1)	100.0% (n=2)
Florida (n=95)	38.9% (n=87)	34.1% (n=90)	38.5% (n=90)	29.2% (n=59)	48.4% (n=22)	60.8% (n=52)	---	50.0% (n=2)	40.0% (n=3)	80.0% (n=21)
Hawaii (n=49)	16.7% (n=30)	11.8% (n=34)	13.3% (n=30)	---	---	10.0% (n=20)	---	---	---	---
Idaho (n=43)	16.7% (n=40)	15.6% (n=39)	14.6% (n=42)	15.2% (n=18)	8.7% (n=13)	23.3% (n=19)	---	66.7% (n=2)	---	80.0% (n=2)
Illinois (n=153)	31.9% (n=134)	29.3% (n=134)	31.0% (n=141)	40.7% (n=70)	26.0% (n=40)	62.4% (n=92)	25.0% (n=7)	15.4% (n=17)	17.6% (n=9)	45.0% (n=27)

Indiana (n=66)	41.2% (n=60)	39.2% (n=60)	40.8% (n=61)	38.2% (n=47)	37.8% (n=25)	40.8% (n=45)	--- (n=1)	--- (n=2)	50.0% (n=7)	38.5% (n=10)
Iowa (n=64)	13.3% (n=57)	12.4% (n=56)	16.0% (n=62)	20.8% (n=17)	57.1% (n=5)	29.6% (n=19)	--- (n=1)	37.5% (n=6)	--- (n=2)	14.3% (n=6)
Kansas (n=89)	25.9% (n=78)	26.6% (n=76)	22.4% (n=81)	34.8% (n=44)	25.0% (n=19)	41.0% (n=37)	100.0% (n=2)	45.5% (n=11)	83.3% (n=6)	50.0% (n=18)
Kentucky (n=41)	48.4% (n=40)	48.4% (n=40)	47.6% (n=39)	47.1% (n=32)	45.5% (n=16)	56.9% (n=33)	--- (n=1)	40.0% (n=3)	33.3% (n=3)	18.2% (n=6)
Louisiana (n=88)	32.3% (n=86)	30.9% (n=84)	29.2% (n=86)	36.6% (n=36)	--- (n=23)	52.8% (n=31)	94.7% (n=16)	--- (n=1)	---	88.2% (n=14)
Maryland (n=58)	18.9% (n=52)	18.9% (n=52)	18.9% (n=52)	31.8% (n=22)	37.5% (n=8)	22.9% (n=35)	--- (n=5)	50.0% (n=2)	--- (n=1)	22.2% (n=9)
Massachusetts (n=74)	23.5% (n=56)	28.0% (n=61)	29.3% (n=71)	43.5% (n=28)	31.8% (n=13)	50.0% (n=42)	40.0% (n=3)	--- (n=4)	--- (n=2)	22.2% (n=5)
Michigan (n=124)	40.3% (n=115)	37.1% (n=114)	33.6% (n=121)	45.8% (n=79)	41.3% (n=53)	50.0% (n=81)	55.6% (n=9)	36.4% (n=9)	25.0% (n=4)	54.5% (n=10)
Minnesota (n=47)	19.1% (n=40)	18.5% (n=38)	22.3% (n=43)	14.3% (n=11)	28.6% (n=3)	19.5% (n=17)	---	--- (n=1)	--- (n=1)	--- (n=1)
Mississippi (n=89)	4.4% (n=82)	3.4% (n=81)	2.2% (n=82)	7.4% (n=25)	--- (n=2)	14.3% (n=20)	---	--- (n=2)	--- (n=2)	33.3% (n=3)
Missouri (n=54)	26.7% (n=49)	26.0% (n=50)	26.7% (n=49)	31.3% (n=25)	16.7% (n=12)	45.8% (n=31)	--- (n=2)	12.5% (n=4)	100.0% (n=1)	46.7% (n=6)
Nebraska (n=79)	24.7% (n=70)	23.3% (n=73)	23.7% (n=76)	35.7% (n=34)	23.1% (n=21)	51.2% (n=35)	50.0% (n=10)	58.3% (n=10)	20.0% (n=4)	58.3% (n=10)
Nevada (n=19)	27.3% (n=16)	15.8% (n=14)	23.8% (n=15)	71.4% (n=6)	20.0% (n=5)	58.3% (n=10)	--- (n=1)	--- (n=3)	100.0% (n=1)	40.0% (n=5)
New Hampshire (n=58)	31.8% (n=52)	23.8% (n=50)	27.3% (n=54)	26.8% (n=26)	11.8% (n=11)	57.5% (n=25)	50.0% (n=2)	66.7% (n=4)	--- (n=1)	35.7% (n=9)
New Jersey (n=52)	39.2% (n=45)	40.2% (n=47)	39.5% (n=49)	45.2% (n=24)	50.0% (n=15)	61.1% (n=21)	100.0% (n=1)	57.1% (n=4)	--- (n=3)	--- (n=2)
New Mexico (n=31)	32.4% (n=28)	23.5% (n=28)	26.5% (n=28)	41.7% (n=10)	20.0% (n=4)	70.6% (n=14)	50.0% (n=2)	33.3% (n=3)	50.0% (n=2)	16.7% (n=5)
New York (n=232)	41.4% (n=215)	42.4% (n=213)	43.0% (n=225)	42.8% (n=127)	39.5% (n=75)	53.6% (n=151)	63.6% (n=10)	34.5% (n=26)	61.5% (n=12)	60.5% (n=35)
North Carolina (n=108)	35.8% (n=100)	37.3% (n=96)	33.0% (n=100)	46.2% (n=50)	61.5% (n=25)	57.6% (n=61)	--- (n=3)	70.6% (n=16)	--- (n=3)	60.0% (n=9)

Ohio (n=70)	28.0% (n=67)	24.5% (n=61)	19.3% (n=67)	23.4% (n=49)	14.1% (n=29)	37.0% (n=51)	17.6% (n=8)	100.0% (n=1)	---	33.3% (n=7)
Oregon (n=45)	20.7% (n=42)	20.7% (n=42)	22.0% (n=43)	27.3% (n=15)	27.3% (n=7)	58.6% (n=20)	25.0% (n=3)	---	50.0% (n=2)	57.1% (n=5)
Pennsylvania (n=150)	33.1% (n=137)	34.1% (n=131)	32.3% (n=146)	42.7% (n=71)	15.8% (n=36)	54.6% (n=92)	50.0% (n=4)	33.3% (n=6)	---	66.7% (n=15)
Rhode Island (n=16)	24.1% (n=16)	24.1% (n=16)	24.1% (n=16)	42.9% (n=7)	---	73.3% (n=8)	---	---	---	---
South Carolina (n=36)	40.4% (n=35)	38.6% (n=30)	25.5% (n=34)	35.0% (n=14)	20.0% (n=10)	50.0% (n=20)	---	20.0% (n=4)	---	57.1% (n=4)
South Dakota (n=79)	9.5% (n=69)	8.2% (n=70)	9.3% (n=71)	12.0% (n=20)	---	50.0% (n=26)	---	---	---	25.0% (n=4)
Texas (n=219)	17.8% (n=204)	17.7% (n=199)	19.5% (n=205)	22.5% (n=85)	26.7% (n=44)	42.4% (n=88)	50.0% (n=8)	16.7% (n=17)	7.1% (n=13)	25.0% (n=24)
Utah (n=36)	17.1% (n=35)	14.3% (n=35)	13.9% (n=36)	16.7% (n=12)	20.0% (n=5)	25.0% (n=16)	---	50.0% (n=2)	---	50.0% (n=4)
Vermont (n=57)	48.8% (n=50)	45.2% (n=50)	48.3% (n=53)	32.6% (n=25)	42.9% (n=12)	53.7% (n=24)	---	31.3% (n=10)	50.0% (n=6)	52.9% (n=10)
Virginia (n=83)	27.6% (n=73)	23.9% (n=74)	34.1% (n=74)	55.6% (n=22)	61.1% (n=15)	47.3% (n=46)	90.0% (n=9)	---	---	50.0% (n=9)
Washington (n=66)	24.7% (n=64)	25.0% (n=66)	29.1% (n=64)	25.9% (n=22)	5.9% (n=14)	40.4% (n=43)	12.5% (n=14)	---	---	18.8% (n=13)
Washington, DC (n=23)	---	---	---	---	---	---	---	---	---	---
West Virginia (n=62)	14.9% (n=60)	13.6% (n=59)	10.6% (n=60)	14.3% (n=19)	---	24.1% (n=27)	---	---	---	25.0% (n=11)
Wisconsin (n=69)	37.1% (n=66)	33.9% (n=63)	32.8% (n=67)	43.8% (n=39)	39.3% (n=16)	59.7% (n=42)	---	62.5% (n=5)	---	52.9% (n=12)
Wyoming (n=32)	39.5% (n=27)	37.8% (n=26)	36.8% (n=27)	87.5% (n=12)	93.3% (n=11)	87.5% (n=12)	100.0% (n=1)	85.7% (n=10)	100.0% (n=8)	93.3% (n=11)
National (n=3,269)	28.5% (n=2,977)	27.9% (n=2,937)	27.5% (n=3,062)	33.8% (n=1,450)	30.5% (n=750)	48.1% (n=1,684)	37.7% (n=185)	36.1% (n=274)	29.3% (n=158)	44.5% (n=438)

Key: --- = No data to report

Will not total 100%, as categories are not mutually exclusive

Table only displays percentages for affirmative responses.

Figure 23: Informal Point of Use Technology Training Offerings, by State

State	General computer skills	General computer software use	General Internet use	Accessing and using online services and databases	Safe online practices	Social media	General familiarity with new technologies	Assistive Technology use	Cloud computing applications
Alabama (n=74)	79.8% (n=71)	88.0% (n=67)	83.0% (n=71)	91.3% (n=74)	87.5% (n=52)	71.0% (n=27)	77.4% (n=28)	---	66.7% (n=6)
Alaska (n=48)	85.5% (n=41)	88.7% (n=41)	92.3% (n=43)	94.7% (n=48)	81.1% (n=35)	67.7% (n=19)	81.8% (n=19)	83.3% (n=4)	76.9% (n=8)
Arizona (n=52)	45.7% (n=51)	54.4% (n=49)	45.2% (n=52)	39.4% (n=51)	46.9% (n=26)	31.3% (n=28)	64.0% (n=23)	---	---
Arkansas (n=31)	93.3% (n=28)	96.2% (n=29)	93.3% (n=28)	100.0% (n=31)	91.4% (n=20)	75.0% (n=5)	77.8% (n=8)	---	100.0% (n=5)
California (n=161)	78.2% (n=149)	78.5% (n=134)	76.4% (n=145)	83.9% (n=158)	71.8% (n=82)	72.1% (n=66)	71.1% (n=91)	77.8% (n=7)	88.6% (n=26)
Colorado (n=74)	93.2% (n=71)	95.9% (n=72)	96.0% (n=73)	97.4% (n=74)	90.9% (n=43)	87.5% (n=39)	84.1% (n=43)	66.7% (n=6)	90.0% (n=10)
Connecticut (n=61)	74.1% (n=55)	86.9% (n=58)	79.0% (n=55)	82.0% (n=61)	65.3% (n=49)	60.5% (n=28)	68.5% (n=36)	100.0% (n=4)	88.2% (n=13)
Delaware (n=12)	64.3% (n=11)	75.0% (n=12)	68.8% (n=12)	92.9% (n=11)	83.3% (n=5)	83.3% (n=5)	70.0% (n=7)	---	50.0% (n=2)
Florida (n=95)	62.6% (n=87)	68.9% (n=90)	64.4% (n=90)	69.7% (n=95)	52.3% (n=73)	58.4% (n=59)	71.6% (n=52)	100.0% (n=1)	82.8% (n=21)
Hawaii (n=49)	90.0% (n=30)	94.1% (n=34)	90.0% (n=30)	91.9% (n=37)	90.5% (n=21)	50.0% (n=8)	35.0% (n=20)	36.4% (n=11)	---
Idaho (n=43)	88.5% (n=40)	82.9% (n=39)	86.4% (n=42)	94.9% (n=42)	89.1% (n=29)	87.9% (n=18)	80.0% (n=19)	---	20.0% (n=2)
Illinois (n=153)	80.3% (n=134)	85.6% (n=134)	85.8% (n=141)	93.2% (n=149)	74.1% (n=92)	81.4% (n=70)	83.9% (n=92)	75.0% (n=7)	80.0% (n=27)

Indiana (n=66)	78.4% (n=60)	84.5% (n=60)	78.6% (n=61)	84.0% (n=65)	54.1% (n=39)	69.7% (n=47)	87.3% (n=45)	100.0% (n=1)	78.6% (n=10)
Iowa (n=64)	87.8% (n=57)	90.7% (n=56)	89.6% (n=62)	89.6% (n=62)	87.5% (n=42)	87.5% (n=17)	74.1% (n=19)	100.0% (n=1)	100.0% (n=6)
Kansas (n=89)	84.1% (n=78)	92.4% (n=76)	88.2% (n=81)	91.2% (n=87)	89.4% (n=64)	80.4% (n=44)	74.4% (n=37)	50.0% (n=2)	72.2% (n=18)
Kentucky (n=41)	68.8% (n=40)	76.6% (n=40)	74.2% (n=39)	60.9% (n=40)	52.4% (n=25)	71.2% (n=32)	76.5% (n=33)	100.0% (n=1)	81.8% (n=6)
Louisiana (n=88)	78.1% (n=86)	78.7% (n=84)	78.1% (n=86)	87.9% (n=88)	98.4% (n=57)	87.8% (n=36)	77.1% (n=31)	89.5% (n=16)	70.6% (n=14)
Maryland (n=58)	67.9% (n=52)	73.6% (n=52)	73.6% (n=52)	81.4% (n=58)	75.0% (n=43)	81.8% (n=22)	68.6% (n=35)	100.0% (n=5)	100.0% (n=9)
Massachusetts (n=74)	94.9% (n=56)	92.5% (n=61)	91.9% (n=71)	89.8% (n=74)	86.1% (n=40)	82.6% (n=28)	71.0% (n=42)	100.0% (n=3)	22.2% (n=5)
Michigan (n=124)	84.7% (n=115)	84.6% (n=114)	84.3% (n=121)	88.5% (n=124)	88.0% (n=82)	88.5% (n=79)	86.7% (n=81)	80.0% (n=9)	72.7% (n=10)
Minnesota (n=47)	92.1% (n=40)	85.4% (n=38)	87.2% (n=43)	90.7% (n=46)	95.4% (n=31)	57.1% (n=11)	53.7% (n=17)	---	100.0% (n=1)
Mississippi (n=89)	84.6% (n=82)	88.9% (n=81)	89.0% (n=82)	93.8% (n=87)	69.3% (n=68)	50.0% (n=25)	76.2% (n=20)	---	100.0% (n=3)
Missouri (n=54)	72.5% (n=49)	80.8% (n=50)	78.0% (n=49)	86.4% (n=53)	75.8% (n=45)	55.3% (n=25)	50.8% (n=31)	100.0% (n=2)	64.3% (n=6)
Nebraska (n=79)	68.2% (n=70)	66.7% (n=73)	69.9% (n=76)	79.4% (n=79)	69.7% (n=54)	50.0% (n=34)	59.5% (n=35)	50.0% (n=10)	53.8% (n=10)
Nevada (n=19)	82.6% (n=16)	89.5% (n=14)	90.5% (n=15)	89.3% (n=19)	84.6% (n=9)	57.1% (n=6)	91.7% (n=10)	100.0% (n=1)	80.0% (n=5)
New Hampshire (n=58)	85.9% (n=52)	88.9% (n=50)	86.4% (n=54)	85.6% (n=56)	75.9% (n=32)	63.4% (n=26)	72.5% (n=25)	100.0% (n=2)	64.3% (n=9)
New Jersey (n=52)	78.2% (n=45)	79.3% (n=47)	76.7% (n=49)	76.9% (n=51)	68.6% (n=29)	71.4% (n=24)	83.3% (n=21)	100.0% (n=1)	100.0% (n=2)
New Mexico (n=31)	73.5% (n=28)	82.4% (n=28)	82.4% (n=28)	82.4% (n=28)	72.7% (n=18)	58.3% (n=10)	76.5% (n=14)	50.0% (n=2)	83.3% (n=5)
New York (n=232)	64.1% (n=215)	68.5% (n=213)	67.1% (n=225)	76.9% (n=227)	69.8% (n=124)	59.4% (n=127)	65.5% (n=151)	81.8% (n=10)	63.2% (n=35)
North Carolina (n=108)	78.5% (n=100)	81.4% (n=96)	83.0% (n=100)	88.6% (n=107)	65.7% (n=65)	76.9% (n=50)	74.2% (n=61)	75.0% (n=3)	60.0% (n=9)

Ohio (n=70)	88.0% (n=67)	86.5% (n=61)	91.0% (n=67)	89.6% (n=69)	77.2% (n=37)	80.0% (n=49)	89.8% (n=51)	100.0% (n=8)	84.6% (n=7)
Oregon (n=45)	89.7% (n=42)	93.1% (n=42)	93.3% (n=43)	93.5% (n=45)	92.5% (n=29)	90.9% (n=15)	65.5% (n=20)	100.0% (n=3)	75.0% (n=5)
Pennsylvania (n=150)	81.4% (n=137)	82.7% (n=131)	81.3% (n=146)	85.4% (n=148)	76.1% (n=87)	66.7% (n=71)	74.2% (n=92)	50.0% (n=4)	81.3% (n=15)
Rhode Island (n=16)	78.6% (n=16)	85.7% (n=16)	78.6% (n=16)	85.7% (n=16)	47.4% (n=10)	61.5% (n=7)	50.0% (n=8)	---	---
South Carolina (n=36)	82.7% (n=35)	90.9% (n=30)	84.3% (n=34)	96.2% (n=36)	79.2% (n=17)	90.0% (n=14)	67.9% (n=20)	---	100.0% (n=4)
South Dakota (n=79)	86.9% (n=69)	85.9% (n=70)	84.9% (n=71)	85.1% (n=78)	87.3% (n=58)	57.7% (n=20)	76.7% (n=26)	---	75.0% (n=4)
Texas (n=219)	80.4% (n=204)	80.4% (n=199)	81.9% (n=205)	86.8% (n=216)	70.7% (n=133)	74.2% (n=85)	72.8% (n=88)	75.0% (n=8)	62.5% (n=24)
Utah (n=36)	91.4% (n=35)	88.6% (n=35)	88.9% (n=36)	83.3% (n=36)	83.3% (n=24)	75.0% (n=12)	62.5% (n=16)	---	50.0% (n=4)
Vermont (n=57)	75.0% (n=50)	81.2% (n=50)	74.2% (n=53)	82.4% (n=54)	72.1% (n=36)	52.4% (n=25)	61.0% (n=24)	(n=2)	17.6% (n=10)
Virginia (n=83)	78.2% (n=73)	81.8% (n=74)	81.8% (n=74)	96.6% (n=73)	82.2% (n=37)	96.3% (n=22)	70.9% (n=46)	90.0% (n=9)	100.0% (n=9)
Washington (n=66)	94.1% (n=64)	95.5% (n=66)	95.3% (n=64)	96.6% (n=66)	83.9% (n=46)	92.9% (n=22)	94.6% (n=43)	100.0% (n=14)	81.3% (n=13)
Washington, DC (n=23)	---	---	---	---	---	---	---	---	---
West Virginia (n=62)	88.1% (n=60)	92.3% (n=59)	93.9% (n=60)	92.8% (n=62)	88.6% (n=40)	85.7% (n=19)	86.2% (n=27)	---	100.0% (n=11)
Wisconsin (n=69)	82.8% (n=66)	89.9% (n=63)	87.4% (n=67)	92.5% (n=68)	77.1% (n=40)	75.4% (n=39)	74.6% (n=42)	66.7% (n=2)	88.2% (n=12)
Wyoming (n=32)	65.8% (n=27)	67.6% (n=26)	68.4% (n=27)	69.0% (n=30)	64.7% (n=23)	25.0% (n=12)	12.5% (n=12)	100.0% (n=1)	13.3% (n=11)
National (n=3,269)	79.4% (n=2,977)	82.4% (n=2,937)	81.2% (n=3,062)	85.7% (n=3,202)	75.7% (n=2,034)	70.5% (n=1,450)	73.1% (n=1,684)	71.9% (n=185)	70.2% (n=438)

Key: --- = No data to report

Will not total 100%, as categories are not mutually exclusive

Table only displays percentages for affirmative responses.

Figure 24: Online Technology Training Materials Offerings, by State

State	General computer skills	General computer software use	General Internet use	Accessing and using online services and databases	Safe online practices	Digital photography, software, hardware, and online applications	General familiarity with new technologies	Web site development	Digital content creation	Cloud computing applications
Alabama (n=74)	6.8% (n=71)	8.4% (n=67)	6.9% (n=71)	5.5% (n=74)	4.6% (n=52)	10.0% (n=9)	20.0% (n=28)	---	---	33.3% (n=6)
Alaska (n=48)	---	1.6% (n=41)	1.6% (n=43)	4.0% (n=48)	---	---	---	---	---	8.3% (n=8)
Arizona (n=52)	28.6% (n=51)	27.9% (n=49)	27.8% (n=52)	---	21.9% (n=26)	---	20.0% (n=23)	---	---	---
Arkansas (n=31)	2.6% (n=28)	3.8% (n=29)	2.6% (n=28)	4.6% (n=31)	---	20.0% (n=2)	---	---	---	---
California (n=161)	10.2% (n=149)	10.8% (n=134)	6.0% (n=145)	5.1% (n=158)	2.6% (n=82)	7.4% (n=22)	14.2% (n=91)	50.0% (n=2)	50.0% (n=2)	11.4% (n=26)
Colorado (n=74)	23.3% (n=71)	24.3% (n=72)	21.3% (n=73)	15.8% (n=74)	15.9% (n=43)	20.0% (n=25)	13.6% (n=43)	14.3% (n=7)	11.1% (n=9)	---
Connecticut (n=61)	9.9% (n=55)	9.4% (n=58)	9.9% (n=55)	8.0% (n=61)	15.3% (n=49)	17.9% (n=19)	20.8% (n=36)	---	---	11.1% (n=13)
Delaware (n=12)	7.1% (n=11)	6.3% (n=12)	6.3% (n=12)	7.1% (n=11)	16.7% (n=5)	---	---	---	---	50.0% (n=2)
Florida (n=95)	6.9% (n=87)	3.7% (n=90)	19.3% (n=90)	9.9% (n=95)	27.3% (n=73)	3.3% (n=22)	41.9% (n=52)	---	14.3% (n=6)	3.4% (n=21)
Hawaii (n=49)	3.3% (n=30)	5.9% (n=34)	3.3% (n=30)	5.4% (n=37)	---	---	5.0% (n=20)	---	---	---
Idaho (n=43)	2.5% (n=40)	3.9% (n=39)	2.4% (n=42)	3.8% (n=42)	5.5% (n=29)	8.7% (n=13)	6.7% (n=19)	66.7% (n=2)	---	---
Illinois (n=153)	7.4% (n=134)	13.3% (n=134)	8.6% (n=141)	8.3% (n=149)	10.3% (n=92)	14.3% (n=40)	20.0% (n=92)	18.8% (n=9)	28.6% (n=13)	12.8% (n=27)

Indiana (n=66)	23.7% (n=60)	17.3% (n=60)	12.2% (n=61)	8.6% (n=65)	13.1% (n=39)	18.9% (n=25)	17.1% (n=45)	60.0% (n=7)	16.7% (n=4)	28.6% (n=10)
Iowa (n=64)	9.2% (n=57)	7.2% (n=56)	7.5% (n=62)	10.4% (n=62)	2.8% (n=42)	--- (n=5)	11.1% (n=19)	50.0% (n=2)	50.0% (n=2)	14.3% (n=6)
Kansas (n=89)	4.9% (n=78)	5.1% (n=76)	3.5% (n=81)	3.3% (n=87)	10.6% (n=64)	5.0% (n=19)	5.1% (n=37)	--- (n=6)	--- (n=5)	--- (n=18)
Kentucky (n=41)	7.8% (n=40)	9.4% (n=40)	9.5% (n=39)	3.1% (n=40)	4.8% (n=25)	13.0% (n=16)	26.9% (n=33)	33.3% (n=3)	50.0% (n=2)	--- (n=6)
Louisiana (n=88)	15.6% (n=86)	16.0% (n=84)	15.6% (n=86)	15.2% (n=88)	19.0% (n=57)	3.8% (n=23)	41.7% (n=31)	--- (n=1)	--- (n=1)	64.7% (n=14)
Maryland (n=58)	13.2% (n=52)	7.5% (n=52)	3.8% (n=52)	16.9% (n=58)	4.5% (n=43)	--- (n=8)	20.0% (n=35)	--- (n=1)	--- (n=2)	11.1% (n=9)
Massachusetts (n=74)	5.1% (n=56)	4.7% (n=61)	2.4% (n=71)	6.3% (n=74)	9.7% (n=40)	--- (n=13)	16.2% (n=42)	--- (n=2)	--- (n=2)	--- (n=5)
Michigan (n=124)	15.3% (n=115)	18.2% (n=114)	13.8% (n=121)	9.6% (n=124)	5.1% (n=82)	1.6% (n=53)	27.6% (n=81)	25.0% (n=4)	100.0% (n=1)	18.2% (n=10)
Minnesota (n=47)	3.4% (n=40)	7.3% (n=38)	5.4% (n=43)	6.5% (n=46)	4.6% (n=31)	50.0% (n=3)	11.9% (n=17)	--- (n=1)	--- (n=1)	--- (n=1)
Mississippi (n=89)	15.4% (n=82)	16.7% (n=81)	17.6% (n=82)	2.1% (n=87)	1.3% (n=68)	--- (n=2)	36.4% (n=20)	--- (n=2)	--- (n=1)	--- (n=3)
Missouri (n=54)	12.7% (n=49)	11.4% (n=50)	9.9% (n=49)	10.8% (n=53)	8.4% (n=45)	25.0% (n=12)	22.0% (n=31)	--- (n=1)	--- (n=1)	20.0% (n=6)
Nebraska (n=79)	1.2% (n=70)	2.2% (n=73)	3.2% (n=76)	5.2% (n=79)	7.6% (n=54)	7.7% (n=21)	14.3% (n=35)	--- (n=4)	--- (n=1)	--- (n=10)
Nevada (n=19)	13.6% (n=16)	15.8% (n=14)	14.3% (n=15)	10.7% (n=19)	15.4% (n=9)	40.0% (n=5)	50.0% (n=10)	100.0% (n=1)	50.0% (n=2)	16.7% (n=5)
New Hampshire (n=58)	11.8% (n=52)	6.2% (n=50)	5.7% (n=54)	7.8% (n=56)	3.7% (n=32)	11.8% (n=11)	5.0% (n=25)	--- (n=1)	--- (n=1)	14.3% (n=9)
New Jersey (n=52)	12.7% (n=45)	15.9% (n=47)	15.3% (n=49)	12.1% (n=51)	5.9% (n=29)	20.7% (n=15)	25.0% (n=21)	33.3% (n=3)	--- (n=3)	--- (n=2)
New Mexico (n=31)	14.7% (n=28)	20.6% (n=28)	20.6% (n=28)	14.7% (n=28)	--- (n=18)	--- (n=4)	23.5% (n=14)	--- (n=2)	--- (n=1)	--- (n=5)
New York (n=232)	14.8% (n=215)	12.3% (n=213)	8.5% (n=225)	6.8% (n=227)	12.2% (n=124)	12.2% (n=75)	14.5% (n=151)	23.1% (n=12)	--- (n=10)	15.8% (n=35)
North Carolina (n=108)	15.0% (n=100)	16.5% (n=96)	7.5% (n=100)	6.1% (n=107)	5.8% (n=65)	7.7% (n=25)	21.2% (n=61)	33.3% (n=3)	50.0% (n=2)	20.0% (n=9)

Ohio (n=70)	5.2% (n=67)	6.7% (n=61)	5.1% (n=67)	8.8% (n=69)	6.0% (n=37)	4.7% (n=29)	15.9% (n=51)	--- (n=2)	--- (n=3)	--- (n=7)
Oregon (n=45)	8.6% (n=42)	13.8% (n=42)	10.2% (n=43)	3.2% (n=45)	2.5% (n=29)	18.2% (n=7)	31.0% (n=20)	50.0% (n=2)	--- (n=1)	37.5% (n=5)
Pennsylvania (n=150)	8.2% (n=137)	16.7% (n=131)	12.3% (n=146)	5.1% (n=148)	19.6% (n=87)	42.1% (n=36)	12.4% (n=92)	50.0% (n=2)	--- (n=2)	--- (n=15)
Rhode Island (n=16)	7.1% (n=16)	--- (n=16)	--- (n=16)	--- (n=16)	--- (n=10)	--- (n=2)	26.7% (n=8)	--- (n=2)	--- (n=2)	--- (n=2)
South Carolina (n=36)	11.5% (n=35)	9.1% (n=30)	11.8% (n=34)	5.7% (n=36)	4.0% (n=17)	--- (n=10)	7.1% (n=20)	--- (n=2)	--- (n=1)	--- (n=4)
South Dakota (n=79)	--- (n=69)	--- (n=70)	--- (n=71)	4.2% (n=78)	1.4% (n=58)	--- (n=2)	6.7% (n=26)	--- (n=2)	--- (n=2)	--- (n=4)
Texas (n=219)	21.0% (n=204)	19.1% (n=199)	17.7% (n=205)	11.0% (n=216)	15.8% (n=133)	10.9% (n=44)	20.7% (n=88)	7.1% (n=13)	27.3% (n=11)	29.2% (n=24)
Utah (n=36)	2.9% (n=35)	5.7% (n=35)	2.8% (n=36)	2.8% (n=36)	--- (n=24)	--- (n=5)	12.5% (n=16)	--- (n=2)	--- (n=2)	--- (n=4)
Vermont (n=57)	3.6% (n=50)	8.2% (n=50)	5.6% (n=53)	5.5% (n=54)	4.9% (n=36)	--- (n=12)	7.5% (n=24)	--- (n=6)	--- (n=1)	11.8% (n=10)
Virginia (n=83)	14.9% (n=73)	14.8% (n=74)	10.2% (n=74)	11.6% (n=73)	4.5% (n=37)	--- (n=15)	10.9% (n=46)	--- (n=3)	25.0% (n=3)	10.0% (n=9)
Washington (n=66)	20.9% (n=64)	22.7% (n=66)	22.1% (n=64)	25.0% (n=66)	19.4% (n=46)	--- (n=14)	26.8% (n=43)	--- (n=10)	--- (n=12)	--- (n=13)
Washington, DC (n=23)	--- (n=23)	--- (n=23)	--- (n=23)	--- (n=23)	--- (n=23)	--- (n=23)	--- (n=23)	--- (n=23)	--- (n=23)	--- (n=23)
West Virginia (n=62)	3.0% (n=60)	4.6% (n=59)	4.5% (n=60)	4.3% (n=62)	9.1% (n=40)	--- (n=9)	6.7% (n=27)	--- (n=1)	--- (n=1)	8.3% (n=11)
Wisconsin (n=69)	12.9% (n=66)	11.8% (n=63)	6.8% (n=67)	10.1% (n=68)	15.9% (n=40)	7.1% (n=16)	16.7% (n=42)	--- (n=2)	--- (n=2)	5.9% (n=12)
Wyoming (n=32)	2.6% (n=27)	2.7% (n=26)	--- (n=27)	2.4% (n=30)	--- (n=23)	--- (n=11)	--- (n=12)	--- (n=8)	--- (n=9)	--- (n=11)
National (n=3,269)	10.7% (n=2,977)	11.3% (n=2,937)	9.5% (n=3,062)	7.8% (n=3,202)	9.0% (n=2,034)	10.0% (n=750)	17.7% (n=1,684)	13.2% (n=158)	9.0% (n=152)	11.3% (n=438)

Key: --- = No data to report

Will not total 100%, as categories are not mutually exclusive

Table only displays percentages for affirmative responses.

Library Programs, Information Sessions & Events

Figure 25: Public Library Outlets Offering Education and Learning Programs to Patrons, by State

State	Outlets Offering Education and Learning Programs
Alabama (n=78)	96.9%
Alaska (n=51)	98.7%
Arizona (n=52)	97.2%
Arkansas (n=32)	93.4%
California (n=162)	100.0%
Colorado (n=74)	100.0%
Connecticut (n=61)	100.0%
Delaware (n=12)	100.0%
Florida (n=95)	100.0%
Hawaii (n=50)	98.0%
Idaho (n=44)	100.0%
Illinois (n=159)	99.6%
Indiana (n=75)	100.0%
Iowa (n=64)	100.0%
Kansas (n=100)	100.0%
Kentucky (n=41)	100.0%
Louisiana (n=91)	100.0%
Maryland (n=58)	100.0%
Massachusetts (n=76)	100.0%
Michigan (n=125)	100.0%
Minnesota (n=48)	100.0%
Mississippi (n=89)	100.0%

Missouri (n=54)	98.2%
Nebraska (n=81)	99.0%
Nevada (n=19)	100.0%
New Hampshire (n=64)	100.0%
New Jersey (n=52)	97.8%
New Mexico (n=31)	100.0%
New York (n=235)	100.0%
North Carolina (n=110)	100.0%
Ohio (n=70)	100.0%
Oregon (n=49)	100.0%
Pennsylvania (n=150)	100.0%
Rhode Island (n=16)	100.0%
South Carolina (n=37)	100.0%
South Dakota (n=80)	100.0%
Texas (n=219)	98.3%
Utah (n=36)	100.0%
Vermont (n=58)	100.0%
Virginia (n=87)	100.0%
Washington (n=66)	100.0%
Washington, DC (n=23)	100.0%
West Virginia (n=62)	100.0%
Wisconsin (n=70)	99.2%
Wyoming (n=32)	100.0%
National (n=3,338)	99.5%
Key: *: insufficient data to report <i>Table only displays percentages for affirmative responses.</i>	

Figure 26: Education and Learning Programs offered to Patrons, by State

State	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
Alabama (n=76)	11.7%	31.9%	25.5%	100.0%	8.5%	7.5%	16.8%	10.6%
Alaska (n=50)	49.4%	48.1%	42.9%	92.3%	11.7%	5.1%	32.1%	5.2%
Arizona (n=50)	5.8%	17.4%	22.9%	97.1%	20.0%	10.0%	1.4%	2.9%
Arkansas (n=30)	3.5%	22.1%	22.4%	100.0%	3.5%	3.5%	12.8%	1.2%
California (n=162)	12.2%	42.2%	18.4%	97.8%	22.1%	9.0%	12.2%	16.6%
Colorado (n=74)	25.0%	36.8%	25.0%	97.4%	18.4%	9.2%	32.9%	6.6%
Connecticut (n=61)	26.1%	39.8%	19.3%	97.8%	28.4%	6.8%	23.9%	6.8%
Delaware (n=12)	31.3%	25.0%	43.8%	100.0%	25.0%	18.8%	60.0%	18.8%
Florida (n=95)	9.2%	46.5%	31.7%	100.0%	23.9%	5.6%	12.0%	2.1%
Hawaii (n=49)	18.4%	10.2%	14.3%	98.0%	4.1%	2.0%	10.2%	10.2%
Idaho (n=44)	35.3%	20.0%	8.2%	100.0%	7.1%	2.4%	31.0%	8.3%
Illinois (n=158)	16.1%	27.5%	29.1%	99.1%	19.3%	4.5%	20.7%	8.1%
Indiana (n=75)	15.2%	33.6%	25.4%	98.4%	12.8%	6.4%	16.8%	9.6%

Iowa (n=64)	11.0%	36.7%	26.6%	100.0%	5.5%	2.8%	12.8%	6.4%
Kansas (n=100)	20.0%	44.8%	37.1%	98.1%	10.5%	11.4%	10.5%	4.8%
Kentucky (n=41)	33.8%	22.7%	36.4%	100.0%	7.7%	9.2%	4.5%	3.0%
Louisiana (n=91)	10.8%	26.7%	19.6%	100.0%	5.9%	1.0%	18.6%	10.8%
Maryland (n=58)	10.2%	15.3%	8.5%	100.0%	22.0%	8.5%	62.7%	18.6%
Massachusetts (n=76)	11.4%	32.6%	29.8%	100.0%	22.7%	7.6%	13.7%	6.1%
Michigan (n=125)	7.0%	21.0%	14.0%	98.1%	9.6%	4.5%	10.8%	8.3%
Minnesota (n=48)	25.2%	34.8%	29.5%	99.1%	14.3%	9.0%	3.6%	8.1%
Mississippi (n=89)	6.1%	24.5%	30.6%	100.0%	3.0%	2.0%	8.1%	10.1%
Missouri (n=53)	6.3%	34.8%	44.6%	100.0%	5.4%	2.7%	2.7%	1.8%
Nebraska (n=80)	17.2%	21.4%	31.6%	98.0%	6.1%	1.0%	4.1%	9.2%
Nevada (n=19)	10.7%	46.4%	28.6%	92.9%	21.4%	14.3%	35.7%	17.9%
New Hampshire (n=64)	5.7%	21.2%	20.2%	95.2%	4.8%	5.7%	1.0%	16.3%
New Jersey (n=51)	9.9%	37.8%	22.2%	94.5%	53.3%	8.9%	21.1%	7.7%
New Mexico (n=31)	23.7%	43.2%	39.5%	100.0%	18.9%	13.5%	10.5%	5.4%
New York (n=235)	13.1%	36.8%	26.4%	96.9%	26.1%	8.0%	15.3%	9.2%
North Carolina (n=110)	12.0%	35.0%	25.4%	100.0%	13.7%	6.0%	16.2%	11.9%

Ohio (n=70)	4.9%	22.7%	16.1%	100.0%	7.6%	2.7%	11.4%	23.2%
Oregon (n=49)	8.8%	26.5%	23.5%	97.1%	16.2%	11.8%	13.2%	20.6%
Pennsylvania (n=150)	20.8%	45.9%	32.1%	99.4%	24.5%	15.8%	28.9%	8.2%
Rhode Island (n=16)	7.1%	50.0%	14.3%	100.0%	28.6%	---	21.4%	14.3%
South Carolina (n=37)	10.9%	29.1%	16.4%	98.2%	3.6%	9.1%	16.4%	10.9%
South Dakota (n=80)	22.7%	39.2%	33.0%	99.0%	2.1%	---	1.0%	5.2%
Texas (n=215)	17.7%	42.2%	40.7%	97.3%	27.4%	12.8%	16.8%	5.3%
Utah (n=36)	13.9%	41.7%	30.6%	100.0%	13.9%	---	5.6%	2.8%
Vermont (n=58)	25.5%	35.7%	27.6%	98.0%	3.1%	11.2%	13.3%	12.2%
Virginia (n=87)	12.5%	33.7%	39.8%	97.1%	16.3%	---	17.3%	8.7%
Washington (n=66)	14.8%	9.1%	5.7%	100.0%	29.5%	1.1%	44.3%	10.2%
Washington, DC (n=23)	---	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	---
West Virginia (n=62)	18.8%	46.4%	42.0%	98.6%	2.9%	---	4.3%	1.4%
Wisconsin (n=69)	20.3%	32.5%	22.0%	96.0%	13.0%	4.9%	21.1%	5.7%
Wyoming (n=32)	28.9%	35.6%	37.8%	100.0%	26.7%	2.2%	2.2%	2.2%
National (n=3321)	15.2%	33.2%	27.1%	98.4%	16.2%	6.8%	16.2%	8.9%

Key: -- = No data to report

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

Figure 27: Public Library Outlets Offering Economy and Workforce Development Programs to Patrons, by State

State	Outlets Offering Education and Learning Programs
Alabama (n=78)	93.8%
Alaska (n=51)	84.8%
Arizona (n=52)	97.2%
Arkansas (n=32)	93.4%
California (n=162)	91.0%
Colorado (n=74)	93.4%
Connecticut (n=61)	91.0%
Delaware (n=12)	93.8%
Florida (n=95)	97.2%
Hawaii (n=50)	12.0%
Idaho (n=44)	96.4%
Illinois (n=159)	94.2%
Indiana (n=75)	93.6%
Iowa (n=64)	90.8%
Kansas (n=100)	98.1%
Kentucky (n=41)	84.8%
Louisiana (n=91)	100.0%
Maryland (n=58)	98.3%
Massachusetts (n=76)	87.8%
Michigan (n=125)	96.8%
Minnesota (n=48)	95.5%
Mississippi (n=89)	100.0%

Missouri (n=54)	100.0%
Nebraska (n=81)	100.0%
Nevada (n=19)	100.0%
New Hampshire (n=64)	93.3%
New Jersey (n=52)	92.4%
New Mexico (n=31)	86.8%
New York (n=235)	93.5%
North Carolina (n=110)	99.1%
Ohio (n=70)	95.7%
Oregon (n=49)	94.1%
Pennsylvania (n=150)	95.6%
Rhode Island (n=16)	100.0%
South Carolina (n=37)	100.0%
South Dakota (n=80)	100.0%
Texas (n=219)	99.1%
Utah (n=36)	100.0%
Vermont (n=58)	87.8%
Virginia (n=87)	96.1%
Washington (n=66)	94.3%
Washington, DC (n=23)	100.0%
West Virginia (n=62)	100.0%
Wisconsin (n=70)	97.6%
Wyoming (n=32)	91.1%
National (n=3,338)	94.2%
Key: *: insufficient data to report <i>Table only displays percentages for affirmative responses.</i>	

Figure 28: Economy and Workforce Development Programs offered to Patrons, by State

State	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
Alabama (n=73)	67.8%	79.1%	32.2%	51.1%	40.0%	47.8%	8.9%	12.1%
Alaska (n=42)	65.7%	70.1%	41.8%	59.7%	35.8%	52.2%	11.9%	13.4%
Arizona (n=50)	92.8%	87.1%	65.7%	80.0%	15.7%	17.1%	4.3%	2.9%
Arkansas (n=30)	65.9%	72.9%	15.3%	58.8%	62.4%	67.1%	14.0%	11.6%
California (n=148)	75.4%	82.8%	27.7%	61.1%	33.5%	44.3%	4.9%	6.4%
Colorado (n=69)	74.6%	80.3%	25.7%	66.2%	39.4%	46.5%	7.0%	5.6%
Connecticut (n=56)	68.8%	75.3%	22.2%	58.0%	53.1%	60.5%	19.8%	6.2%
Delaware (n=11)	92.9%	92.9%	53.3%	92.9%	7.1%	35.7%	7.1%	---
Florida (n=92)	74.6%	89.9%	36.2%	69.6%	53.6%	63.8%	6.5%	8.0%
Hawaii (n=6)	83.3%	83.3%	50.0%	66.7%	16.7%	50.0%	16.7%	---
Idaho (n=42)	74.4%	77.8%	46.3%	61.7%	35.4%	44.4%	12.3%	11.1%
Illinois (n=148)	70.6%	76.4%	20.4%	55.5%	40.8%	55.7%	5.2%	9.0%
Indiana (n=70)	72.9%	77.8%	34.7%	55.6%	36.8%	44.9%	7.7%	8.5%

Iowa (n=57)	74.7%	75.8%	25.0%	55.6%	46.5%	55.6%	6.1%	9.1%
Kansas (n=98)	67.0%	74.8%	29.1%	57.3%	47.1%	57.3%	9.8%	10.7%
Kentucky (n=34)	71.4%	87.5%	38.6%	58.9%	32.1%	37.5%	1.8%	7.0%
Louisiana (n=91)	73.5%	80.2%	35.9%	62.7%	41.6%	53.5%	5.0%	8.8%
Maryland (n=57)	63.8%	75.9%	17.2%	55.2%	56.9%	65.5%	8.6%	12.1%
Massachusetts (n=69)	68.7%	73.0%	29.6%	57.4%	38.3%	51.3%	8.7%	8.7%
Michigan (n=121)	72.2%	69.7%	33.8%	61.8%	35.8%	44.1%	6.0%	6.6%
Minnesota (n=46)	65.7%	72.9%	8.4%	54.2%	48.6%	60.7%	5.6%	11.2%
Mississippi (n=89)	67.3%	74.5%	27.6%	54.5%	43.4%	51.5%	9.2%	9.1%
Missouri (n=54)	61.4%	65.5%	26.5%	54.0%	38.6%	55.8%	8.8%	10.5%
Nebraska (n=81)	78.0%	78.0%	36.6%	55.0%	35.0%	47.0%	6.0%	8.0%
Nevada (n=19)	60.7%	75.0%	7.1%	60.7%	50.0%	60.7%	3.6%	17.9%
New Hampshire (n=60)	75.3%	76.3%	35.1%	54.1%	39.8%	52.6%	10.3%	12.4%
New Jersey (n=49)	83.3%	88.2%	36.5%	63.1%	39.3%	57.6%	5.9%	3.6%
New Mexico (n=27)	54.5%	69.7%	36.4%	48.5%	21.9%	40.6%	6.3%	12.1%
New York (n=219)	73.8%	81.5%	30.2%	57.4%	33.2%	44.7%	5.3%	4.5%
North Carolina (n=109)	71.6%	75.9%	27.6%	55.2%	35.3%	45.3%	7.8%	8.6%

Ohio (n=67)	52.8%	61.0%	21.3%	42.4%	38.2%	48.0%	9.6%	29.9%
Oregon (n=46)	71.9%	75.0%	34.9%	62.5%	25.0%	51.6%	6.3%	10.9%
Pennsylvania (n=143)	73.5%	75.7%	37.5%	59.6%	38.4%	51.7%	7.2%	6.6%
Rhode Island (n=16)	78.6%	85.7%	27.6%	69.0%	57.1%	60.7%	7.1%	3.6%
South Carolina (n=37)	70.9%	85.5%	49.1%	43.6%	20.0%	25.5%	---	5.5%
South Dakota (n=80)	77.1%	79.4%	35.4%	67.7%	38.1%	51.5%	12.4%	7.2%
Texas (n=217)	73.2%	78.0%	28.5%	57.5%	36.4%	49.6%	8.3%	7.0%
Utah (n=36)	75.0%	77.8%	38.9%	69.4%	38.9%	50.0%	8.3%	8.3%
Vermont (n=51)	72.1%	75.9%	37.2%	61.6%	43.0%	58.1%	8.0%	9.3%
Virginia (n=83)	77.8%	81.8%	36.4%	58.0%	30.3%	51.5%	12.1%	7.1%
Washington (n=63)	74.7%	80.7%	30.1%	68.7%	26.5%	36.9%	6.0%	7.2%
Washington, DC (n=23)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	---
West Virginia (n=62)	68.1%	75.4%	31.9%	58.0%	31.9%	44.9%	8.8%	10.1%
Wisconsin (n=68)	70.8%	80.2%	25.6%	51.7%	41.3%	49.2%	8.3%	7.4%
Wyoming (n=29)	73.8%	78.0%	35.7%	61.0%	41.5%	53.7%	7.3%	11.9%
National (n=3,138)	71.6%	77.4%	31.1%	58.5%	39.0%	50.4%	8.2%	9.1%

Key: -- = No data to report

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

Figure 29: Public Library Outlets Offering Community, Civic Engagement, and E-Government Programs to Patrons, by State

State	Outlets Offering Education and Learning Programs
Alabama (n=78)	81.3%
Alaska (n=51)	86.1%
Arizona (n=52)	91.8%
Arkansas (n=32)	79.1%
California (n=162)	75.3%
Colorado (n=74)	71.1%
Connecticut (n=61)	65.2%
Delaware (n=12)	93.8%
Florida (n=95)	77.3%
Hawaii (n=50)	46.0%
Idaho (n=44)	52.4%
Illinois (n=159)	67.4%
Indiana (n=75)	68.8%
Iowa (n=64)	63.3%
Kansas (n=100)	74.0%
Kentucky (n=41)	90.8%
Louisiana (n=91)	93.1%
Maryland (n=58)	98.3%
Massachusetts (n=76)	72.5%
Michigan (n=125)	75.2%
Minnesota (n=48)	61.6%
Mississippi (n=89)	86.7%

Missouri (n=54)	84.1%
Nebraska (n=81)	63.0%
Nevada (n=19)	75.0%
New Hampshire (n=64)	62.1%
New Jersey (n=52)	79.6%
New Mexico (n=31)	64.9%
New York (n=235)	78.5%
North Carolina (n=110)	76.9%
Ohio (n=70)	60.0%
Oregon (n=49)	58.0%
Pennsylvania (n=150)	74.8%
Rhode Island (n=16)	72.4%
South Carolina (n=37)	67.3%
South Dakota (n=80)	61.9%
Texas (n=219)	70.0%
Utah (n=36)	72.2%
Vermont (n=58)	48.0%
Virginia (n=87)	83.5%
Washington (n=66)	84.3%
Washington, DC (n=23)	100.0%
West Virginia (n=62)	63.8%
Wisconsin (n=70)	76.6%
Wyoming (n=32)	43.5%
National (n=3,338)	72.7%
Key: *: insufficient data to report <i>Table only displays percentages for affirmative responses.</i>	

Figure 30: Community, Civic Engagement, and E-Government Programs offered to Patrons, by State

State	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
Alabama (n=64)	43.0%	34.2%	12.8%	1.3%	7.7%	64.1%	100.0%	56.4%	1.3%
Alaska (n=43)	48.5%	44.1%	22.1%	2.9%	2.9%	70.6%	79.4%	50.0%	---
Arizona (n=48)	59.7%	26.9%	3.0%	---	3.0%	47.8%	89.4%	40.3%	1.5%
Arkansas (n=25)	16.4%	22.2%	13.9%	---	4.2%	61.1%	100.0%	50.0%	13.9%
California (n=123)	51.5%	53.9%	23.4%	1.2%	2.4%	63.7%	94.6%	52.4%	3.0%
Colorado (n=52)	38.9%	48.1%	25.9%	1.9%	9.3%	61.1%	98.1%	41.5%	3.8%
Connecticut (n=41)	49.1%	44.8%	19.0%	1.8%	5.2%	63.2%	98.2%	62.1%	---
Delaware (n=11)	64.3%	53.3%	46.7%	---	20.0%	64.3%	100.0%	46.7%	---
Florida (n=74)	60.6%	67.9%	8.3%	---	2.8%	66.1%	94.5%	28.4%	*
Hawaii (n=23)	47.8%	13.0%	4.3%	---	13.0%	47.8%	43.5%	47.8%	---
Idaho (n=25)	27.3%	35.6%	13.6%	---	---	75.6%	100.0%	68.2%	---
Illinois (n=104)	34.4%	52.6%	19.2%	*	6.0%	79.5%	96.1%	44.4%	*
Indiana (n=53)	29.1%	45.3%	17.4%	1.2%	8.1%	83.7%	100.0%	70.9%	2.3%

Iowa (n=40)	27.1%	31.9%	13.0%	1.4%	4.3%	68.1%	100.0%	57.1%	---
Kansas (n=74)	34.6%	40.3%	16.7%	---	3.9%	79.5%	98.7%	62.3%	---
Kentucky (n=36)	66.1%	79.7%	50.8%	---	15.3%	61.0%	100.0%	64.4%	---
Louisiana (n=85)	36.8%	71.6%	27.4%	2.1%	25.5%	82.1%	98.9%	92.6%	---
Maryland (n=57)	55.2%	79.3%	55.2%	8.6%	19.0%	50.9%	96.6%	32.8%	15.5%
Massachusetts (n=58)	81.1%	86.3%	32.6%	10.5%	18.9%	44.8%	97.9%	43.2%	---
Michigan (n=97)	50.0%	56.4%	19.3%	1.7%	5.9%	64.1%	96.6%	41.9%	3.4%
Minnesota (n=31)	44.1%	72.5%	20.3%	---	---	23.2%	97.1%	13.0%	---
Mississippi (n=77)	30.6%	62.4%	20.9%	5.9%	8.1%	63.5%	100.0%	54.7%	---
Missouri (n=46)	44.2%	53.1%	34.7%	6.3%	7.4%	80.0%	100.0%	78.9%	2.1%
Nebraska (n=51)	17.5%	15.9%	4.8%	---	1.6%	85.7%	98.4%	66.1%	---
Nevada (n=15)	57.1%	61.9%	35.0%	---	10.0%	85.7%	100.0%	61.9%	---
New Hampshire (n=40)	40.6%	35.9%	13.8%	---	3.1%	69.2%	96.9%	58.5%	3.1%
New Jersey (n=42)	51.4%	77.0%	31.5%	---	5.4%	58.1%	100.0%	41.9%	5.4%
New Mexico (n=20)	36.0%	36.0%	4.2%	---	4.2%	56.0%	95.8%	56.0%	---
New York (n=186)	53.2%	60.0%	24.9%	2.9%	9.8%	65.9%	95.6%	44.9%	4.4%
North Carolina (n=84)	23.3%	47.8%	17.8%	2.2%	5.5%	71.1%	98.9%	55.6%	---

Ohio (n=45)	48.2%	60.7%	33.3%	1.8%	1.8%	38.7%	100.0%	19.8%	---
Oregon (n=28)	46.2%	46.2%	17.5%	---	7.5%	79.5%	100.0%	57.5%	---
Pennsylvania (n=112)	59.7%	73.9%	16.8%	1.7%	9.2%	57.1%	99.2%	31.9%	---
Rhode Island (n=11)	60.0%	80.0%	4.8%	---	20.0%	57.1%	100.0%	28.6%	5.0%
South Carolina (n=26)	29.7%	56.8%	13.5%	---	2.7%	50.0%	100.0%	32.4%	8.1%
South Dakota (n=51)	30.5%	22.0%	8.3%	1.7%	5.1%	78.0%	100.0%	73.3%	---
Texas (n=154)	35.6%	49.4%	9.9%	*	10.6%	59.6%	98.8%	46.6%	6.2%
Utah (n=26)	53.8%	42.3%	15.4%	---	11.5%	69.2%	100.0%	34.6%	7.7%
Vermont (n=28)	63.8%	57.4%	31.9%	---	12.8%	53.2%	100.0%	27.7%	---
Virginia (n=73)	41.4%	52.9%	19.5%	---	9.3%	58.6%	100.0%	34.5%	13.8%
Washington (n=57)	26.7%	62.7%	14.9%	1.3%	2.7%	42.7%	98.7%	25.3%	---
Washington, DC (n=23)	100.0%	100.0%	100.0%	---	100.0%	100.0%	100.0%	100.0%	---
West Virginia (n=40)	34.1%	18.2%	13.6%	2.3%	6.8%	75.0%	100.0%	75.0%	---
Wisconsin (n=54)	38.3%	48.9%	24.2%	---	1.1%	26.3%	100.0%	24.2%	2.1%
Wyoming (n=15)	30.0%	100.0%	70.0%	---	---	78.9%	100.0%	65.0%	---
National (n=2,468)	44.1%	53.6%	21.4%	1.7%	7.9%	63.1%	97.4%	48.5%	2.5%

Key: -- = No data to report

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

Figure 31: Public Library Outlets Offering Health and Wellness Programs to Patrons, by State

State	Outlets Offering Education and Learning Programs
Alabama (n=78)	49.0%
Alaska (n=51)	38.0%
Arizona (n=52)	69.9%
Arkansas (n=32)	51.6%
California (n=162)	54.9%
Colorado (n=74)	57.9%
Connecticut (n=61)	75.0%
Delaware (n=12)	93.8%
Florida (n=95)	77.5%
Hawaii (n=50)	32.0%
Idaho (n=44)	38.8%
Illinois (n=159)	54.9%
Indiana (n=75)	62.7%
Iowa (n=64)	37.6%
Kansas (n=100)	48.1%
Kentucky (n=41)	66.7%
Louisiana (n=91)	54.9%
Maryland (n=58)	84.7%
Massachusetts (n=76)	64.9%
Michigan (n=125)	58.3%
Minnesota (n=48)	27.7%
Mississippi (n=89)	58.6%
Missouri (n=54)	54.9%

Nebraska (n=81)	47.0%
Nevada (n=19)	71.4%
New Hampshire (n=64)	39.4%
New Jersey (n=52)	70.7%
New Mexico (n=31)	35.1%
New York (n=235)	62.8%
North Carolina (n=110)	65.0%
Ohio (n=70)	56.2%
Oregon (n=49)	36.2%
Pennsylvania (n=150)	75.5%
Rhode Island (n=16)	78.6%
South Carolina (n=37)	33.9%
South Dakota (n=80)	31.6%
Texas (n=219)	55.2%
Utah (n=36)	63.9%
Vermont (n=58)	49.0%
Virginia (n=87)	58.7%
Washington (n=66)	47.2%
Washington, DC (n=23)	100.0%
West Virginia (n=62)	58.0%
Wisconsin (n=70)	42.7%
Wyoming (n=32)	44.4%
National (n=3,338)	55.5%
Key: *: insufficient data to report <i>Table only displays percentages for affirmative responses.</i>	

Figure 32: Health and Wellness Programs offered to Patrons, by State

State	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
Alabama (n=40)	44.7%	53.2%	31.9%	14.6%	36.2%	54.2%	8.5%	34.0%	4.3%
Alaska (n=18)	53.3%	60.0%	38.7%	38.7%	61.3%	20.0%	13.3%	43.3%	13.3%
Arizona (n=35)	29.4%	66.0%	25.5%	13.7%	38.0%	64.0%	5.9%	17.6%	---
Arkansas (n=18)	6.4%	68.1%	73.9%	2.1%	27.7%	14.9%	---	14.9%	---
California (n=90)	30.1%	36.6%	30.9%	15.4%	72.1%	18.7%	5.7%	13.8%	9.8%
Colorado (n=43)	43.2%	25.0%	61.4%	20.5%	63.6%	23.3%	9.1%	22.7%	2.3%
Connecticut (n=43)	47.0%	60.6%	39.4%	17.9%	71.2%	50.0%	27.3%	24.2%	1.5%
Delaware (n=11)	35.7%	46.7%	46.7%	26.7%	92.9%	46.7%	7.1%	7.1%	---
Florida (n=73)	31.8%	30.9%	26.4%	10.0%	36.4%	44.5%	5.5%	16.4%	---
Hawaii (n=16)	12.5%	68.8%	18.8%	12.5%	37.5%	31.3%	6.3%	---	6.3%
Idaho (n=16)	18.2%	45.5%	36.4%	9.1%	27.3%	9.1%	5.9%	24.2%	---
Illinois (n=95)	26.0%	40.2%	53.7%	17.9%	52.8%	37.4%	12.2%	30.1%	*
Indiana (n=49)	10.1%	30.8%	29.1%	10.3%	50.0%	32.1%	9.0%	32.1%	---
Iowa (n=27)	12.2%	24.4%	26.8%	2.4%	43.9%	19.5%	4.9%	29.3%	2.4%

Kansas (n=48)	28.0%	35.3%	33.3%	10.0%	44.0%	31.4%	4.0%	27.5%	2.0%
Kentucky (n=29)	27.3%	31.8%	45.5%	6.8%	68.2%	28.9%	13.3%	25.0%	2.3%
Louisiana (n=49)	41.8%	54.5%	32.7%	27.3%	54.5%	40.0%	23.6%	41.8%	---
Maryland (n=49)	22.0%	42.9%	55.1%	10.0%	40.8%	14.0%	16.0%	4.0%	---
Massachusetts (n=49)	12.9%	45.9%	12.9%	8.1%	55.8%	23.5%	8.1%	18.8%	3.5%
Michigan (n=74)	15.4%	39.6%	27.2%	7.6%	59.8%	27.2%	3.3%	12.0%	---
Minnesota (n=19)	33.3%	40.0%	12.9%	9.7%	16.1%	45.2%	12.9%	12.9%	---
Mississippi (n=52)	22.4%	32.8%	22.8%	5.2%	20.7%	36.2%	3.5%	31.0%	3.4%
Missouri (n=31)	37.1%	38.7%	25.8%	3.2%	30.6%	53.2%	14.5%	22.6%	---
Nebraska (n=38)	31.9%	52.1%	19.1%	12.8%	38.3%	31.9%	4.3%	17.0%	2.1%
Nevada (n=14)	36.8%	20.0%	42.1%	30.0%	40.0%	25.0%	---	20.0%	25.0%
New Hampshire (n=25)	36.6%	36.6%	48.8%	17.1%	71.4%	7.1%	---	11.9%	4.8%
New Jersey (n=37)	41.5%	81.5%	53.8%	33.8%	78.5%	63.1%	36.9%	58.5%	3.1%
New Mexico (n=11)	53.8%	38.5%	38.5%	7.7%	46.2%	38.5%	---	28.6%	---
New York (n=150)	43.6%	49.4%	42.3%	18.9%	72.6%	44.8%	22.7%	33.7%	4.9%
North Carolina (n=71)	34.2%	29.3%	46.1%	11.8%	46.1%	26.3%	5.3%	19.7%	2.6%
Ohio (n=43)	12.5%	36.5%	23.3%	1.9%	86.4%	14.6%	7.7%	21.2%	3.8%

Oregon (n=17)	20.0%	24.0%	36.0%	8.0%	48.0%	12.5%	8.0%	12.0%	12.0%
Pennsylvania (n=112)	40.0%	40.0%	37.5%	25.8%	66.7%	37.5%	31.7%	31.1%	3.4%
Rhode Island (n=12)	19.0%	71.4%	45.5%	9.1%	76.2%	19.0%	4.8%	36.4%	---
South Carolina (n=15)	11.1%	47.4%	5.3%	5.6%	63.2%	33.3%	5.3%	15.8%	5.3%
South Dakota (n=25)	63.3%	33.3%	25.8%	6.7%	45.2%	45.2%	6.7%	25.8%	---
Texas (n=121)	27.8%	50.4%	36.2%	13.4%	51.6%	33.9%	9.5%	25.2%	2.4%
Utah (n=23)	21.7%	39.1%	30.4%	---	21.7%	26.1%	8.7%	26.1%	---
Vermont (n=29)	47.9%	35.4%	47.9%	14.6%	58.3%	27.1%	6.3%	12.8%	10.4%
Virginia (n=52)	33.3%	31.1%	26.2%	9.8%	39.3%	32.8%	10.0%	11.5%	---
Washington (n=33)	21.4%	9.5%	73.8%	2.4%	46.5%	7.1%	7.1%	7.1%	---
Washington, DC (n=23)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	---	100.0%	---
West Virginia (n=37)	26.8%	32.5%	35.0%	19.5%	56.1%	51.2%	12.5%	27.5%	---
Wisconsin (n=33)	13.2%	28.3%	39.6%	3.8%	66.0%	15.1%	5.7%	5.7%	5.7%
Wyoming (n=14)	68.4%	85.0%	65.0%	---	65.0%	15.0%	10.0%	15.0%	---
National (n=1909)	30.5%	42.7%	37.1%	14.0%	54.8%	33.2%	11.2%	23.9%	2.9%

Key: -- = No data to report

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

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:

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

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

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

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

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

Figure B-3

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

	wait	48	0.661565	0.082661	48	0.661565	0.082661	
HI	ttypecompind	30	0.253503	0.108738	30	0.253503	0.108738	1
	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	
MN	wait	35	0.308738	0.099291	35	0.25483	0.0884	1.325952

	ttypecompind	48	0.276861	0.078397	48	0.238333	0.072668	
	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	
	wait	10	0.476758	0.202223	10	0.476758	0.202223	
OK	ttypecompind	10	0.224523	0.130907	10	0.224523	0.130907	1
	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	
	wait	78	0.331293	0.068393	78	0.330913	0.067198	
WV	ttypecompind	87	0.170328	0.045907	87	0.165625	0.044882	1.009722
	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>

ALA American Library Association

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:

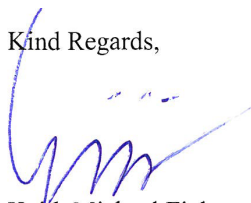
- Public access technology infrastructure resources and capacity (e.g., public access workstations; broadband connectivity).
- Digital content, services, and accessibility.
- Digital literacy (including languages in which instruction is offered).
- Domain-specific services and programs (civic engagement,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



Section A: Public Access Technology and Infrastructure

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

<input type="radio"/>	Yes (please go to question 2)
<input type="radio"/>	No, temporarily closed to the public
<input type="radio"/>	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 <i>(please determine age as of September 1, 2013)</i>	
_____	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)

<input type="radio"/>	Yes
<input type="radio"/>	No
<input type="radio"/>	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)

<input type="radio"/>	Yes
<input type="radio"/>	No
<input type="radio"/>	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) <input type="radio"/> Kilobits per second (kbps) <input type="radio"/> Megabits per second (mbps) <input type="radio"/> Gigabits per second (gbps)
Information not provided by carrier	<input type="radio"/>
Don't know	<input type="radio"/>

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) <input type="radio"/> Kilobits per second (kbps) <input type="radio"/> Megabits per second (mbps) <input type="radio"/> Gigabits per second (gbps)
Information not provided by carrier	<input type="radio"/>
Don't know	<input type="radio"/>

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

<input type="radio"/>	Yes
<input type="radio"/>	No
<input type="radio"/>	Don't know

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

<input type="radio"/>	Yes (please go to question 9)
<input type="radio"/>	No (please go to question 10)
<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library cannot afford the cost of increasing the branch's bandwidth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
City/county/other entities make decisions regarding the branch's bandwidth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library does not have the technical knowledge to increase the bandwidth in the branch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large-format printer(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3D printer(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wireless printing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scanner(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptop(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tablet computer(s) (e.g., iPads, Chromebooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-reader(s) (e.g., Kindle, Nook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross platform e-book access platforms (e.g., 3M Cloud Library, OverDrive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational gaming console(s) (e.g., Xbox, PlayStation, DS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smart technology object(s) (e.g., LittleBits, Arduino)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital display(s) (e.g., Christie MicroTiles, digital signage, touch screen displays)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development technology/ies (e.g., sandbox machines, maker/creator spaces)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audio/visual editing common(s) (e.g., media production center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other technology this library branch offers that is not listed above (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Licensed databases (Note: Please include e-reference resources such as GVRL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online homework assistance (e.g., tutor.com)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online job/employment resources (e.g., Brainfuse, JobNow)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online language learning (e.g., Mango Languages, powerSpeak)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digitized special collection(s) (e.g., postcards, local historical documents)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free video conferencing service(s) (e.g., Skype, Google Hangout)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subscribed video conferencing service(s) (e.g., WebEx, GoToMeeting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print on Demand (POD) (e.g., Espresso Book Machine, Xerox DocuTech)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobile device-enabled website (e.g., designed for use by smartphones, tablets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobile apps (e.g., iPhone, iPad, Android) to access library services and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scanned codes (e.g., QR codes or Microsoft Tag codes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative and group work software (e.g., TeamSpot, SharePoint)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work space(s) for mobile workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library's laptops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library's mobile devices (e.g., e-book readers, tablets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library's printers/scanners/copy machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library's website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The licensed resources used by the library (e.g., Gale Cengage, EBSCO, online services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

<input type="radio"/>	Yes
<input type="radio"/>	No
<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of public engagement space (e.g., for maker spaces, networking events)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of group work spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of electrical outlets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of cabling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)

<input type="radio"/>	Yes (please go to question 16)
<input type="radio"/>	No (please go to question 18)
<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library added public access computers/laptops/tablets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library replaced public access computers/laptops/tablets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library added public access computer lab space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library added public engagement space (e.g., for maker spaces, networking events)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library set up a mobile computer lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library added videoconferencing capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library was able to train more patrons in digital literacy skills (e.g., computer use, digital content creation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library was able to train more patrons in other topics (e.g., job training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library added videoconferencing capacity to connect patrons remotely (e.g., for training, online classes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library was able to create new community partnership opportunities (e.g., for health, job creation/training, immigration programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library was able to offer more community engagement/networking events (e.g., maker spaces, forums)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)

<input type="radio"/>	Yes (please go to question 19)
<input type="radio"/>	No (please go to question 25)
<input type="radio"/>	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	
<input type="radio"/>	Yes (please go to question 20)
<input type="radio"/>	No (please go to question 21)
<input type="radio"/>	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)

<input type="radio"/>	Chinese	<input type="radio"/>	Spanish
<input type="radio"/>	French	<input type="radio"/>	Tagalog
<input type="radio"/>	German	<input type="radio"/>	Vietnamese
<input type="radio"/>	Korean	<input type="radio"/>	Other (please specify):
<input type="radio"/>	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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General computer software use (e.g., word processing, presentation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing and using online services and databases (e.g., using resources to search and find content)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe online practices (e.g., privacy, Internet safety)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media (e.g., blogging, Twitter, Facebook, YouTube)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistive Technology use (e.g., JAWS, Fire Vox, Click-n-Type)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web site development (e.g., HTML, Drupal, Joomla)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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)	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	
General computer software use (e.g., word processing, presentation)	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	
General Internet use (e.g., set up e-mail, Web browsing, Web searching)	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	
Accessing and using online services and databases (e.g., using resources to search and find content)	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	

<p>Safe online practices (e.g., privacy, Internet safety)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Social media (e.g., blogging, Twitter, Facebook, YouTube)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Digital photography, software, hardware, and online applications (e.g., Photoshop, Flickr, Picasa)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>General familiarity with new technologies (e.g., digital petting zoo, using e-readers, tablet devices)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	

<p>Assistive Technology Use (e.g., JAWS, Fire Vox, Click-n-Type)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Using video conferencing technologies (e.g., Adobe Connect, GoToMeeting, Skype, Google Hangout)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Web site development (e.g., HTML, Drupal, Joomla)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Digital content creation (e.g., Adobe Premiere Pro, GarageBand, mobile app development)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	

<p>Cloud computing applications (e.g., DropBox, Amazon Kindle Cloud Reader, Evernote)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Other (please specify):</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> 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.

<input type="radio"/>	Yes (please go to question 26)
<input type="radio"/>	No (please go to question 29)
<input type="radio"/>	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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic literacy skills (e.g., basic math, basic reading, basic writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GED or equivalent education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESL/ESOL/ELL (e.g., conversational groups, literacy tutoring, citizenship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology, Engineering, Math (STEM) Maker Spaces (e.g., robotics, LittleBits, Arduino)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic literacy skills (e.g., basic math, basic reading, basic writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GED or equivalent education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESL/ESOL/ELL (e.g., conversational groups, literacy tutoring, citizenship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Technology, Engineering, Math (STEM) Maker Spaces (e.g., robotics, LittleBits, Arduino)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	
Basic literacy skills (e.g., basic math, basic reading, basic writing)	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	

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

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

<input type="radio"/>	Yes (please go to question 30)
<input type="radio"/>	No (please go to question 33)
<input type="radio"/>	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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying for jobs (e.g., interviewing skills, resume development, completing online job applications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying for unemployment benefits online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing and using online business information resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing business plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entrepreneurship and small business development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-work spaces/incubators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying for jobs (e.g., interviewing skills, resume development, completing online job applications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying for unemployment benefits online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing and using online business information resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing business plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entrepreneurship and small business development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-work spaces/incubators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. [Branch out question; only applicable response options will show in the online version for the training topics marked “Partner Organization” in question 31] Please 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)	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	
Applying for jobs (e.g., interviewing skills, resume development, completing online job applications)	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	
Applying for unemployment benefits online	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	
Accessing and using online business information resources	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	

Developing business plans	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	
Entrepreneurship and small business development	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	
Co-work spaces/incubators	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	
Other (Please specify):	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> 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).

<input type="radio"/>	Yes (please go to question 34)
<input type="radio"/>	No (please go to question 37)
<input type="radio"/>	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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hosting social connection events (e.g., manga/anime, gaming, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hosting creation events (e.g., maker spaces)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hosting hackathons or other coding/app development events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating open data repositories for local government data (e.g., crime, education, transportation, or other local data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing and using government programs and services (e.g., Medicare, Social Security, InfoPass)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing online government forms (e.g., social services, immigration, tax)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing government information resources (e.g., USA.gov, FedSys, state government documents)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hosting social connection events (e.g., manga/anime, gaming, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hosting creation events (e.g., maker spaces)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hosting hackathons or other coding/app development events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating open data repositories for local government data (e.g., crime, education, transportation, or other local data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing and using government programs and services (e.g., Medicare, Social Security, InfoPass)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing online government forms (e.g., social services, immigration, tax)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing government information resources (e.g., USA.gov, FedSys, state government documents)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	
Hosting social connection events (e.g., manga/anime, gaming, etc.)	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	
Hosting creation events (e.g., maker spaces)	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	
Hosting hackathons or other coding/app development events	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	

<p>Creating open data repositories for local government data (e.g., crime, education, transportation, or other local data)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Accessing and using government programs and services (e.g., Medicare, Social Security, InfoPass)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Completing online government forms (e.g., social services, immigration, tax)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Accessing government information resources (e.g., USA.gov, FedSys, state government documents)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	

Other (Please specify):	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> 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);

<input type="radio"/>	Yes (please go to question 38)
<input type="radio"/>	No (please go to question 42)
<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and articulating health and wellness issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding and assessing health insurance information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding and assessing health care providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing healthy lifestyles (e.g., food, nutrition, exercise)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing a chronic health condition or a disease (e.g., diabetes, cancer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing a developmental disorder (e.g., autism, Asperger syndrome)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and articulating health and wellness issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding and assessing health insurance information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding and assessing health care providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing healthy lifestyles (e.g., food, nutrition, exercise)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing a chronic health condition or a disease (e.g., diabetes, cancer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing a developmental disorder (e.g., autism, Asperger syndrome)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other	

<p>Identifying and articulating health and wellness issues</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Finding and assessing health insurance information</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Finding and assessing health care providers</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Developing healthy lifestyles (e.g., food, nutrition, exercise)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	

<p>Managing a chronic health condition or a disease (e.g., diabetes, cancer)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Managing a developmental disorder (e.g., autism, Asperger syndrome)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Bringing in healthcare providers to offer limited healthcare screening services at the library (e.g., weighing, blood pressure tests)</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> Other 	
<p>Other (Please specify):</p>	<ul style="list-style-type: none"> <input type="radio"/> Government agency <input type="radio"/> Non-profit organization <input type="radio"/> Civic organization <input type="radio"/> Corporation <input type="radio"/> Community College <input type="radio"/> College/University <input type="radio"/> Schools (K-12) <input type="radio"/> Foundation/Library Friends <input type="radio"/> 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



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.