

IT Strategic Plan

for the Santa Cruz Public Libraries

July 2017-June 2021



Contents

| | |
|---|----|
| IT Strategic Plan: Vision..... | 2 |
| The IT Strategic Planning Process | 2 |
| IT Strategic Plan: Principles and Assumptions | 4 |
| <i>Partnership and Collaboration</i> | 4 |
| <i>Efficiency and Effectiveness</i> | 4 |
| IT Strategic Plan: Objectives and Activities | 5 |
| Increase Bandwidth..... | 5 |
| Expand Access to Technology Tools & Resources..... | 6 |
| Increase Digital Literacy | 7 |
| Improve the Digital User Experience..... | 8 |
| Capitalize on Innovations | 9 |
| Appendix A: Edge Assessment | 10 |
| Appendix B: Libraries of the Future Trends..... | 11 |
| Appendix C: Impact Survey..... | 12 |

IT Strategic Plan: Vision

“The Library will lead multiple efforts to improve the democratic, social and economic vitality of our community and to foster inclusive, sustainable and free access to technology.”

The implementation of the Information Technology Strategic Plan will prepare the Santa Cruz Public Libraries and its communities to achieve the maximum benefit from information technology innovations, increase technical capability, enhance digital resources and learning, and deliver efficiencies in support of administrative functions

It puts in place infrastructure to enable all community members to communicate effectively, share and procure information securely, and collaborate locally and globally. With a continuing focus on patron and staff training, the strategy aims to empower the Library to innovate, staff to use IT systems effectively, and patrons to improve their digital literacy for discovering, evaluating, and creating information using digital technologies.

The IT Strategic Planning Process

In October of 2016, Library IT completed the Edge Toolkit Assessment. The Edge is a groundbreaking, first-of-its-kind management and leadership tool, helping libraries create a path for the continuous growth and development of their public technology services. The Edge Toolkit provides libraries an overview of current public services and community engagement. From operations to partnerships and programming, the toolkit generates recommendations for implementing best practices to align with future growth and community priorities. It also provides useful resources to demonstrate the library’s community service to community leaders. Edge was created with the vision that all people should have opportunities to enrich and improve their lives through open access to information, communication, and technology services provided by public libraries. Edge results and analysis can be found in Appendix A.

Senior management identified the American Libraries Association’s Future of Libraries Trends as a way to pinpoint emerging trends relevant to libraries and the communities they serve. Created by the Center for the Future of Libraries, this list of trends is available to help libraries and librarians understand how trends are developing and why they matter. The 2016 Trends can be viewed in Appendix B.

Beginning in October and ending in November, we ran a successful online survey, which was accessed via public PC’s within the branches, as well as to all visitors of the SCPL website. There were 654 respondents. Known as the Impact Survey, it empowers us to ask our community directly about the technology services they use and need. Specifically, the Impact Survey asks patrons about how they use library technology services like public computers, wireless networks, online resources, and digital literacy training, and helps gather information about how to improve those services to enable better patron outcomes. Impact survey results analysis can be found at Appendix C.

Next, we enlisted the assistance of LOCO (the Learning Organization, Communications & Operations), whose charter is to support the mission of the Santa Cruz Public Library System using Learning Organization principles to foster a culture of trust and open dialog throughout SCPL. LOCO is comprised of one representative from each division and job function within the Library. We created an advisory commission with the LOCO members, and named it ITSPAC, the IT Strategic Planning Committee). ITSPAC met four times over a two-month period, and the relevant trends were researched, discussed and measured for their potential effectiveness within our Library system. ITSPAC also analyzed the Edge Assessment results as well as the Impact Survey results.

For each area within the plan there is a set of objectives. Given the pace of change in information technologies, it is not possible to predict everything we might need to achieve within a four-year period and hence the objectives are purposely set at a high level. The activities are given no order of prioritization, and the Library IT department will be utilizing scrums in an Agile environment to plan and complete work. With scrum, projects are completed in a series of fixed-length iterations called “sprints” that give Library IT a structure for completing projects at a steady pace. Milestones—i.e., the end of a sprint—come frequently, bringing with them a feeling of tangible progress with each cycle that focuses and energizes everyone. Short iterations also reinforce the importance of good planning and increased feedback from stakeholders.

We will monitor progress against our objectives using relevant performance indicators, benchmarks, and targets. This will ensure we maintain focus on the plan so that it continues to meet community needs, enables us to respond to the external environment, and is updated as appropriate.

IT Strategic Plan: Principles and Assumptions

Digital Inclusion is a guiding principle of the Santa Cruz Public Libraries and is represented within this IT Strategic Plan. The federated nature of the Library System offers advantages and strengths, and at the same time can introduce complexity and inefficiencies. In order to implement an IT Strategic Plan for the Libraries, a set of principles is required that can support the right balance across the organization and promote a common direction and alignment.

The following principles establish a shared approach to providing IT services to the community. Delivery of the Plan assumes:

Partnership and Collaboration

1. Library IT staff work in partnership with IT providers to ensure that IT delivery works as a strategic enabler for the community. This can only be achieved through a deep understanding of the ways in which the community might benefit from technology, and therefore it requires the continued feedback from patrons, staff, management and Library IT.
2. Library IT takes responsibility to deliver IT services to the Library System and community members, enabled by a shared end-to-end support process that begins with strategic objectives and ends with patron engagement.
3. Supporting the digital inclusion strategy of the Library System is a shared aspiration of all central services and this strategic plan is aligned with the larger strategy to improve the user experience of IT-related services through integrating IT in building plans, delivering digital access, content and training as well as providing effective shared support for staff and community members using Library technology.
4. The IT Strategic Plan aligns with and supports divisional as well as regional needs to allow adoption of digital technologies in teaching and outreach.
5. Partnership in IT goes beyond the boundaries of the Library and includes external vendors, the JPA, regional branches and local entities.

Efficiency and Effectiveness

6. Benefits and savings of centrally supported infrastructure and services are made transparent to encourage adoption and value for money across the Library System.
7. IT services are delivered in a way that maximizes value to the community, whether third-party or open-source solutions, taking into account total cost of ownership (development and service provision), fit within the current IT architecture, and benefits that can be realized.
8. IT services – whether created locally or centrally – that gain acceptance, have wide applicability and use, with clear benefits to staff and/or patrons, should be sustained.
9. Library information and patron data are treated as assets and governed appropriately; with the processes around them appropriately supported, including access, storage and curation. Data governance is not the function of any one group, but requires a joined-up approach throughout the Library System.

10. The Library has clarity on process ownership and, where possible, adopts agreed and shared processes that can be supported by IT systems. There is a premium on the cost of many IT systems due to the complexity of the community's needs, the number of branches.

IT Strategic Plan: Objectives and Activities

Increase Bandwidth

The public library service context is one in which multiple public access computers, staff computers, and patron devices (i.e., laptops and handheld mobile devices) connected via the library's broadband (both wired and wireless) are in continuous use as they access broadband-intensive services and resources, using the same connection, causing bottlenecks. This strain on our broadband connection will continue to increase as patron's come to rely on new interactive, multimedia, and high-resolution applications and programs.

To that end, we must increase our broadband pipe, and ensure that it is future-proof, as bandwidth demands will only continue to increase. CENIC provides economies of scale that decreases connection costs significantly, while increasing connection speeds ten-fold, and is fully scalable up to 100GB. CENIC is E-Rate compatible, further increasing savings. CENIC is a world-class network on the California Research and Education Network (CalREN), a high-capacity network that meets the needs of 20 million users including the California K-12 system, California Community Colleges, the California State University System, California Public Libraries, the University of California System, Stanford, Caltech and USC.

Objectives:

- Create a high-speed network infrastructure that will allow patrons to browse the Internet up to 10 times faster than current speeds and increase wireless reliability.
- Deploy the CENIC Network Operations Center (NOC) to monitor the network 24 hours a day, 7 days a week, 365 days a year.

Activities:

- 1.1. Create a redundant pipeline to the Internet.
- 1.2. Develop an infrastructure that supports the requirements of large-scale, secure data storage, preservation and discovery.
- 1.3. Provide appropriate infrastructure, tools and training to underpin the full cycle of Library data, including discovery, analysis, and curation.
- 1.4. Provide robust security to support system activities and network infrastructure.
- 1.5. Continue to collaborate with CENIC to further develop shared services, such as VOIP, and realize savings through economies of scale.
- 1.6. Replace Wireless Access Points (WAPs) with more reliable high-speed units.

Expand Access to Technology Tools & Resources

Digital Inclusion is defined as the “ability of individuals and groups to access and use information and communication technologies (ICTs). Digital inclusion encompasses not only access to the Internet but also the availability of hardware and software; relevant content and services; and training for the digital literacy skills required for effective use of information and communication technologies”¹.

Objectives:

- Provide free public access to technology (hardware, software and high-speed connectivity).
- Provide equitable access to Internet-connected devices and online content.
- Ensure that community members can take advantage of the educational, economic and social opportunities available through these technologies.

Activities:

- 1.7. Increase the number of public PC's available in all branches and deploy new computers.
- 1.8. Deploy laptop check-outs at all branches.
- 1.9. Create computing spaces that are flexible, with adequate power outlets and charging options for patrons, with furniture that affords patrons the space and comfortable seating they require to work comfortably with technology.
- 1.10. Institute wireless printing from any patron device.
- 1.11. Increase digital literacy classes and on-demand technology support for patrons of all ages and abilities.
- 1.12. Provide digital literacy services around key community need areas such as education, employment, workforce development and civic engagement.

¹ Building Digital Communities: A Framework for Action,
from https://www.ims.gov/assets/1/AssetManager/BuildingDigitalCommunities_Framework.pdf

Increase Digital Literacy

In general, digital literacy means the ability to locate, evaluate, and use digital information. The digitally literate can efficiently find the information they seek, evaluate that information, and use that information effectively. The ability to recognize what information is needed and when to use it are additional components of digital literacy.² Digital literacy also includes the ability to effectively use a range of technologies (e.g., computers, mobile devices) and Internet-enabled services (e.g., Blogs, Twitter, Facebook, YouTube). These different components of digital literacy are of equal significance. Without access, people cannot develop digital literacy; without digital literacy, they cannot gain maximum benefit from online resources.

Objectives:

- Provide free digital literacy support and training to the community

Activities:

- 1.13. Build a digitally literate staff, which in turn, builds a digitally literate community.
- 1.14. Hold regular “drop-in” tech help hours at every branch.
- 1.15. Hold regularly scheduled classes for patrons at each branch.
- 1.16. Partner with Senior centers and retirement homes to teach digital literacy.
- 1.17. Supply digital media lab technology that supports production and creation.
- 1.18. Develop Library-based digital literacy course content with self-guided tutorials accessible from anywhere, on any device.
- 1.19. Partner with schools to offer Cybersecurity and Digital Life classes for K-12.

² American Library Association. *Presidential Committee on Information Literacy. Final Report*. (Chicago: American Library Association, 1989).

Improve the Digital User Experience

*“The user experience is the measure of your end-user’s interaction with your library: its brand, its product and its services”.*³ User Experience (UX) is an increasingly important area of focus across libraries, with rising consumer demand for usable, useful, and desirable technologies. With digital and virtual library services becoming commonplace, libraries are not immune to these developments and are challenged to not just provide services to their users but to do so in a way that is both engaging and satisfying.

Objectives:

- Improve and enhance the user experience in the following tech-related areas:
 - Spaces
 - Website
 - Catalog Discovery Layer

Activities:

- 1.20. Incorporate linked data into the catalog.
- 1.21. Adopt the BibFrame data model.
- 1.22. Create “technology rich” spaces at every branch.
- 1.23. Add charging stations at every branch.
- 1.24. On demand - on time laptop and PC resources at every branch.
- 1.25. Plan for incorporating a discovery layer within the catalog.
- 1.26. Continue expansion of the Django framework onto the SCPL website.

³ Michael Schofield and Amanda L. Goodman, [“Using User Experience \(UX\) Design to Improve Library Services from the Web to the Circulation Desk,”](#) online course (ALA Editions, 2015) accessed May 15, 2015.

Capitalize on Innovations

In the last 15 years, Libraries have undergone significant changes due to technological advances, and the ways in which patrons use Library services has changed with this progress. However, public libraries function in an environment where budget uncertainties and realignment of core services are a reality. Therefore, a balance between continuing to provide essential services and the need to continually update technology in order to meet the escalating digital information needs of our users is necessary. Library information technology must pursue strategic and innovative ways to deliver the technology required by users with fiscal agility and careful stewardship of funds. To that end, innovations that are both responsive and carefully devised are required to maintain expansion in our market.

Objectives:

- Increase curation infrastructure
- Facilitate makers' spaces
- Empower Digital Natives
- Support Connected Learning
- Increase broadband access to underserved communities
- Partner with technology innovators

Activities:

- 1.27. Increase the capabilities of our Storage Attached Network to support increased digital curation.
- 1.28. Grow the in-house Minecraft server and install on all youth computers in the system.
- 1.29. Expand the 3D printing program with more offerings at each branch.
- 1.30. Create makers' spaces that blend new technology with more traditional maker tools.
- 1.31. Implement TV Whitespaces (TVWS) broadband in underserved areas.
- 1.32. Partner with the San Jose State University School of Information (iJSU) and the Institute of Museum and Library Services (IMLS) and local/regional authorities to design and deploy TVWS emergency communications channels.

² Michael Schofield and Amanda L. Goodman, "[Using User Experience \(UX\) Design to Improve Library Services from the Web to the Circulation Desk](#)," online course (ALA Editions, 2015) accessed May 15, 2015.

Appendix A: Edge Assessment



Edge Assessment Report for

Santa Cruz Public Libraries

Your assessment has been completed! Congratulations on taking this exciting step toward strengthening your library's public access technology and contributing to your community's goals!

The results you find in this report, coupled with the Edge tools and training, will help you strengthen your library as well as shape your story and share the value your library offers to the community.

About this report: The following pages showcase your library's responses and results to the Edge assessment. As you review the results, remember that Edge is designed to help you set a path for continuous improvement. No matter what opportunities or challenges your library faces, Edge is a tool to use for making strategic, informed decisions about your resources and planning.

Understanding results: Results for your library are presented by three areas, and eleven benchmarks. Your results report outlines how many points your library achieved in each area based on your responses, along with a total number of points possible.

Understanding the overall score: The Edge benchmarks represent a comprehensive set of best practices from leading libraries around the country, of all sizes, related to public access technology. They are aspirational in nature, and are designed to encourage libraries to reach new levels of service. These assessment results are provided so that you can set priorities for your library that will improve the technology services you provide to your patrons. Priorities are individual to each library, and so while the maximum number of points available on the assessment is 1,000 no library is expected to achieve this score. We expect to see a wide range of scores. Whether your library scored 250 or 650, use these results to identify improvement opportunities for your library that are anchored in your library's and your community's strategic goals, a framework which may not require achievement in every benchmark.

Results for Santa Cruz Public Libraries

| Strategic Area | Benchmark | May 2014 | Current Sep 2016 |
|---------------------------|--------------------------------|----------------|------------------|
| Community Value | 1. Digital literacy | 60/75 | 5/75 |
| | 2. Digital tools and resources | 85/105 | 85/105 |
| | 3. Meeting key community needs | 95/130 | 105/130 |
| | Total | 240/310 | 195/310 |
| Engaging the Community | 4. Strategy and evaluation | 90/155 | 80/155 |
| | 5. Strategic partnerships | 60/75 | 65/75 |
| | 6. Sharing best practices | 55/65 | 30/65 |
| | Total | 205/295 | 175/295 |
| Organizational Management | 7. Planning and policies | 0/50 | 50/50 |
| | 8. Staff expertise | 35/80 | 60/80 |
| | 9. Devices and bandwidth | 65/135 | 75/135 |
| | 10. Technology management | 65/90 | 80/90 |
| | 11. Technology inclusiveness | 15/40 | 40/40 |
| | Total | 180/395 | 305/395 |

Level 1 attributes are considered foundational for all library types. These resources, activities, or programs are generally simple and low cost to implement.

Level 2 attributes are generally applicable in most library communities, though a community needs assessment may reveal that some of these resources and services may not create as much value to the community as others.

Level 3 attributes are generally more costly or difficult to implement but are at the forefront of innovative activities, resources, and services that will help put the library at the center of digital inclusion in the community.

Your Library Achieved

| | May 2014 | Current Sep 2016 |
|--------------------|----------|------------------|
| Level 1 Attributes | 53% | 73% |
| Level 2 Attributes | 37% | 57% |
| Level 3 Attributes | 23% | 30% |

Benchmark 1

Libraries provide assistance and training with the goal of increasing the level of digital literacy in the community

1.1 The library has curricula for and provides regularly scheduled digital literacy training.

| | | May 2014 | | Current Sep 2016 | |
|--------------|--|---|-----------------|--|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1-3 | Curricula and in-person classes are available in at least one library location in the following topics: Basic computer skills | Yes | 5/15 | No, but plan to do so in the next year | 5/15 |
| | Office productivity software | No, would like to but cannot at this time | | No, but plan to do so in the next year | |
| | Internet searching | No, would like to but cannot at this time | | No, but plan to do so in the next year | |
| | Privacy and security | No, would like to but cannot at this time | | Yes | |
| | Library resources | Yes | | Yes | |
| | Social media | No, would like to but cannot at this time | | No, would like to but cannot at this time | |
| | Multi-media (e.g. photo, video, audio) | No, would like to but cannot at this time | | No, we have no plans to do so at this time | |
| 2 | In-person training classes are available for patron-owned devices (e.g., eReaders, iPods, tablets, smartphones) in at least one library location | Yes | 5/5 | No, but plan to do so in the next year | 0/5 |
| 3 | In-person technology classes are available in languages other than English in at least one library location | No, would like to but cannot at this time | 0/5 | No, would like to but cannot at this time | 0/5 |
| Total | | | 10/25 | | 5/25 |

1.2 The library provides individual assistance for digital literacy at all locations.

| | | May 2014 | | Current Sep 2016 | |
|-------|--|------------------|-----------------|---|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | One-on-one technology help for patrons is available on-demand for at least 10 minute sessions at all library locations | Yes | 20/20 | No, would like to but cannot at this time | 0/20 |
| 2 | One-on-one technology help is available for patrons on-demand or by appointment for at least 30 minute sessions at all library locations | Yes | 15/15 | No, would like to but cannot at this time | 0/15 |
| 2 | One-on-one help is available on-demand or by appointment for patron-owned devices (e.g., eReaders, tablets, iPods, smartphones) in at least one library location | Yes | 10/10 | No, but plan to do so in the next year | 0/10 |
| 3 | One-on-one help is available in languages other than English in at least one library location | Yes | 5/5 | No, would like to but cannot at this time | 0/5 |
| Total | | | 50/50 | | 0/50 |

Benchmark 2

Libraries provide access to relevant digital content and enable community members to create their own digital content

2.1 The library supports the creation of digital content on public access computers.

| | | May 2014 | | Current Sep 2016 | |
|-------|--|--|-----------------|---|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | Patrons have the ability to retrieve data from and store data to portable devices (e.g., thumb drives, external hard drives, PDAs) while using public computers at all library locations | Yes | 10/10 | Yes | 10/10 |
| 1 | Office productivity software (e.g., word processing, spreadsheets, presentations) available at all library locations | Yes | 10/10 | Yes | 10/10 |
| 2 | Photo editing software (e.g., Photoshop, GIMP) is available in at least 50% of library locations | No, we have no plans to do so at this time | 0/10 | No, would like to but cannot at this time | 0/10 |
| 3 | Video/audio recording and editing software is available in at least one library location | No, would like to but cannot at this time | 0/5 | No, would like to but cannot at this time | 0/5 |
| 3 | Web development software (e.g. Dreamweaver, CoffeeCup) is available in at least one library location | No, we have no plans to do so at this time | 0/5 | No, would like to but cannot at this time | 0/5 |
| Total | | | 20/40 | | 20/40 |

2.2 The library monitors its service delivery of online content.

| | | May 2014 | | Current Sep 2016 | |
|-------|--|------------------|-----------------|---------------------|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | Website links are checked and content is updated at least monthly | Yes | 10/10 | Yes | 10/10 |
| 2 | Library website analytics (number of website visitors, traffic types, popular pages) are reviewed at least quarterly | Yes | 10/10 | Yes | 10/10 |
| 2 | Subscription content (e.g., Ebsco databases, Freegal, Learning Express, Lynda) usage reports are reviewed at least quarterly | Yes | 5/5 | Yes | 5/5 |
| 3 | A content inventory of the library's website is performed at least annually | Yes | 5/5 | Yes | 5/5 |
| Total | | | 30/30 | | 30/30 |

2.3 The library provides access to information resources through its website.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|------------------|-----------------|---------------------|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | eBooks can be downloaded through the library's website | Yes | 10/10 | Yes | 10/10 |
| 1 | Audio books can be downloaded through the library's website | Yes | 10/10 | Yes | 10/10 |
| 2 | The library selects and organizes online resources to help patrons learn digital literacy skills (e.g., how-to-guides and videos, tutorials, practice activities) | Yes | 5/5 | Yes | 5/5 |
| 2 | The library offers access to online interactive language learning tools through its website (e.g. Mango, Livemocha) and/or language learning software (e.g. Rosetta Stone, Auralog) | Yes | 5/5 | Yes | 5/5 |
| 3 | The library provides real-time reference services (through short message services, instant messaging, Skype, Twitter, texting, or other interactive applications) | Yes | 5/5 | Yes | 5/5 |
| Total | | | 35/35 | | 35/35 |

Benchmark 3**Libraries provide technology resources to help patrons meet important needs related to personal goals and community priorities****3.1** The library supports use of public technology for workforce development and entrepreneurship.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|---|-----------------|---|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | The library selects and organizes online resources for job seeking, employment skill-building, or professional certification | Yes | 10/10 | Yes | 10/10 |
| 1 | The library selects and organizes online resources for small business development | No, would like to but cannot at this time | 0/10 | Yes | 10/10 |
| 2 | The library offers access to online career testing preparation tools through its website and/or through career testing software | Yes | 5/5 | Yes | 5/5 |
| 3 | A library-organized or -hosted class for patrons on using online job-seeking, career development, and small business development resources is held at least quarterly | Yes | 5/5 | No, would like to but cannot at this time | 0/5 |
| Total | | | 20/30 | | 25/30 |

3.2 The library supports use of public technology for eGovernment or legal purposes.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|--|-----------------|--|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | The library selects and organizes online links to local, state, and federal eGovernment resources | Yes | 10/10 | Yes | 10/10 |
| 1 | The library selects and organizes online guides and instructions for identifying, finding, and using online eGovernment resources | No, we have no plans to do so at this time | 0/10 | Yes | 10/10 |
| 2 | The library offers access to electronic legal and law-related research information and services through its website | Yes | 5/5 | Yes | 5/5 |
| 3 | A library-organized or -hosted class for patrons on navigating online government resources is held at least quarterly | No, we have no plans to do so at this time | 0/5 | No, we have no plans to do so at this time | 0/5 |
| Total | | | 15/30 | | 25/30 |

| | | May 2014 | | Current Sep 2016 | |
|-------|---|--|-----------------|--|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | Early literacy games, web-based read-along programs, and/or electronic toys or tablets are available at the library and through the library website | Yes | 10/10 | Yes | 10/10 |
| 1 | The library selects, organizes, and maintains online resources related to homework help, research, and information literacy for students | Yes | 10/10 | Yes | 10/10 |
| 2 | The library selects, organizes, and maintains online resources about college selection and financial aid | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| 2 | The library offers access to education testing preparation (e.g., SAT, GRE, GMAT, TOEFL) through its website and/or educational testing software | Yes | 5/5 | Yes | 5/5 |
| 3 | The library provides proctoring of exams for online learners | Yes | 5/5 | Yes | 5/5 |
| 3 | A library-organized or -hosted class for patrons on using or navigating educational resources is held at least quarterly | Yes | 5/5 | No, we have no plans to do so at this time | 0/5 |
| Total | | | 35/40 | | 35/40 |

3.4 The library supports use of public technology for health and wellness purposes.

| | | May 2014 | | Current Sep 2016 | |
|-------|--|--|-----------------|--|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 2 | The library selects and organizes online resources for learning about medical conditions, procedures, prescription drugs, and healthcare providers | Yes | 10/10 | Yes | 10/10 |
| 2 | The library offers access to medical databases through its website | Yes | 10/10 | Yes | 10/10 |
| 3 | The library is a designated community access point for health and human services information assistance (211 service) | Yes | 5/5 | No, would like to but cannot at this time | 0/5 |
| 3 | A library-organized or -hosted class for patrons on using or navigating health and wellness resources is held at least quarterly | No, we have no plans to do so at this time | 0/5 | No, we have no plans to do so at this time | 0/5 |
| Total | | | 25/30 | | 20/30 |

Benchmark 4

Libraries make strategic decisions based on community priorities for digital inclusion and innovation

4.1 The library has leaders who maintain on-going relationships with community leaders.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|------------------|-----------------|--|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | Library leaders attend regular meetings of local elected governing bodies (e.g., city council, county boards of supervisors, town council) that exist within their legal service area at least annually | Yes | 10/10 | Yes | 10/10 |
| 1 | A list of local media contacts is maintained and updated at least annually | Yes | 5/5 | Yes | 5/5 |
| 2 | Outreach to local media is conducted at least quarterly through one-on-one meetings, press releases, op-eds, or media events at the library | Yes | 5/5 | Yes | 5/5 |
| 2 | A presentation about library technology is made to a community group at least annually (e.g., Kiwanis, Chamber of Commerce) | Yes | 5/5 | No, but plan to do so in the next year | 0/5 |
| 2 | At least one leader from a community-based organization serves on a library committee or governing board | Yes | 5/5 | Yes | 5/5 |
| 3 | At least one library representative sits on a key community board (e.g., community planning) | Yes | 5/5 | Yes | 5/5 |
| 3 | The library places information about library technology and/or digital inclusion in local media outlets at least quarterly (e.g., news or feature story, blog post, radio or TV interview) | Yes | 5/5 | Yes | 5/5 |
| 3 | The library maintains its own or participates in an ongoing community advisory body whose responsibilities include helping to develop community digital inclusion and technology plans | Yes | 5/5 | Yes | 5/5 |
| Total | | | 45/45 | | 40/45 |

4.2 The library gathers feedback from the community about its public technology needs.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|--|-----------------|--|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | An analysis of the social and economic conditions of the community is conducted as part of information gathering for strategic planning and decision making | Yes | 10/10 | Yes | 10/10 |
| 2-3 | Questions about community technology are included in a library-sponsored needs assessment survey | Yes | 10/10 | No, we have no plans to do so at this time | 0/10 |
| | Community technology-related questions are included in a local government survey | Yes | | No, we have no plans to do so at this time | |
| 2-3 | The library conducts community-representative focus groups on the community's technology needs | Yes | 10/10 | No, we have no plans to do so at this time | 0/10 |
| | The library holds advertised forums on the community's technology needs | No, would like to but cannot at this time | | No, we have no plans to do so at this time | |
| 3 | The library conducts a community needs assessment for technology resources in languages other than English | No, we have no plans to do so at this time | 0/5 | No, we have no plans to do so at this time | 0/5 |
| 3 | The library conducts a community needs assessment for technology resources for people with disabilities | No, we have no plans to do so at this time | 0/5 | No, we have no plans to do so at this time | 0/5 |
| Total | | | 30/40 | | 10/40 |

4.3 The library surveys its patrons about technology use in strategic purpose areas.

| | | May 2014 | | Current Sep 2016 | |
|-------|--|--|-----------------|--|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1-3 | The library surveys patrons annually about public technology use and outcomes in the following purpose areas: Workforce development | No, we have no plans to do so at this time | 0/20 | No, we have no plans to do so at this time | 0/20 |
| | eGovernment | No, we have no plans to do so at this time | | No, we have no plans to do so at this time | |
| | Education | No, we have no plans to do so at this time | | No, we have no plans to do so at this time | |
| | Health & wellness | No, we have no plans to do so at this time | | No, we have no plans to do so at this time | |
| Total | | | 0/20 | | 0/20 |

4.4 The library evaluates its technology programs and services.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|---|-----------------|---------------------|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | The effectiveness of digital literacy programs and services is evaluated annually | No, would like to but cannot at this time | 0/10 | Yes | 10/10 |
| 2 | Web analytics are used to evaluate the use of online library resources annually | Yes | 5/5 | Yes | 5/5 |
| 3 | The effectiveness of outreach activities is evaluated annually | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| 3 | The effectiveness of partnerships is evaluated biennially | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| Total | | | 5/25 | | 25/25 |

4.5 The library makes strategic decisions based on information about community needs and priorities.

| | | May 2014 | | Current Sep 2016 | |
|-------|--|---|-----------------|---|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | Digital inclusion and technology innovation goals are included in the strategic plan | No, but plan to do so in the next year | 0/10 | No, but plan to do so in the next year | 0/10 |
| 2 | Technology-related goals in the strategic plan are reviewed and updated annually | Yes | 5/5 | No, but plan to do so in the next year | 0/5 |
| 3 | Staffing plans reflect community needs related to digital inclusion | No, would like to but cannot at this time | 0/5 | Yes | 5/5 |
| 3 | Technology resources and services are aligned with community needs | Yes | 5/5 | No, would like to but cannot at this time | 0/5 |
| Total | | | 10/25 | | 5/25 |

Benchmark 5

Libraries build strategic relationships with community partners to maximize public access technology resources and services provided to the community

- 5.1** The library develops and maintains partnerships that amplify the library's reach, avoid duplication of effort, aid the library in planning or advocacy, or are otherwise mutually beneficial.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|------------------|-----------------|--|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | The library has strategies for strengthening existing partnerships and developing new partnerships to advance digital inclusion and innovation goals | Yes | 10/10 | Yes | 10/10 |
| 2-3 | The library engages in resource-sharing partnerships benefitting the library (with expertise, in-kind contributions, programming, or workspace) with some/all of the following: A workforce development organization | Yes | 10/10 | Yes | 10/10 |
| | A local government or social service organization | Yes | | Yes | |
| | An educational organization (K-12, community college, university) | Yes | | Yes | |
| | A local health & wellness organization, hospital, or other healthcare provider | Yes | | Yes | |
| 3 | Devices or space are loaned to community organizations for technology-related training classes in the library | Yes | 10/10 | Yes | 10/10 |
| 3 | Mobile training equipment is maintained to support library-sponsored technology training located in partner facilities | Yes | 5/5 | No, we have no plans to do so at this time | 0/5 |
| 3 | The library collaborates on grant or other funding opportunities with a community organization | Yes | 10/10 | Yes | 10/10 |
| Total | | | 45/45 | | 40/45 |

5.2 The library engages in technology outreach activities.

| | | May 2014 | | Current Sep 2016 | |
|-------|--|--|-----------------|--|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | A list of community organizations is maintained to help distribute materials about library technology services | No, but plan to do so in the next year | 0/10 | Yes | 10/10 |
| 1 | A list of community organizations that offer technology services and resources is maintained to easily refer community members in the event additional services are needed | Yes | 10/10 | Yes | 10/10 |
| 2 | The library tracks emerging technology trends and applications in the community (e.g., new eGovernment portals, community technology centers, technology programs, etc.) | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| 3 | The library maintains a plan to provide technology services to the community in the event of a disaster or other emergency | Yes | 5/5 | No, but plan to do so in the next year | 0/5 |
| Total | | | 15/30 | | 25/30 |

Benchmark 6

Libraries support continuous improvement in public access technology services by sharing expertise & best practices with other digital inclusion organizations

6.1 The library participates in a community of practice and shares public access technology knowledge, resources, and other tools.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|--|-----------------|--|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | Existing resources are used to help improve library technology management and public services (e.g., TechSoup, WebJunction, Edge) | Yes | 10/10 | Yes | 10/10 |
| 1 | The library participates in peer learning through technology programs sponsored by a state library, consortium, library association, or other organization | Yes | 10/10 | Yes | 10/10 |
| 2-3 | Training resources and curricula are shared with other libraries or community-based organizations | No, would like to but cannot at this time | 0/10 | No, but plan to do so in the next year | 0/10 |
| | Network management policies and practices are shared with other libraries or community-based organizations | No, we have no plans to do so at this time | | No, we have no plans to do so at this time | |
| 3 | At least one technology-related presentation is made by library staff at formal professional gatherings (in-services, conferences, webinars) annually | Yes | 5/5 | No, but plan to do so in the next year | 0/5 |
| 3 | The library participates in or facilitates a technology mentorship program that pairs library staff with more experienced or knowledgeable mentors involved in managing library technology and public technology access | Yes | 5/5 | Yes | 5/5 |
| 3 | The library has a collection of technology devices that it loans out for staff development and programming purposes | Yes | 5/5 | Yes | 5/5 |
| | The library hosts a dedicated development environment to allow library staff to experiment with new applications and online environments | Yes | | Yes | |
| Total | | | 35/45 | | 30/45 |

6.2 The library conducts surveys to gather feedback about library technology.

| | | May 2014 | | Current Sep 2016 | |
|-------|--|------------------|-----------------|--|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | The following questions are included in an annual survey: Patron satisfaction with library technology | Yes | 10/10 | No, would like to but cannot at this time | 0/10 |
| 2 | Personal importance of library technology | Yes | 5/5 | No, would like to but cannot at this time | 0/5 |
| 3 | Importance of library technology to others in the community | Yes | 5/5 | No, would like to but cannot at this time | 0/5 |
| Total | | | 20/20 | | 0/20 |

Benchmark 7**Libraries integrate public access technology into planning and policies****7.1** The library maintains technology and patron data management policies.

| | | May 2014 | | Current Sep 2016 | |
|--------------|---|--|-----------------|---------------------|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | The library has a hardware replacement plan with a 3-5 year refresh cycle | No, but plan to do so in the next year | 0/10 | Yes | 10/10 |
| 1 | The library has a software upgrade plan with a 3-5 year refresh cycle | No, but plan to do so in the next year | 0/10 | Yes | 10/10 |
| 1 | Practices for updating to current versions of Internet browsers, web applications, and plug-ins (e.g., Java, PDF, Flash, Shockwave, Windows Media Player) are included in a technology management plan | No, but plan to do so in the next year | 0/10 | Yes | 10/10 |
| 1 | Practices to ensure the security of patron data, including at least clearing online session data from public computers and procedures for handling sensitive information, are included in a patron privacy plan | No, but plan to do so in the next year | 0/10 | Yes | 10/10 |
| 2 | Network security practices for timely application of updates and patches are included in a technology management plan | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| 2 | Processes for system recovery are included in a technology management plan to ensure continuity of services in the event of catastrophic technology failure | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| Total | | | 0/50 | | 50/50 |

Benchmark 8

Libraries have sufficient staff with technology expertise to help patrons achieve their goals

8.1 The library provides staff with work time to engage in technology related learning activities.

| | | May 2014 | | Current Sep 2016 | |
|-------|--|--|-----------------|---------------------|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | All public services staff are allowed work time to engage in technology-related learning activities such as webinars, online tutorials, or classes | Yes | 10/10 | Yes | 10/10 |
| 1 | All public services staff are allowed work time for hands-on learning with new devices, software, or other technology | Yes | 10/10 | Yes | 10/10 |
| 2-3 | All staff are provided the opportunity to attend annual training during work time from experts in the following areas: Workforce development | Yes | 5/5 | Yes | 5/5 |
| | eGovernment | Yes | | Yes | |
| | Education | Yes | | Yes | |
| | Health & wellness | Yes | | Yes | |
| 2 | Key staff are cross-trained to perform technology-related duties | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| 3 | Key staff are provided the opportunity to attend training in the creation of digital content during work time | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| 3 | Key staff are provided the opportunity to attend training in instructional design and techniques during work time | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| Total | | | 25/40 | | 40/40 |

8.2 Library staff assigned to assist patrons are responsible for maintaining technology competencies.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|--|-----------------|--|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | Job descriptions for public services staff contain technology competencies and responsibilities | Yes | 10/10 | No, but plan to do so in the next year | 0/10 |
| 2 | Annual evaluations for public services staff include review of technology related performance | No, but plan to do so in the next year | 0/5 | No, but plan to do so in the next year | 0/5 |
| 3 | Annual goal setting for public services staff includes expectations for technology performance | No, but plan to do so in the next year | 0/5 | No, but plan to do so in the next year | 0/5 |
| Total | | | 10/20 | | 0/20 |

8.3 Staff assigned to assist patrons are able to answer patrons' technology questions.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|--|-----------------|---------------------|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | 100% of public services staff are able to assist patrons with basic technology questions | No, but plan to do so in the next year | 0/10 | Yes | 10/10 |
| 2 | 25% of public services staff in each location are able to assist patrons with intermediate technology questions | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| 3 | 10% of public services staff in each location are able to assist patrons with advanced technology questions | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| Total | | | 0/20 | | 20/20 |

Benchmark 9

Libraries have sufficient devices and bandwidth to accommodate user demand

9.1 The library has a sufficient number of device hours available on a per capita basis.

| | | May 2014 | | Current Sep 2016 | |
|-------|-----------------------------------|------------------------------|-----------------|------------------------------|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1-3 | Device hours available per capita | 1.29 device hours per capita | 0/30 | 1.22 device hours per capita | 0/30 |
| Total | | | 0/30 | | 0/30 |

9.2 The library meets or exceeds the minimum bandwidth capacity necessary to support public user demand.

| | | May 2014 | | Current Sep 2016 | |
|-------|--------------------|------------------|-----------------|---------------------|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1-3 | Bandwidth capacity | Level 2 | 20/30 | Level 2 | 20/30 |
| Total | | | 20/30 | | 20/30 |

9.3 The library assures adequate time for patrons to complete tasks.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|---|-----------------|--|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | Library has session management software | Yes | 5/5 | Yes | 5/5 |
| 1 | Library staff are empowered to extend public access sessions | Yes | 10/10 | Yes | 10/10 |
| 1 | The wireless network signal extends to all public areas of the library at all locations | Yes | 10/10 | Yes | 10/10 |
| 2-3 | Some public access terminals are designated with extended session periods | Yes | 5/5 | Yes | 5/5 |
| | Internet-enabled devices with extended session periods are loaned within the library | Yes | | Yes | |
| 3 | Internet-enabled devices are loaned for use outside the library | No, would like to but cannot at this time | 0/5 | No, but plan to do so in the next year | 0/5 |
| Total | | | 30/35 | | 30/35 |

9.4 The library provides peripheral equipment that enables patrons to complete tasks.

| | | May 2014 | | Current Sep 2016 | |
|-------|--|--|-----------------|---|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | Headphones are available to loan to patrons | Yes | 10/10 | Yes | 10/10 |
| 1-3 | Patron needs for privacy while conducting sensitive transactions are accommodated through at least one of the following: Installing privacy screens for computer monitors | No, would like to but cannot at this time | 0/5 | No, would like to but cannot at this time | 0/5 |
| | Placing computer monitors so they can't be viewed by other patrons | No, would like to but cannot at this time | | No, would like to but cannot at this time | |
| | Installing partitions between workstations | No, we have no plans to do so at this time | | No, would like to but cannot at this time | |
| | Having public computers in private rooms | No, we have no plans to do so at this time | | No, would like to but cannot at this time | |
| 2 | Patrons are able to scan documents into digital formats | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| 2 | Wireless-enabled printers are available for patron owned devices | No, but plan to do so in the next year | 0/5 | No, but plan to do so in the next year | 0/5 |
| 3 | Video conferencing equipment is available for public use | No, we have no plans to do so at this time | 0/5 | Yes | 5/5 |
| 3 | Presentation equipment (e.g., projector, microphone, etc.) is available for public use | Yes | 5/5 | Yes | 5/5 |
| 3 | Multimedia production equipment (e.g. digital cameras, audio recorders, video cameras) is available for public use | No, would like to but cannot at this time | 0/5 | No, would like to but cannot at this time | 0/5 |
| Total | | | 15/40 | | 25/40 |

Benchmark 10**Libraries manage their technology resources to maximize quality****10.1** The library actively manages Internet connectivity.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|--|-----------------|---------------------|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | The library knows the maximum available bandwidth speed available at each location | Yes | 5/5 | Yes | 5/5 |
| 1 | Speed tests are performed on public computers to compare advertised and actual bandwidth speed | Yes | 5/5 | Yes | 5/5 |
| 1 | Alerts about connectivity problems are received in real time | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| 2 | Connectivity (up/down/ping) is continuously monitored at the network level for all locations | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| 2 | Network traffic is monitored by packet type and volume | Yes | 5/5 | Yes | 5/5 |
| 3 | Library allocates bandwidth for library staff functions and public Internet access through separate data circuits or through hardware/software mechanisms to prioritize network traffic | Yes | 5/5 | Yes | 5/5 |
| 3 | Network bandwidth is shaped for quality of service | Yes | 5/5 | Yes | 5/5 |
| Total | | | 25/35 | | 35/35 |

10.2

The library minimizes out-of-service devices.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|------------------|-----------------|---------------------|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | Library staff have access to a troubleshooting guide for network devices and peripherals, including call numbers and service provider information | Yes | 5/5 | Yes | 5/5 |
| 1 | A lockdown software program (e.g. Deepfreeze) is installed on public computers | Yes | 5/5 | Yes | 5/5 |
| 1 | The library uses a master image deployment and recovery (e.g. Clonezilla, Ghost) system for public computers | Yes | 5/5 | Yes | 5/5 |
| 2 | Cold spares are available to switch out downed devices with fresh hardware within a business day | Yes | 5/5 | Yes | 5/5 |
| 2 | The library has access to personnel with sufficient IT expertise to maintain the library's network and public technology systems | Yes | 5/5 | Yes | 5/5 |
| 3 | The library has at least one staff member located onsite with sufficient IT expertise to maintain the library's network and public technology systems | Yes | 5/5 | Yes | 5/5 |
| Total | | | 30/30 | | 30/30 |

10.3

The library tracks key measures about public technology services for planning purposes.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|--|-----------------|---|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | The following metrics are tracked on an on-going basis: Number of hours public devices are in use by patrons | No, but plan to do so in the next year | 0/5 | Yes | 5/5 |
| 1 | Number of attendees in technology classes | Yes | 5/5 | Yes | 5/5 |
| 1 | Average wait times for public devices | No, but plan to do so in the next year | 0/5 | No, would like to but cannot at this time | 0/5 |
| 2 | Number of wireless sessions | Yes | 5/5 | Yes | 5/5 |
| 3 | Number of requests for one-on-one technology help | No, but plan to do so in the next year | 0/5 | No, would like to but cannot at this time | 0/5 |
| Total | | | 10/25 | | 15/25 |

Benchmark 11

Libraries ensure participation in digital technology for people with disabilities

11.1 The library accommodates users with disabilities.

| | | May 2014 | | Current Sep 2016 | |
|-------|---|--|-----------------|---------------------|-----------------|
| Level | Attribute | Library response | Points achieved | Library response | Points achieved |
| 1 | At least one public terminal with assistive technology that enable use by persons with visual impairments (e.g., screen readers, magnification, high contrast keyboards and displays) is available at all locations | No, we have no plans to do so at this time | 0/10 | Yes | 10/10 |
| 1 | At least one public terminal that can be converted with assistive technology to facilitate usage by people with motor and dexterity impairments (e.g., touch screens, trackballs, switches, voice-recognition software) is available at all locations | No, we have no plans to do so at this time | 0/5 | Yes | 5/5 |
| 1 | The library has at least one workstation in each location that can accommodate a wheelchair or mobility vehicle | Yes | 10/10 | Yes | 10/10 |
| 2 | The library website is compliant with World Wide Web Consortium (W3C) disability standards as evidenced by the use of an online validation service | Yes | 5/5 | Yes | 5/5 |
| 3 | Specific accessibility goals are included in the strategic plan | No, we have no plans to do so at this time | 0/5 | Yes | 5/5 |
| 3 | Staff are provided with training at least annually for recognizing and serving patrons with disabilities | No, would like to but cannot at this time | 0/5 | Yes | 5/5 |
| Total | | | 15/40 | | 40/40 |

LOCATION DETAILS

This section provides details about your library's results for Benchmark 9.1 and Benchmark 9.2. It contains calculations based on the information you provided for each of your library locations in the assessment.

Benchmark 9.1: Device Hours Per Capita, was calculated using the number of hours and public computers or laptops available at each location and the total population of your legal service area. This article provides more detail about how [device hours per capita](#) are calculated.

Benchmark 9.2: Bandwidth, was calculated using the number of public computers or laptops available and wireless availability. Scores for each location were rolled up into an overall score for the library system. This article provides more detail about how [bandwidth calculations](#) are made.

This report also provides the results from the speed tests you performed at each location as part of the assessment. As recommended in Benchmark 10.1, you should carefully compare the advertised vs. actual download and upload speeds in this report. If the two measures differ drastically, you may want to contact your ISP to discuss ways in which they can improve your connectivity and reduce the difference between promised and actual download and upload speeds.

* Values are calculated using ISP advertised speeds only.

| Location | Hours Open | Public Computers | | Internet | Bandwidth (Mbps) | | Calculated Device Hours & Bandwidth | | |
|-------------------------------|--------------------|------------------|-------------------|------------------------|-------------------------------|-------------------------------------|-------------------------------------|------------------|--------------|
| Location | Weekdays / Weekend | Desktops | Laptops / Tablets | Is Wireless Available? | Download / Upload Speed (ISP) | Download / Upload Speed (Speedtest) | Device Hours | Bandwidth Level* | Kbps / user* |
| APTOS BRANCH LIBRARY | 38.00 / 6.00 | 13 | 0 | Yes | 15.00 / 3.00 Mbps | 17.86 / 2.46 Mbps | 29,744 | 2 | 909 |
| BOULDER CREEK BRANCH LIBRARY | 27.00 / 5.00 | 4 | 4 | Yes | 15.00 / 3.00 Mbps | 12.54 / 2.43 Mbps | 13,312 | 3 | 1 477 |
| BRANCIFORTE BRANCH LIBRARY | 28.00 / 4.00 | 12 | 0 | Yes | 15.00 / 3.00 Mbps | 11.30 / 2.49 Mbps | 19,968 | 2 | 985 |
| FELTON BRANCH LIBRARY | 23.00 / 4.00 | 3 | 0 | Yes | 15.00 / 3.00 Mbps | 17.40 / 6.18 Mbps | 4,212 | 3 | 3 938 |
| GARFIELD PARK BRANCH LIBRARY | 27.00 / 0.00 | 8 | 0 | Yes | 15.00 / 3.00 Mbps | 8.54 / 2.54 Mbps | 11,232 | 3 | 1 477 |
| LA SELVA BEACH BRANCH LIBRARY | 23.00 / 4.00 | 3 | 0 | Yes | 15.00 / 3.00 Mbps | 9.74 / 1.66 Mbps | 4,212 | 3 | 3 938 |
| SCOTTS VALLEY BRANCH LIBRARY | 38.00 / 6.00 | 9 | 18 | Yes | 15.00 / 3.00 Mbps | 18.40 / 12.43 Mbps | 61,776 | 0 | 438 |
| LIVE OAK BRANCH LIBRARY | 32.00 / 4.00 | 19 | 0 | Yes | 15.00 / 3.00 Mbps | 18.79 / 17.33 Mbps | 35,568 | 1 | 622 |
| CAPITOLA BRANCH LIBRARY | 30.00 / 6.00 | 5 | 0 | Yes | 15.00 / 3.00 Mbps | 37.53 / 4.09 Mbps | 9,360 | 3 | 2 363 |
| CENTRAL BRANCH LIBRARY | 40.00 / 14.00 | 28 | 0 | Yes | 15.00 / 3.00 Mbps | 18.50 / 2.50 Mbps | 78,624 | 0 | 422 |

Total Device Hours: 268,008

| | |
|-------------------------------------|----------------|
| 9.1 Device Hours per Capita: | 1.22 / Level 0 |
| 9.2 Bandwidth: | Level 2 |



Where People Connect,
Communities Achieve

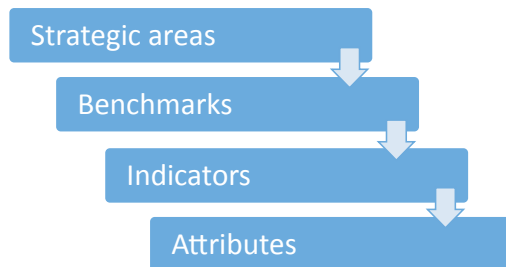
Edge Assessment Peer Attribute Report

Introduction

The Peer Comparison Attribute Report was designed to help libraries and other stakeholders participating in the Edge Initiative understand their results on the Edge Assessment in the context of the performance of libraries nationally, as well as the performance of libraries sharing similar qualities. The data presented in this report was generated from a **nationally representative stratified random sample of 455 libraries** and is statistically valid; it does not show the results of all libraries completing the assessment because those results would not be representative of the library field. For more information on the Edge Initiative visit www.libraryedge.org.

Structure of the Edge Benchmark Framework

The Edge Benchmark Framework consists of four levels that are intended to provide a cohesive structure for measures of activities, resources, and services that libraries might engage in to support public access technology users.



The three main **Strategic Areas** define groupings of measures that attempt to maximize the value created by library services while balancing the library's need to be operationally effective and to gain community support. The Strategic Areas are:

- **Community Value:** Activities, resources, and services that patrons might need to achieve their goals
- **Engaging with the Community and Decision Makers:** Activities to engage with communities, partners, and funders to ensure sustainable support
- **Organizational Management:** Maximizing technology resources and ensuring quality services

The **Benchmarks** are goal statements. The Edge Assessment consists of 11 benchmarks across the three strategic areas, which represent aspirational resource and service standards to promote excellence in public access technology service delivery in libraries.

The **Indicators** provide further detail, showing what benchmarks look like in action, or general ways that the benchmarks can be achieved. Libraries should strive to implement actions in each of the benchmarks and indicators.

The **Attributes** are specific activities, resources, or services that can be measured as “Yes” or “No” under each indicator. While nearly every attribute is possible in any type or size of library, not every attribute is equally valuable in a particular community.

Each of the attributes is assigned a **Level**:

- Level 1 Attributes are considered foundational for all library types. These resources, activities, or programs are generally simple and low cost to implement.
- Level 2 Attributes are generally applicable in most library communities, though a community needs assessment may reveal that some of these resources and services may not create as much value to the community as others.
- Level 3 Attributes are generally more costly or difficult to implement but are at the forefront of innovative activities, resources, and services that will help put the library at the center of digital inclusion in the community.

How to use this report

The data contained in the report will help libraries and other stakeholders contextualize the results of the Edge Assessment and identify areas where more work might be undertaken to improve outcomes for patrons while providing useful information for advocacy and planning. It is not meant to rank, rate, or grade libraries against each other or the assessment.

This report shows two types of data points:

1. The average scores for each of the Strategic Areas, Benchmarks, and Indicators at both the national level and for each peer group
2. The percent of libraries responding “Yes” to each of the Attributes at both the national level and for each peer group

Scores are point values assigned to each of the attributes. In this report, they are totaled and presented at the Indicator, Benchmark, and Strategic Area levels.

The scores will help diagnose areas to include in individual library action plans.

No library is expected to score 100% on the Assessment. Instead, libraries should strive to achieve performance between the three strategic areas and to address any benchmarks or indicators where few attributes have been achieved. Libraries can use this report to prioritize their action plans by identifying attributes that most of their peers are engaging in, but which they have not yet implemented, and then considering whether or not the attribute might help improve outcomes for patrons.

Peer Groups

For the purposes of Edge, peer groups were established through a process of cluster analysis that took into account the population of library service areas, number of locations, and other factors that are more similar within groups. The result of this analysis was seven distinct peer groups defined as follows:

| Peer Group | Peer Group Definition | Peer Group Legal Service Area Population |
|------------|------------------------|--|
| Peer 1 | Very Small | population of less than 5,000 |
| Peer 2 | Small | population of 5,000-15,000 |
| Peer 3 | Medium Single Outlet | population of 15,001-65,000 |
| Peer 4 | Medium Multiple Outlet | population of 15,001-65,000 |
| Peer 5 | Medium-Large | population of 65,001-175,000 |
| Peer 6 | Large | population of 175,001-300,000 |
| Peer 7 | Very Large | population of greater than 300,000 |

Comparing a library's Edge Assessment Report with the peer group results in this report can help identify attributes that other similar libraries commonly engage in and may help in developing an action plan. The peer group results can also be used to identify areas of strength which can be used when sharing the library's contributions to achieving community goals.

Report Layout

| | | | | | | | | | | | |
|-----------------|---|-------|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| t Layout | | | National Averages | | Peer group averages | | | | | | |
| Strategic Areas | Community Value | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | | | | 162 | 137 | 163 | 193 | 183 | 198 | 218 | 229 |
| Benchmarks | Benchmark 1: Libraries provide assistance and training with the goal of increasing the level of digital literacy in the community | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | | | | 46 | 43 | 46 | 52 | 44 | 47 | 49 | 55 |
| Indicators | 1.1 The library has curricula for and provides regularly scheduled digital literacy training. | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
| | | 1-3 | Curricula and classes are available in the following topics: | | | | | | | | |
| | a | | Basic computer skills | 54 | 40 | 48 | 75 | 73 | 83 | 88 | 95 |
| | b | | Office productivity software | 45 | 32 | 38 | 69 | 64 | 61 | 67 | 88 |
| | c | | Internet searching | 53 | 43 | 50 | 63 | 67 | 73 | 77 | 95 |
| | d | | Privacy and security | 30 | 26 | 31 | 31 | 35 | 39 | 31 | 44 |
| | e | | Library resources | 51 | 43 | 49 | 58 | 58 | 67 | 80 | 83 |
| | f | | Social media | 38 | 26 | 34 | 60 | 42 | 52 | 53 | 73 |
| | g | | Multi-media (e.g., photo, video, audio) | 22 | 17 | 16 | 31 | 23 | 30 | 39 | 54 |
| | h | 2 | Training is available for patron-owned devices (e.g., eReaders, iPods, tablets, smartphones) in at least one library location | 54 | 41 | 53 | 70 | 75 | 70 | 86 | 88 |
| | i | 3 | Technology classes are available in languages other than English in at least one library location | 7 | 4 | 6 | 8 | 4 | 17 | 31 | 54 |

Percent of libraries answering "Yes" on the Assessment

Levels

Attributes

| Community Value | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|-----------------|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 162 | 137 | 163 | 193 | 183 | 198 | 218 | 229 |

| Benchmark 1: Libraries provide assistance and training with the goal of increasing the level of digital literacy in the community | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 46 | 43 | 46 | 52 | 44 | 47 | 49 | 55 |

| 1.1 The library has curricula for and provides regularly scheduled digital literacy training. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 11 | 8 | 10 | 14 | 14 | 15 | 18 | 21 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|---|--------------|----------|----------|----------|----------|----------|----------|----------|
| | | Curricula and classes are available in the following topics: | | | | | | | | |
| a | 1-3 | Basic computer skills | 54 | 40 | 48 | 75 | 73 | 83 | 88 | 95 |
| b | | Office productivity software | 45 | 32 | 38 | 69 | 64 | 61 | 67 | 88 |
| c | | Internet searching | 53 | 43 | 50 | 63 | 67 | 73 | 77 | 95 |
| d | | Privacy and security | 30 | 26 | 31 | 31 | 35 | 39 | 31 | 44 |
| e | | Library resources | 51 | 43 | 49 | 58 | 58 | 67 | 80 | 83 |
| f | | Social media | 38 | 26 | 34 | 60 | 42 | 52 | 53 | 73 |
| g | | Multi-media (e.g., photo, video, audio) | 22 | 17 | 16 | 31 | 23 | 30 | 39 | 54 |
| h | 2 | Training is available for patron-owned devices (e.g., eReaders, iPods, tablets, smartphones) in at least one library location | 54 | 41 | 53 | 70 | 75 | 70 | 86 | 88 |
| i | 3 | Technology classes are available in languages other than English in at least one library location | 7 | 4 | 6 | 8 | 4 | 17 | 31 | 54 |

| 1.2. The library provides individual assistance for digital literacy at all locations. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 35 | 35 | 36 | 37 | 30 | 32 | 31 | 34 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|--|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | One-on-one help is available on-demand for at least 10 minute sessions at all library locations | 87 | 90 | 91 | 87 | 77 | 73 | 73 | 78 |
| b | 2 | One-on-one help is available by appointment for at least 30 minute sessions at all library locations | 61 | 61 | 64 | 72 | 42 | 52 | 41 | 42 |
| c | 2 | One-on-one help is available for patron-owned devices (e.g., eReaders, tablets, iPods, smartphones) in at least one library location | 80 | 75 | 81 | 85 | 81 | 83 | 88 | 93 |
| d | 3 | One-on-one help is available in languages other than English in at least one library location | 8 | 0 | 10 | 13 | 10 | 17 | 39 | 66 |

| | | | | | | | | |
|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Benchmark 2: Libraries provide access to relevant digital content and enable community members to create their own digital content | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 62 | 54 | 65 | 69 | 68 | 73 | 80 | 80 |

| | | | | | | | | |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 2.1. The library supports the creation of digital content on public access computers. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 23 | 24 | 23 | 24 | 23 | 24 | 24 | 25 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|--|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | Patrons have the ability to retrieve data from and store data to portable devices (e.g., thumb drives, external hard drives, PDAs) while using public computers at all library locations | 99 | 98 | 99 | 100 | 100 | 97 | 98 | 100 |
| b | 1 | Office productivity software (e.g., word processing, spreadsheets, presentations) available at all library locations | 97 | 95 | 98 | 100 | 100 | 98 | 98 | 100 |
| c | 2 | Photo editing software (e.g., Photoshop, GIMP) is available in at least 50% of library locations | 29 | 33 | 23 | 28 | 21 | 27 | 29 | 24 |
| d | 3 | Video/audio recording and editing software is available in at least one library location | 15 | 16 | 13 | 14 | 10 | 17 | 28 | 29 |
| e | 3 | Web development software (e.g., Dreamweaver, CoffeeCup) is available in at least one library location | 5 | 5 | 3 | 3 | 6 | 9 | 8 | 17 |

| | | | | | | | | |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 2.2. The library monitors its service delivery of online content. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 18 | 14 | 19 | 21 | 21 | 22 | 26 | 24 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|--|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | Website links are checked and content is updated at least monthly | 65 | 54 | 70 | 72 | 75 | 77 | 88 | 85 |
| b | 2 | Library website analytics (number of website visitors, traffic types, popular pages) are reviewed at least quarterly | 54 | 38 | 61 | 67 | 65 | 72 | 92 | 83 |
| c | 2 | Subscription content (e.g., Ebsco databases, Freegal, Learning Express, Lynda) usage reports are reviewed at least quarterly | 53 | 33 | 55 | 73 | 75 | 77 | 96 | 85 |
| d | 3 | A content inventory of the library's website is performed at least annually | 62 | 56 | 71 | 64 | 56 | 63 | 67 | 61 |

| | | | | | | | | |
|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 2.3. The library provides access to information resources through its website. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 21 | 17 | 23 | 25 | 24 | 27 | 30 | 31 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|---|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | eBooks can be downloaded through the library's website | 85 | 74 | 93 | 90 | 90 | 98 | 100 | 100 |
| b | 1 | Audio books can be downloaded through the library's website | 81 | 68 | 90 | 91 | 81 | 82 | 96 | 100 |
| c | 2 | The library selects and organizes online resources to help patrons learn digital literacy skills (e.g., how-to-guides and videos, tutorials, practice activities) | 36 | 17 | 38 | 52 | 58 | 64 | 77 | 71 |
| d | 2 | The library offers access to online interactive language learning tools through its website (e.g. Mango, Livemocha) and/or language learning software (e.g. Rosetta Stone, Auralog) | 41 | 21 | 41 | 66 | 58 | 69 | 80 | 83 |
| e | 3 | The library provides real-time reference services (through short message services, instant messaging, Skype, Twitter, texting, or other interactive applications) | 20 | 16 | 16 | 21 | 31 | 33 | 51 | 68 |

| | | | | | | | | |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Benchmark 3: Libraries provide technology resources to help patrons meet important needs related to personal goals and community priorities | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 54 | 39 | 52 | 72 | 71 | 78 | 89 | 94 |

| 3.1. The library supports use of public technology for workforce development and entrepreneurship. | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|--|-------|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | | 12 | 8 | 10 | 17 | 15 | 20 | 23 | 25 |
| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
| a | 1 | The library selects and organizes online resources for job seeking, employment skill-building, or professional certification | 54 | 40 | 51 | 70 | 75 | 80 | 86 | 90 |
| b | 1 | The library selects and organizes online resources for small business development | 24 | 14 | 13 | 43 | 29 | 55 | 77 | 85 |
| c | 2 | The library offers access to online career testing preparation tools through its website and/or career testing software | 60 | 42 | 63 | 78 | 79 | 86 | 88 | 85 |
| d | 3 | Library organized or hosted group instruction on using online job-seeking, career development, and small business development resources is held at least quarterly | 19 | 9 | 15 | 36 | 21 | 41 | 49 | 71 |

| 3.2. The library supports use of public technology for eGovernment or legal purposes. | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|---|-------|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | | 9 | 6 | 9 | 13 | 12 | 15 | 18 | 19 |
| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
| a | 1 | The library selects and organizes online links to local, state, and federal eGovernment resources | 53 | 38 | 53 | 70 | 67 | 73 | 80 | 83 |
| b | 1 | The library selects and organizes online guides and instructions for identifying, finding, and using online eGovernment resources | 22 | 15 | 18 | 30 | 29 | 44 | 53 | 56 |
| c | 2 | The library offers access to electronic legal and law-related research information and services through its website | 36 | 20 | 35 | 60 | 48 | 58 | 71 | 81 |
| d | 3 | Library-organized or -hosted group instruction for patrons on navigating online government resources is held at least quarterly | 3 | 1 | 2 | 6 | 2 | 8 | 14 | 12 |

| 3.3 The library supports use of public technology for patrons pursuing educational opportunities. | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|---|-------|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | | 21 | 17 | 21 | 26 | 28 | 28 | 30 | 31 |
| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
| a | 1 | Early literacy games, web-based read-along programs, and/or electronic toys or tablets are available at the library and through the library website | 62 | 48 | 64 | 72 | 90 | 84 | 88 | 83 |
| b | 1 | The library selects, organizes, and maintains online resources related to homework help, research, and information literacy for students | 61 | 46 | 54 | 87 | 77 | 88 | 92 | 95 |
| c | 2 | The library selects, organizes, and maintains online resources about college selection and financial aid | 38 | 28 | 33 | 48 | 52 | 56 | 65 | 85 |
| d | 2 | The library offers access to education testing preparation (e.g., SAT, GRE, GMAT, TOEFL) through its website and/or educational testing software | 60 | 42 | 65 | 76 | 83 | 81 | 90 | 88 |
| e | 3 | The library provides proctoring of exams for online learners | 73 | 69 | 79 | 78 | 79 | 66 | 67 | 51 |
| f | 3 | Library-organized or -hosted group instruction on using or navigating educational resources is held at least quarterly | 7 | 4 | 6 | 9 | 4 | 17 | 22 | 34 |

| | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|--|-------|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 3.4 The library supports use of public technology for health and wellness purposes. | | | 12 | 9 | 12 | 15 | 16 | 15 | 18 | 20 |
| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
| a | 1 | The library selects and organizes online resources for learning about medical conditions, procedures, prescription drugs, and healthcare providers | 43 | 9 | 42 | 57 | 62 | 66 | 75 | 76 |
| b | 2 | The library offers access to medical databases though its website | 62 | 15 | 63 | 82 | 89 | 73 | 78 | 93 |
| c | 3 | The library is a designated community access point for health and human services information assistance (211 service) | 15 | 20 | 12 | 12 | 14 | 20 | 28 | 32 |
| d | 3 | Library-organized or -hosted group instruction on using or navigating health and wellness resources is held at least quarterly | 6 | 1 | 8 | 9 | 6 | 11 | 18 | 24 |

| Engaging Community & Decision Makers | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|--------------------------------------|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 133 | 118 | 128 | 150 | 157 | 150 | 170 | 183 |

| Benchmark 4: Libraries make strategic decisions based on community priorities for digital inclusion and innovation | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 66 | 60 | 64 | 74 | 76 | 76 | 85 | 91 |

| 4.1 The library has leaders who maintain ongoing relationships with community leaders. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 31 | 29 | 31 | 32 | 32 | 34 | 36 | 38 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|--|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | Library leaders attend meetings of local elected governing bodies (e.g., city council, county board of supervisors, town council) that exist within their legal service area at least annually | 83 | 78 | 84 | 85 | 89 | 97 | 92 | 100 |
| b | 1 | A list of local media contacts is maintained and updated at least annually | 83 | 74 | 86 | 93 | 94 | 89 | 98 | 98 |
| c | 2 | Outreach to local media is conducted at least quarterly through one-on-one meetings, press releases, op-eds, or media events at the library | 84 | 78 | 84 | 94 | 92 | 91 | 94 | 98 |
| d | 2 | A presentation about library technology is made to a community group at least annually (e.g., Kiwanis, Chamber of Commerce) | 45 | 33 | 44 | 58 | 58 | 55 | 75 | 73 |
| e | 2 | At least one leader from a community-based organization serves on a library committee or governing board | 81 | 79 | 86 | 82 | 71 | 86 | 80 | 90 |
| f | 3 | At least one library representative sits on a key community board (e.g., community planning) | 71 | 69 | 72 | 69 | 69 | 83 | 80 | 81 |
| g | 3 | The library places information about library technology and/or digital inclusion in local media outlets at least quarterly (e.g., news or feature story, blog post, radio or TV interview) | 64 | 65 | 57 | 70 | 64 | 66 | 75 | 83 |
| h | 3 | The library maintains its own or participates in an ongoing community advisory body whose responsibilities include helping to develop community digital inclusion and technology plans | 21 | 24 | 17 | 13 | 23 | 25 | 31 | 32 |

| 4.2. The library gathers feedback from the community about its public technology needs. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 10 | 9 | 9 | 12 | 13 | 13 | 15 | 18 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|---|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | An analysis of the social and economic conditions of the community is conducted as part of information gathering for strategic planning and decision making | 52 | 42 | 50 | 64 | 65 | 63 | 78 | 76 |
| b | 2-3 | Questions about community technology are included in a library-sponsored needs assessment survey | 34 | 33 | 29 | 37 | 42 | 36 | 41 | 59 |
| c | | Community technology-related questions are included in a local government survey | 14 | 14 | 8 | 21 | 14 | 19 | 26 | 29 |
| d | 2-3 | The library conducts community-representative focus groups on the community's technology needs | 10 | 10 | 7 | 9 | 12 | 16 | 16 | 22 |
| e | | The library holds advertised forums on the community's technology needs | 3 | 4 | 1 | 2 | 10 | 2 | 4 | 5 |
| f | 3 | The library conducts a community needs assessment for technology resources in languages other than English | 3 | 3 | 2 | 3 | 2 | 8 | 4 | 17 |
| g | 3 | The library conducts a community needs assessment for technology resources for people with disabilities | 4 | 5 | 3 | 3 | 6 | 8 | 8 | 7 |

| National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 1 | 2 | 1 | 1 | 2 | 1 | 2 | 3 |

4.3. The library surveys its patrons about technology use in strategic purpose areas.

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|---|--------------|----------|----------|----------|----------|----------|----------|----------|
| | 1-3 | The library surveys patrons annually about public technology use and outcomes in the following purpose areas: | | | | | | | | |
| a | | Workforce development | 9 | 11 | 6 | 3 | 14 | 9 | 8 | 17 |
| b | | eGovernment | 5 | 6 | 2 | 3 | 12 | 6 | 8 | 12 |
| c | | Education | 9 | 11 | 5 | 6 | 14 | 6 | 10 | 17 |
| d | | Health & wellness | 7 | 9 | 4 | 5 | 12 | 3 | 8 | 15 |

| National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 10 | 7 | 10 | 13 | 12 | 13 | 15 | 15 |

4.4. The library evaluates its technology programs and services.

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|---|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | The effectiveness of digital literacy programs and services is evaluated annually | 35 | 26 | 39 | 46 | 39 | 40 | 47 | 46 |
| b | 2 | Web analytics are used to evaluate the use of online library resources annually | 45 | 22 | 49 | 75 | 62 | 70 | 84 | 88 |
| c | 3 | The effectiveness of outreach activities is evaluated annually | 46 | 38 | 46 | 55 | 58 | 58 | 63 | 56 |
| d | 3 | The effectiveness of partnerships is evaluated biennially | 37 | 28 | 36 | 46 | 48 | 50 | 53 | 56 |

| National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 14 | 13 | 13 | 15 | 16 | 15 | 18 | 18 |

4.5. The library makes strategic decisions based on information about community needs and priorities.

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|--|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | Digital inclusion and innovation goals are included in the strategic plan | 60 | 53 | 59 | 70 | 75 | 58 | 80 | 83 |
| b | 2 | Technology-related goals in the strategic plan are reviewed and updated annually | 48 | 43 | 40 | 54 | 64 | 67 | 73 | 78 |
| c | 3 | Staffing plans reflect community needs related to digital inclusion | 45 | 40 | 48 | 54 | 44 | 52 | 61 | 49 |
| d | 3 | Technology resources and services are aligned with community needs | 63 | 62 | 65 | 61 | 67 | 64 | 65 | 73 |

| Benchmark 5: Libraries build strategic relationships with community partners to maximize public access technology resources and services provided to the community | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 31 | 26 | 29 | 38 | 41 | 39 | 45 | 48 |

| 5.1. The library develops and maintains partnerships that amplify the library's reach, avoid duplication of effort, aid the library in planning or advocacy, or are otherwise mutually beneficial. | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|--|-------|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | | 21 | 17 | 20 | 26 | 29 | 28 | 31 | 33 |
| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
| a | 1 | The library has strategies for strengthening existing partnerships and developing new partnerships to advance digital inclusion and innovation goals | 38 | 33 | 29 | 49 | 46 | 50 | 63 | 61 |
| | 2-3 | The library engages in resource-sharing partnerships benefitting the library (with expertise, in-kind contributions, programming, or workspace) with some/all of the following: | | | | | | | | |
| b | | A workforce development organization | 36 | 24 | 35 | 48 | 58 | 53 | 73 | 73 |
| c | | A local government or social service organization | 56 | 44 | 56 | 69 | 75 | 72 | 77 | 88 |
| d | | An educational organization (K-12, community college, university) | 66 | 59 | 62 | 76 | 83 | 78 | 80 | 93 |
| e | | A local health and wellness organization, hospital, or other healthcare provider | 40 | 27 | 41 | 52 | 62 | 53 | 55 | 78 |
| f | 3 | Devices or space are loaned to community organizations for technology-related training classes in the library | 48 | 38 | 44 | 61 | 65 | 59 | 63 | 63 |
| g | 3 | Mobile training equipment is maintained for library-sponsored technology training in partner facilities | 17 | 9 | 12 | 27 | 33 | 39 | 47 | 42 |
| h | 3 | The library collaborates on grant or other funding opportunities with a community organization | 50 | 38 | 52 | 57 | 77 | 67 | 78 | 88 |

| 5.2. The library engages in technology outreach activities. | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|---|-------|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | | 10 | 9 | 10 | 12 | 12 | 12 | 14 | 15 |
| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
| a | 1 | A roster of community organizations is maintained to help distribute materials about library technology services | 38 | 38 | 35 | 37 | 44 | 41 | 37 | 46 |
| b | 1 | A roster of community organizations that offer technology services and resources is maintained to easily refer community members in the event additional services are needed | 33 | 28 | 30 | 39 | 35 | 42 | 51 | 49 |
| c | 2 | The library tracks emerging technology trends and applications in the community (e.g., new eGovernment portals, community technology centers, technology programs, etc.) | 41 | 30 | 40 | 58 | 62 | 45 | 63 | 71 |
| d | 3 | The library maintains a plan to provide technology services to the community in the event of a disaster or other emergency | 23 | 16 | 21 | 36 | 29 | 23 | 39 | 44 |

| Benchmark 6: Libraries support continuous improvement in public access technology services by sharing expertise & best practices with other digital inclusion organizations | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 35 | 33 | 34 | 38 | 40 | 35 | 40 | 41 |

| 6.1. The library participates in a community of practice and shares public access technology knowledge, resources, and other tools. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 30 | 28 | 30 | 31 | 35 | 32 | 35 | 36 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|---|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | Existing resources are used to help improve library technology management and public services (e.g., TechSoup, WebJunction, Edge) | 85 | 84 | 86 | 82 | 98 | 88 | 92 | 90 |
| b | 1 | The library participates in peer learning through technology programs sponsored by a state library, consortium, library association, or other organization | 90 | 85 | 88 | 97 | 100 | 94 | 96 | 98 |
| c | 2-3 | Training resources and curricula are shared with other libraries or community-based organizations | 67 | 65 | 67 | 70 | 73 | 64 | 75 | 68 |
| d | | Network management policies and practices are shared with other libraries or community-based organizations | 56 | 48 | 62 | 63 | 67 | 58 | 59 | 61 |
| e | 3 | At least one technology-related presentation is made by library staff at formal professional gatherings (in-services, conferences, webinars) annually | 27 | 17 | 26 | 28 | 46 | 52 | 69 | 81 |
| f | 3 | The library participates in or facilitates a technology mentorship program that pairs library staff with more experienced or knowledgeable mentors involved in managing library technology and public technology access | 19 | 19 | 20 | 16 | 21 | 17 | 20 | 17 |
| g | 3 | The library has a collection of technology devices that it loans out for staff development and programming purposes | 47 | 37 | 41 | 67 | 54 | 64 | 73 | 88 |
| h | | The library hosts a dedicated development environment to allow library staff to experiment with new applications and online environments | 37 | 31 | 43 | 42 | 40 | 27 | 39 | 46 |

| 6.2. The library conducts surveys to gather feedback about library technology. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 5 | 5 | 4 | 6 | 5 | 3 | 5 | 8 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|---|--------------|----------|----------|----------|----------|----------|----------|----------|
| | | The following questions are included in an annual survey: | | | | | | | | |
| a | 1 | Patron satisfaction with library technology | 27 | 26 | 25 | 33 | 31 | 19 | 26 | 46 |
| b | 2 | Personal importance of library technology | 24 | 25 | 19 | 30 | 25 | 16 | 24 | 37 |
| c | 3 | Importance of library technology to others in the community | 19 | 19 | 16 | 27 | 17 | 11 | 24 | 27 |

| Organizational Management | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|---------------------------|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 226 | 218 | 223 | 235 | 241 | 237 | 241 | 253 |

| Benchmark 7: Libraries integrate public access technology into planning and policies | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 32 | 29 | 34 | 32 | 39 | 34 | 35 | 39 |

| 7.1. The library maintains technology and patron data management policies. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 32 | 29 | 34 | 32 | 39 | 34 | 35 | 39 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|---|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | The library has a hardware replacement plan with a 3-5 year refresh cycle | 66 | 62 | 70 | 64 | 67 | 72 | 78 | 83 |
| b | 1 | The library has a software upgrade plan with a 3-5 year refresh cycle | 62 | 57 | 69 | 57 | 73 | 69 | 73 | 76 |
| c | 1 | Practices for updating to current versions of Internet browsers, web applications, and plug-ins (e.g., Java, PDF, Flash, Shockwave, Windows Media Player) are included in a technology management plan | 61 | 56 | 62 | 61 | 87 | 59 | 65 | 66 |
| d | 1 | Practices to ensure the security of patron data, including at least clearing online session data from public computers and procedures for handling sensitive information, are included in a patron privacy plan | 73 | 65 | 79 | 76 | 92 | 77 | 69 | 88 |
| e | 2 | Network security practices for timely application of updates and patches are included in a technology management plan | 64 | 57 | 69 | 70 | 73 | 66 | 63 | 83 |
| f | 2 | Processes for system recovery are included in a technology management plan to ensure continuity of services in the event of catastrophic technology failure | 51 | 42 | 53 | 58 | 71 | 56 | 67 | 81 |

| | | | | | | | | | | | |
|--|--|--|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Benchmark 8: Libraries have sufficient staff with technology expertise to help patrons achieve their goals | | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | | | | 55 | 54 | 54 | 60 | 58 | 56 | 60 | 63 |

| | | | | | | | | | | | |
|---|--|--|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 8.1. The library provides staff with work time to engage in technology related learning activities. | | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | | | | 30 | 28 | 31 | 32 | 33 | 32 | 34 | 36 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|--|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | All public services staff are allowed work time to engage in technology-related webinars, online tutorials, or classes | 89 | 85 | 90 | 94 | 96 | 92 | 96 | 100 |
| b | 1 | All public services staff are allowed work time for hands-on learning with new devices, software, or other technology | 88 | 88 | 86 | 91 | 92 | 81 | 96 | 98 |
| | 2-3 | All staff are provided the opportunity to attend annual training during work time from experts in the following areas: | | | | | | | | |
| c | | Workforce development | 48 | 41 | 53 | 48 | 58 | 59 | 71 | 73 |
| d | | eGovernment | 40 | 31 | 44 | 42 | 52 | 50 | 65 | 71 |
| e | | Education | 51 | 47 | 54 | 51 | 58 | 56 | 71 | 76 |
| f | | Health & wellness | 48 | 41 | 48 | 51 | 62 | 59 | 69 | 78 |
| g | 2 | Key staff are cross-trained to perform technology-related duties | 74 | 65 | 79 | 82 | 83 | 83 | 77 | 93 |
| h | 3 | Key staff are provided the opportunity to attend training in the creation of digital content during work time | 68 | 62 | 70 | 73 | 77 | 77 | 78 | 95 |
| i | 3 | Key staff are provided the opportunity to attend training in instructional design and techniques during work time | 59 | 52 | 61 | 63 | 71 | 70 | 75 | 68 |

| | | | | | | | | | | | |
|--|--|--|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 8.2. Library staff assigned to assist patrons are responsible for maintaining technology competencies. | | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | | | | 10 | 10 | 9 | 12 | 11 | 11 | 13 | 13 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|---|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | Job descriptions for public services staff contain technology competencies and responsibilities | 61 | 61 | 49 | 75 | 65 | 64 | 71 | 71 |
| b | 2 | Annual evaluations for public services staff include review of technology related performance | 40 | 36 | 39 | 43 | 42 | 45 | 57 | 61 |
| c | 3 | Annual goal setting for public services staff includes expectations for technology performance | 41 | 36 | 36 | 54 | 48 | 41 | 53 | 66 |

| | | | | | | | | | | | |
|--|--|--|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 8.3 Staff assigned to assist patrons are able to answer patrons' technology questions. | | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | | | | 15 | 16 | 14 | 16 | 14 | 14 | 13 | 13 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|---|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | 100% of public services staff are able to answer basic patron technology questions | 73 | 82 | 69 | 66 | 65 | 64 | 59 | 61 |
| b | 2 | 25% of public services staff in each outlet are able to answer intermediate patron technology questions | 86 | 88 | 83 | 93 | 83 | 81 | 82 | 76 |
| c | 3 | 10% of public services staff in each outlet are able to assist patrons with advanced technology questions | 70 | 64 | 69 | 88 | 67 | 67 | 63 | 66 |

| | | | | | | | | |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Benchmark 9: Libraries have sufficient devices and bandwidth to accommodate user demand | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 71 | 77 | 69 | 69 | 64 | 61 | 62 | 60 |

| | | | | | | | | |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 9.1. The library has a sufficient number of device hours available on a per capita basis. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 11 | 16 | 10 | 6 | 5 | 2 | 2 | 2 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|------------------------------------|--------------|----------|----------|----------|----------|----------|----------|----------|
| | 1 | Device hours per capita 3.00-6.00 | 30 | 37 | 28 | 24 | 17 | 17 | 18 | 17 |
| | 2 | Device hours per capita 6.01-12.00 | 11 | 10 | 18 | 10 | 10 | 2 | 2 | 0 |
| | 3 | Device hours per capita >12.00 | 19 | 35 | 11 | 6 | 4 | 0 | 0 | 0 |

| | | | | | | | | |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 9.2. The library meets or exceeds the minimum bandwidth capacity necessary to support public user demand. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 17 | 19 | 17 | 17 | 16 | 13 | 14 | 15 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|--|--------------|----------|----------|----------|----------|----------|----------|----------|
| | 1 | Bandwidth download allocation per user 512 kbps-767 kbps | 15 | 11 | 15 | 13 | 29 | 27 | 29 | 10 |
| | 2 | Bandwidth download allocation per user 768 kbps-999 kbps | 13 | 14 | 8 | 12 | 21 | 16 | 16 | 24 |
| | 3 | Bandwidth download allocation per user >1 mbps | 45 | 51 | 46 | 43 | 31 | 23 | 25 | 32 |

| | | | | | | | | |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 9.3. The library assures adequate time for patrons to complete tasks. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 24 | 23 | 24 | 27 | 26 | 27 | 28 | 28 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|---|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | Library has session management software | 51 | 24 | 55 | 82 | 79 | 89 | 100 | 100 |
| b | 1 | Library staff are empowered to extend public access sessions | 89 | 88 | 87 | 94 | 89 | 97 | 94 | 98 |
| c | 1 | The wireless network signal extends to all public areas of the library at all outlets | 94 | 94 | 94 | 96 | 87 | 94 | 96 | 90 |
| d | 2-3 | Some public access terminals are designated with extended session periods | 47 | 49 | 36 | 49 | 62 | 52 | 53 | 73 |
| e | | Internet-enabled devices with extended session periods are loaned within the library | 35 | 42 | 28 | 28 | 37 | 31 | 28 | 42 |
| f | 3 | Internet-enabled devices are loaned for use outside the library | 12 | 12 | 8 | 16 | 14 | 17 | 10 | 5 |

| National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|

9.4. The library provides peripheral equipment that enables patrons to complete tasks.

| | | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 18 | 19 | 19 | 19 | 17 | 19 | 18 | 15 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|--|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | Headphones are available to loan to patrons | 65 | 70 | 73 | 55 | 48 | 56 | 63 | 37 |
| | 1-3 | Patron needs for privacy while conducting sensitive transactions are accommodated through at least one of the following: | | | | | | | | |
| b | | Installing privacy screens for computer monitors | 7 | 5 | 6 | 6 | 6 | 17 | 28 | 34 |
| c | | Placing computer monitors so they can't be viewed by other patrons | 27 | 31 | 30 | 19 | 17 | 23 | 28 | 29 |
| d | | Installing partitions between workstations | 22 | 16 | 19 | 30 | 31 | 31 | 39 | 24 |
| e | | Having public computers in private rooms | 11 | 7 | 12 | 18 | 15 | 11 | 4 | 10 |
| f | 2 | Patrons are able to scan documents into digital formats | 67 | 62 | 68 | 75 | 75 | 72 | 67 | 54 |
| g | 2 | Wireless-enabled printers are available for patron owned devices | 31 | 37 | 25 | 28 | 27 | 34 | 24 | 27 |
| h | 3 | Video conferencing equipment is available for public use | 20 | 22 | 16 | 22 | 15 | 22 | 14 | 10 |
| i | 3 | Presentation equipment (e.g., projector, microphone, etc.) is available for public use | 58 | 48 | 57 | 75 | 71 | 67 | 65 | 71 |
| j | 3 | Multimedia production equipment (e.g. digital cameras, audio recorders, video cameras) is available for public use | 13 | 16 | 11 | 15 | 4 | 11 | 16 | 10 |

| | | | | | | | | |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Benchmark 10: Libraries manage their technology resources to maximize quality | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 50 | 43 | 50 | 57 | 60 | 66 | 65 | 70 |

| | | | | | | | | |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 10.1. The library actively manages Internet connectivity. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 19 | 15 | 18 | 21 | 22 | 25 | 25 | 29 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|---|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | The library knows the maximum available bandwidth speed available at each branch | 86 | 85 | 83 | 87 | 87 | 94 | 96 | 100 |
| b | 1 | Speed tests are performed on public computers to compare advertised and actual bandwidth speed | 65 | 61 | 63 | 69 | 77 | 78 | 71 | 81 |
| c | 1 | Alerts about connectivity problems are received in real time | 64 | 82 | 62 | 63 | 64 | 77 | 73 | 93 |
| d | 2 | Connectivity (up/down/ping) is continuously monitored at the network level for all branches | 43 | 32 | 43 | 51 | 54 | 66 | 65 | 85 |
| e | 2 | Traffic is monitored by packet type and volume | 30 | 14 | 32 | 43 | 50 | 59 | 65 | 83 |
| f | 3 | Library allocates bandwidth for library staff functions and public Internet access through separate data circuits or through hardware/software mechanisms to prioritize network traffic | 40 | 22 | 46 | 61 | 52 | 61 | 65 | 63 |
| g | 3 | Network bandwidth is shaped for quality of service | 42 | 32 | 41 | 48 | 62 | 59 | 65 | 71 |

| | | | | | | | | |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 10.2. The library minimizes out-of-service devices. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 18 | 15 | 18 | 21 | 21 | 24 | 24 | 25 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|---|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | Library staff have access to a troubleshooting guide for network devices and peripherals, including call numbers and service provider information | 72 | 69 | 73 | 78 | 75 | 73 | 73 | 81 |
| b | 1 | A lockdown software program (e.g. Deepfreeze) is installed on public computers | 74 | 58 | 81 | 88 | 83 | 95 | 84 | 90 |
| c | 1 | The library uses a master image deployment and recovery (e.g. Clonezilla, Ghost) system for public computers | 37 | 15 | 39 | 55 | 54 | 73 | 92 | 98 |
| d | 2 | Cold spares are available to switch out downed devices with fresh hardware within a business day | 30 | 15 | 30 | 39 | 56 | 64 | 59 | 68 |
| e | 2 | The library has access to personnel with sufficient IT expertise to maintain the library's network and public technology systems | 86 | 83 | 86 | 88 | 94 | 95 | 94 | 93 |
| f | 3 | The library has at least one staff member located onsite with sufficient IT expertise to maintain the library's network and public technology systems | 57 | 51 | 48 | 73 | 62 | 81 | 73 | 76 |

| | | | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
|--|-------|--|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 10.3. The library tracks key measures about public technology services for planning purposes. | | | 14 | 13 | 14 | 15 | 16 | 17 | 16 | 16 |
| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
| | | The following metrics are tracked on an ongoing basis: | | | | | | | | |
| a | 1 | Number of hours public devices are in use by patrons | 74 | 67 | 73 | 82 | 87 | 88 | 90 | 88 |
| b | 1 | Number of attendees in technology classes | 71 | 54 | 77 | 84 | 90 | 94 | 94 | 90 |
| c | 1 | Average wait times for public devices | 39 | 37 | 44 | 36 | 40 | 47 | 35 | 34 |
| d | 2 | Number of wireless sessions | 44 | 44 | 41 | 42 | 44 | 55 | 55 | 71 |
| e | 3 | Number of requests for one-on-one technology help | 52 | 51 | 46 | 60 | 62 | 63 | 55 | 44 |

| | | | | | | | | |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Benchmark 11: Libraries ensure participation in digital technology for people with disabilities | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 17 | 16 | 16 | 17 | 21 | 20 | 20 | 20 |

| | | | | | | | | |
|---|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 11.1. The library accommodates users with disabilities. | National average score | Peer 1 average score | Peer 2 average score | Peer 3 average score | Peer 4 average score | Peer 5 average score | Peer 6 average score | Peer 7 average score |
| | 17 | 16 | 16 | 17 | 21 | 20 | 20 | 20 |

| Attribute # | Level | Attribute | % Nationally | % Peer 1 | % Peer 2 | % Peer 3 | % Peer 4 | % Peer 5 | % Peer 6 | % Peer 7 |
|-------------|-------|--|--------------|----------|----------|----------|----------|----------|----------|----------|
| a | 1 | At least one public terminal with equipment or programs that enable use by the visually impaired (e.g., screen readers, magnification, high contrast keyboards and displays) is available at all outlets | 32 | 26 | 28 | 28 | 54 | 56 | 53 | 56 |
| b | 1 | At least one public terminal that can be converted with equipment or programs to facilitate usage by people with motor and dexterity impairments (e.g., touch screens, trackballs, switches, voice-recognition software) is available at all outlets | 17 | 16 | 11 | 22 | 23 | 28 | 24 | 24 |
| c | 1 | The library has at least one workstation in each location that can accommodate a wheelchair or mobility vehicle | 92 | 91 | 94 | 94 | 93 | 89 | 94 | 85 |
| d | 2 | The library website is compliant with World Wide Web Consortium (W3C) disability standards as evidenced by the use of an online validation service | 36 | 32 | 33 | 39 | 50 | 41 | 39 | 54 |
| e | 3 | Specific accessibility goals are included in the strategic plan | 19 | 19 | 17 | 15 | 27 | 22 | 24 | 29 |
| f | 3 | Staff are provided with training at least annually for recognizing and serving patrons with disabilities | 18 | 22 | 15 | 12 | 21 | 13 | 16 | 17 |



Edge Recommendations Report

Santa Cruz Public Libraries

Sep 15, 2016

Recommendations

Filtered By:

Strategic Area: All

Benchmark: All

Level: All

Showing **all** of your 57 recommendations

Community Value

Benchmark 1

Libraries provide assistance and training with the goal of increasing the level of digital literacy in the community

1.1

The library has curricula for and provides regularly scheduled digital literacy training.

Provide structured and regularly scheduled classes on basic computer skills to promote digital literacy in your community.

Level: 1

Provide structured and regularly scheduled classes on office productivity software (e.g., word processing, spreadsheets, presentations) to promote digital literacy in your community.

Level: 1

Provide structured and regularly scheduled classes on Internet searching skills to promote digital literacy in your community.

Level: 1

Provide structured and regularly scheduled classes on social media to promote digital literacy in your community.

Level: 1

Provide structured and regularly scheduled classes on multi-media (e.g. photo, video, audio) to promote digital literacy in your community.

Level: 1

Provide assistance to patrons on using their personal devices (e.g. eReaders, iPods, tablets) either through one-on-one training support or through group sessions.

Level: 2

Provide technology training classes in languages other than English to support the development of digital literacy skills in ESL populations within your community.

Level: 3

1.2

The library provides individual assistance for digital literacy at all locations.

Provide individual assistance through one-on-one help available on-demand with library staff or volunteers for at least 10 minute sessions to promote digital literacy at the individual level.

Level: 1

Provide individual assistance through one-on-one help by appointment with library staff or volunteers for at least 30 minute sessions to promote digital literacy at the individual level.

Level: 2

Provide individual assistance through one-on-one training support for patrons on their personal devices (e.g. eReaders, iPods, tablets) to promote digital literacy at the individual level.

Level: 2

Provide individual technology assistance in languages other than English to support the development of digital literacy skills in ESL populations within your community.

Level: 3

**Community
Value**

Benchmark 2

Libraries provide access to relevant digital content and enable community members to create their own digital content

2.1 The library supports the creation of digital content on public access computers.

Ensure photo editing software is available in at least 50% of locations.

Level: 2

Ensure video/audio recording and editing software is available in at least one location.

Level: 3

Ensure web development software is available on at least one public computer in at least one location.

Level: 3

**Community
Value**

Benchmark 3

Libraries provide technology resources to help patrons meet important needs related to personal goals and community priorities

3.1 The library supports use of public technology for workforce development and entrepreneurship.

Host group instruction at least quarterly on using online job-seeking, career development, and small business development resources to promote workforce development and entrepreneurship.

Level: 3

3.2 The library supports use of public technology for eGovernment or legal purposes.

Host group instruction at least quarterly for patrons on navigating online government resources to support the use of public technology for eGovernment purposes.

Level: 3

3.3 The library supports use of public technology for patrons pursuing educational opportunities.

Host group instruction at least quarterly on using or navigating educational resources to support the use of public technology for patrons pursuing educational opportunities.

Level: 3

3.4

The library supports use of public technology for health and wellness purposes.

Volunteer to become a designated community access point for health and human services information assistance (211 service) to promote the library as a resource for health and wellness information.

Level: 3

Host group instruction at least quarterly on using or navigating health and wellness resources to promote the use of the library and its publicly accessible technologies for health and wellness purposes.

Level: 3

**Engaging the
Community**

Benchmark 4

Libraries make strategic decisions based on community priorities for digital inclusion and innovation

4.1

The library has leaders who maintain on-going relationships with community leaders.

Deliver a presentation about library technology to community group(s) at least annually.

Level: 2

4.2

The library gathers feedback from the community about its public technology needs.

Include questions about community technology in a library-sponsored needs assessment survey to help your library determine your community's public technology needs.

Level: 2

Include community technology-related questions in a local government survey to help your library determine your community's public technology needs.

Level: 2

Conduct community-representative focus groups on the community's technology needs to help gather feedback from your community on its public technology needs.

Level: 2

Hold advertised forums on the community's technology needs to help gather feedback from your community on its public technology needs.

Level: 2

Conduct an assessment of community needs for technology resources in languages other than English to help gather feedback from diverse members of your community on their public technology needs.

Level: 3

Conduct an assessment of community needs for technology resources for people with disabilities to help gather feedback from diverse members of your community on their public technology needs.

Level: 3

4.3 The library surveys its patrons about technology use in strategic purpose areas.

Survey patrons annually about public technology use and outcomes in workforce development

Level: 1

Survey patrons annually about public technology use and outcomes in eGovernment

Level: 1

Survey patrons annually about public technology use and outcomes in Education

Level: 1

Survey patrons annually about public technology use and outcomes in Health & Wellness

Level: 1

4.5 The library makes strategic decisions based on information about community needs and priorities.

Incorporate digital inclusion and innovation goals in library's strategic planning and decision making.

Level: 1

Review and update technology-related goals in library's strategic plan at least annually.

Level: 2

Align library's technology resources and services with community needs.

Level: 3

Engaging the Community

Benchmark 5

Libraries build strategic relationships with community partners to maximize public access technology resources and services provided to the community

5.1 The library develops and maintains partnerships that amplify the library's reach, avoid duplication of effort, aid the library in planning or advocacy, or are otherwise mutually beneficial.

Bring basic computer and Internet training out into the community using mobile computer labs to link at-risk and disenfranchised customers with vital technology access and skills.

Level: 3

5.2 The library engages in technology outreach activities.

Develop and maintain a plan that ensures the assessment and recovery of technology services in the event of an emergency.

Level: 3

Engaging the Community

Benchmark 6

Libraries support continuous improvement in public access technology services by sharing expertise & best practices with other digital inclusion organizations

6.1 The library participates in a community of practice and shares public access technology knowledge, resources, and other tools.

Share technology training and curricula with other libraries or community-based organizations.

Level: 2

Share network management policies and practices with other libraries or community-based organizations.

Level: 2

Deliver at least one technology-related presentation at formal professional gatherings (in-services, conferences, webinars) annually.

Level: 3

6.2 The library conducts surveys to gather feedback about library technology.

Conduct annual survey to gather feedback from the community and includes question about patron satisfaction with library technology

Level: 1

Conduct annual survey to gather feedback from the community and includes question about personal importance of library technology

Level: 2

Conduct annual survey to gather feedback from the community and includes importance of library technology to others in the community

Level: 3

Organizational Management

Benchmark 8

Libraries have sufficient staff with technology expertise to help patrons achieve their goals

8.2

Library staff assigned to assist patrons are responsible for maintaining technology competencies.

Add technology competencies and responsibilities to job descriptions for public services staff.

Level: 1

Review technology related performance as part of annual employee evaluations.

Level: 2

Include expectations for technology performance in annual goal setting for public services staff.

Level: 3

Organizational Management

Benchmark 9

Libraries have sufficient devices and bandwidth to accommodate user demand

9.1

The library has a sufficient number of device hours available on a per capita basis.

Improve patron computer access during peak demand times by increasing the number of devices and/or the number of hours your location is open.

Level: 1

Improve patron computer access during peak demand times by increasing the number of devices and/or the number of hours your location is open.

Level: 2

Improve patron computer access during peak demand times by increasing the number of devices and/or the number of hours your location is open.

Level: 3

9.2 The library meets or exceeds the minimum bandwidth capacity necessary to support public user demand.

Increase and manage your bandwidth to optimize the speed of your connection and improve the patron's Internet experience.

Level: 3

9.3 The library assures adequate time for patrons to complete tasks.

Provide internet-enabled devices for use outside the library.

Level: 3

9.4 The library provides peripheral equipment that enables patrons to complete tasks.

Provide equipment that ensures privacy and allow patrons to conduct sensitive transactions (privacy screens for computer monitors)

Level: 1

Provide equipment that ensures privacy and allow patrons to conduct sensitive transactions (placing computer monitors so they can't be viewed by other patrons)

Level: 1

Provide equipment that ensures privacy and allow patrons to conduct sensitive transactions (installing partitions between workstations)

Level: 1

Provide equipment that ensures privacy and allow patrons to conduct sensitive transactions (having public computers in private rooms)

Level: 1

Provide wireless-enabled printers so patrons who connect to the public Wi-Fi have the ability to send documents to various printers within the network.

Level: 2

Provide multimedia production equipment (e.g. digital cameras, audio recorders, video cameras) for in-library public use.

Level: 3

Benchmark 10

Libraries manage their technology resources to maximize quality

10.3

The library tracks key measures about public technology services for planning purposes.

Monitor patron computer use through the collection of average wait times for public devices.

Level: 1

Monitor patron computer use through the collection of the number of requests for one-on-one technology help.

Level: 3

Appendix B: Libraries of the Future Trends

Trends

The Center for the Future of Libraries works to identify trends relevant to libraries and librarianship. This collection is available to help libraries and librarians understand how trends are developing and why they matter. Each trend is updated as new reports and articles are made available. New trends will be added as they are developed.

Trends will be organized into seven categories - Society, Technology, Education, the Environment, Politics (and Government), Economics, and Demographics (STEEPED). We have shared more information about the [organization and classification of trends below](#).

If you have suggestions for additional information that could expand our coverage or ideas for additional trends that should be included, please contact the [Center](#). We look forward to having you join this work!

AGING
ADVANCES

ANONYMITY

BADGING

COLLECTIVE
IMPACT

CONNECTED
LEARNING

DATA
EVERYWHERE

DIGITAL
NATIVES

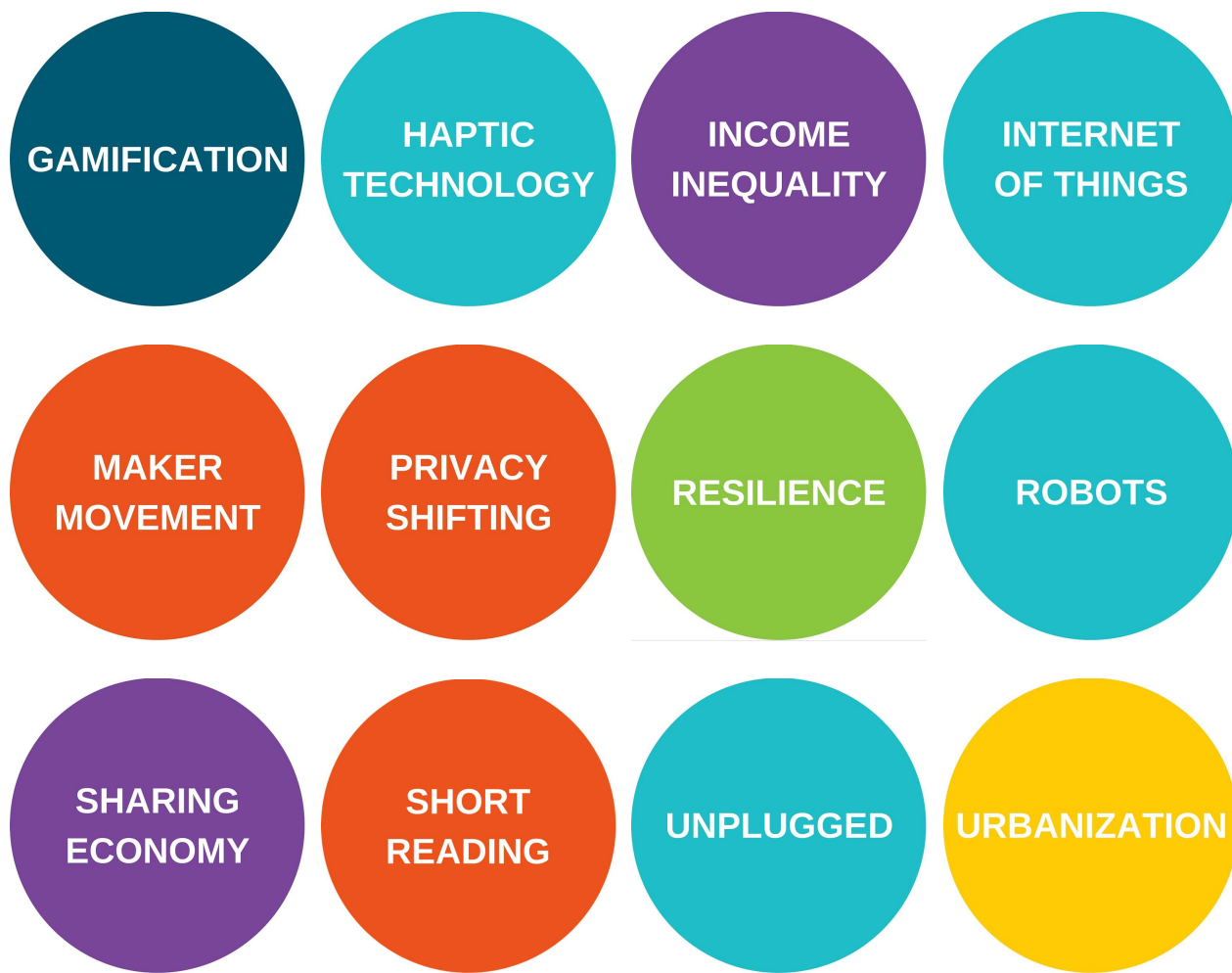
DRONES

EMERGING
ADULTHOOD

FANDOM

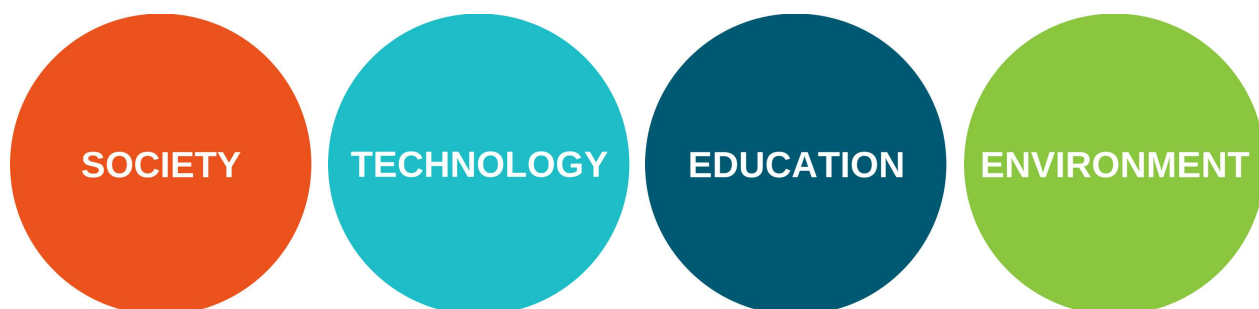
FAST
CASUAL

FLIPPED
LEARNING



Organization and Classification of Trends

Many futurists and trend scanners encourage the organizing or classifying of trends to help improve our understanding of trends, piece them together, and to ensure a broad view of the trends shaping our world. The DEGEST method of classification (Demography, Economy, Government, Environment, Society, and Technology) is among the most popular. For our purposes, we have expanded the classification to include Education as its own category and have re-labeled to form the acronym STEEPED - Society [red], Technology [light blue], Education [dark blue], the Environment [green], Politics & Government [orange], Economics [purple], and Demographics [yellow]. Each trend icon is color-coded to a category per the key below:





[Copyright Statement](#) | [Privacy Policy](#) | [Site Help](#) | [Site Index](#)

© 1996–2016 American Library Association

ALAAmericanLibraryAssociation

50 E Huron St., Chicago IL 60611 | 1.800.545.2433

Appendix C: Impact Survey

**Santa Cruz Public Libraries
117 Union Street
Santa Cruz, CA 95060**

November 22, 2016

Dear Editor:

Recently, Santa Cruz Public Libraries conducted a survey to better understand how our community uses and benefits from free access to computers and the Internet at the library. The library offers 150 computers, 54 wireless Internet access points, and assistance for all members of our community. Of the survey respondents who reported visiting the library in the past year, 63% used a public access computer or the library's wireless network during their visits. Highlights from the survey include:

- 23% of public technology users indicated they had used public access technology for employment needs. 16% of users searched for a job online. 11% applied for a job by submitting a résumé or filling out an online job application.**
- 24% of public technology users used public technology for educational activities. 12% of users completed coursework or homework using public access technology.**
- 28% of public technology users used library technology to get information on health and wellness topics. 16% of users reported learning about diet or nutrition; of those, 15% made a change to their diet.**
- 26% of public technology users reported using library resources to stay in touch with family and friends and to build and maintain social networks.**

54% of public access technology users also received help from a librarian when using the computers or Internet at the library. Of those users, 85% have access to the Internet at home, school, or work but still choose to use the library's technology. This shows the library offers critical resources and services even as people increasingly have their own Internet connections and devices.

These are only a few of the impacts from the library's public technology access and training. The future of our community depends on Santa Cruz Public Libraries' ability to sustain the quality technology services that provide opportunities for all people. Let's make sure our library gets the support it needs to make this happen. Visit Santa Cruz Public Libraries to see how you can help.

Sincerely,

**Lynne Sansevero, MISM
Manager, Library IT**



How your community benefits from Internet access at Santa Cruz Public Libraries

November 2016

Key findings and highlights from surveys completed at Santa Cruz Public Libraries.

Public libraries are important to Americans

- 91% of Americans agree that libraries are important to their communities.
- 63% of Americans have a library card.
- 76% say their local library is important to them and their family.
- 77% of Americans say free access to computers and the Internet is a very important library service.

Your library's public access at work

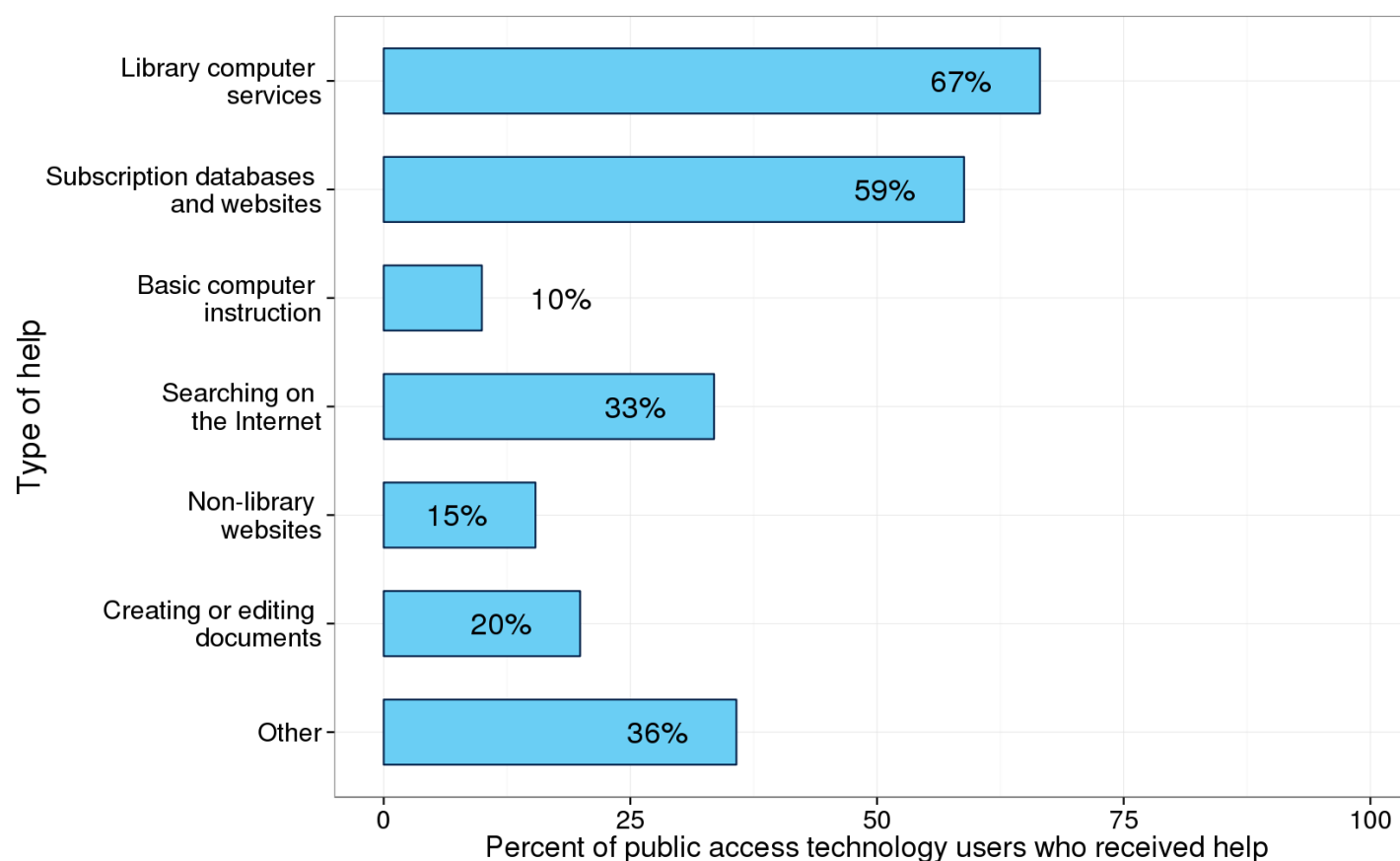
- 63% of Santa Cruz Public Libraries's survey respondents use the public access computers or wireless connection at the library.

Who uses Santa Cruz Public Libraries's public access?

- 24% of Santa Cruz Public Libraries's public technology users are low income (below 200% of the poverty line).
- 90% of users have regular access to the Internet somewhere other than the library.

Types of help users received from librarians

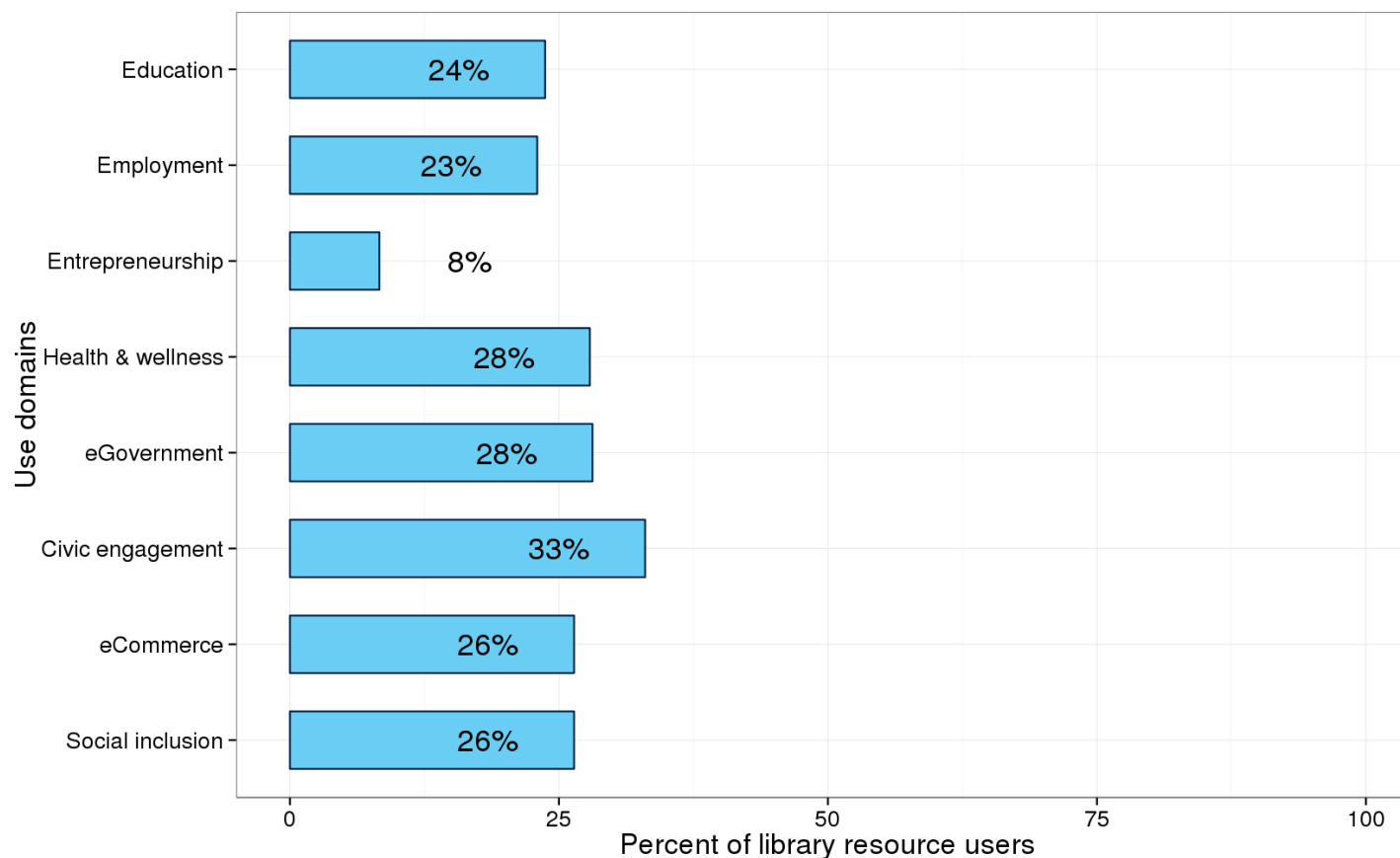
54% of users received help from library staff or volunteers when using a library computer or wireless network.



The library provides valuable help and resources

- 90% of Santa Cruz Public Libraries's public access technology users have alternative Internet access somewhere other than the library.
- 51% of public technology users who have computer access elsewhere received help when they visited the library.

How do people use library Internet connections?



Public access technology uses by activity area - Employment

- 23% of respondents who used the library's public technology did so for employment activities.
- **11%** of users used the library's technology resources to apply for a job.
- **6%** were granted an interview, and **4%** were hired for a new position.



Public access technology uses by activity area - Education

- 24% of public technology users conducted educational activities using library computers or Internet.
- Of those that used public technology for educational purposes, **69%** took an online class, did research or did homework for a class.



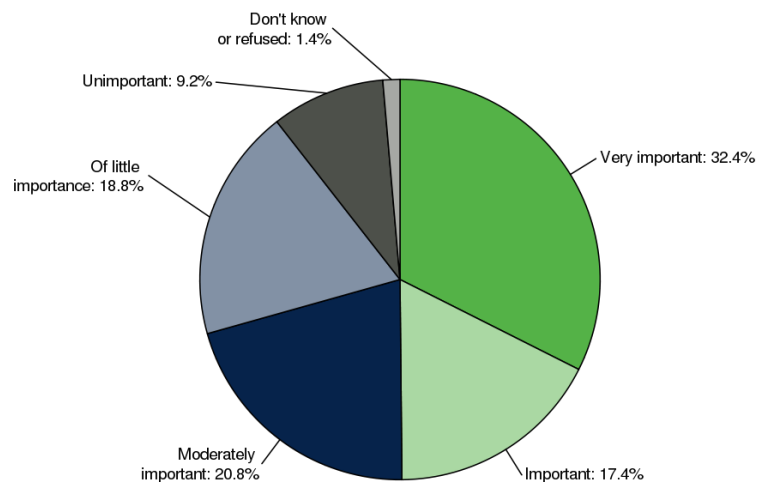
Public access technology uses by activity area - Health and wellness

- At Santa Cruz Public Libraries, 28% of public access technology users reported using library technology for health purposes.
- **16%** of users reported learning about diet or nutrition; of those, 15% made a change to their diet.
- **14%** of users reported learning about exercise or fitness; of those, 13% made a change in their exercise habits.

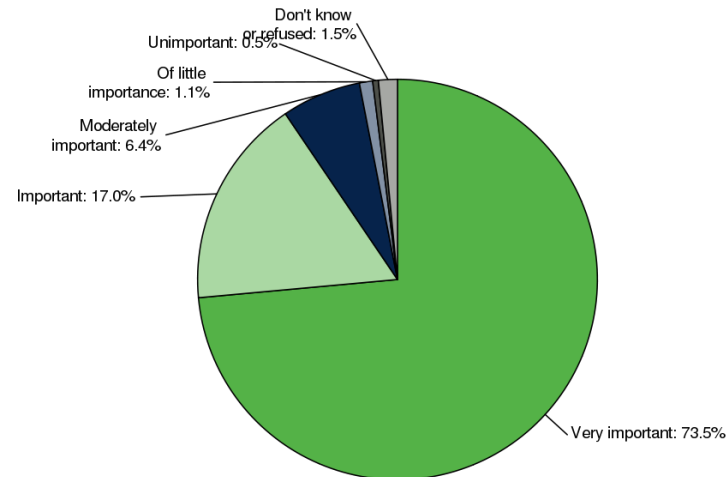


Importance of public library Internet access

Personally important



Important to the community



Thank you!

We hope this information has helped you to understand the critical role our library's computers and Internet access play in our community.

Education and employment activities using technology at Santa Cruz Public Libraries

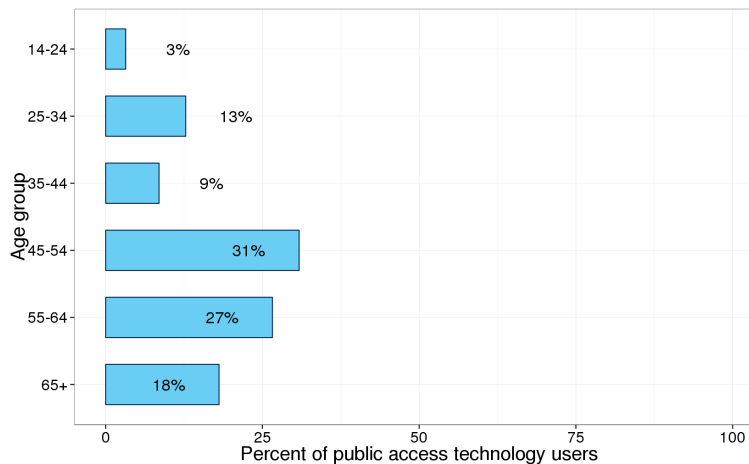
National research shows that two of the most frequent ways people use public library technology is to find employment opportunities and advance their education. The following shows how patrons used the public access technology at Santa Cruz Public Libraries for education and employment activities.

Employment

23% of public access technology users at Santa Cruz Public Libraries reported they had used these resources for employment or career purposes in the past 12 months. The majority of users who engaged in this activity, 31%, were between the ages of 45-54.

Figure 1 shows the ages of those who used public technology for employment activities.

Figure 1 - Ages of patrons using public access technology for employment



Highlights:

- **11%** of users used the library's technology resources to apply for a job.
- **6%** were granted an interview, and **4%** were hired for a new position.

Table 1 details additional employment tasks patrons reported engaging in during the past 12 months.

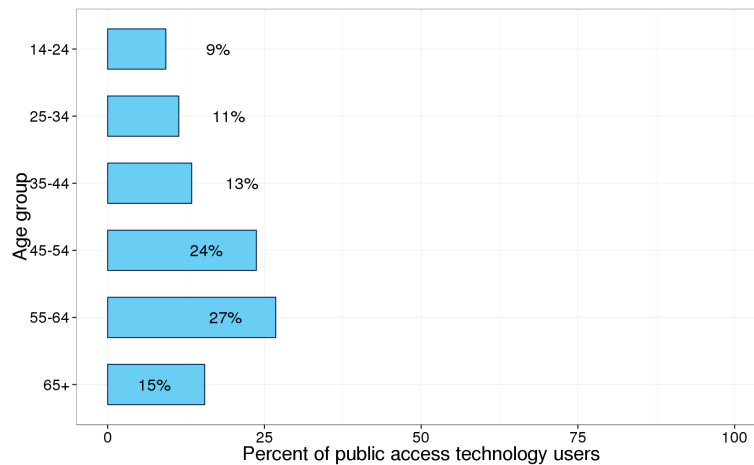
Table 1: Employment activities

| | % of users | n |
|--|------------|----|
| Looked for a job | 16% | 67 |
| Applied for a job or sent out a résumé | 11% | 44 |
| Got an interview | 6% | 26 |
| Was hired | 4% | 15 |
| Worked on a résumé | 12% | 51 |
| Received skill-based training | 10% | 39 |
| Found information related to a job or profession | 18% | 72 |
| Did work for a current job | 12% | 50 |

Education

In Santa Cruz Public Libraries, **24%** of public access technology users indicated they had used the public library's computers or wireless network for educational purposes. The majority of users who engaged in this activity, 27%, were between the ages of 55-64. Figure 2 shows the ages of those who used public technology for educational activities.

Figure 2 - Ages of patrons using public access technology for education



Highlights:

- **2%** of users applied for degree or certificate program; of those, 5 were admitted to the program.
- **3%** of users took a school-related test online; of those, 2 had a librarian serve as a proctor.
- **3%** of users applied for financial aid; of those, 4 received financial aid.

Table 2 details the education tasks public access technology users reported engaging in during the past 12 months.

Table 2: Education activities

| | % of users | n |
|---|------------|----|
| Learned about a degree or certificate program | 8% | 31 |
| Applied for a degree or certificate program | 2% | 9 |
| Was admitted to the program | 1% | 5 |
| Took an online class or workshop | 5% | 21 |
| Did research for a class | 14% | 57 |
| Completed coursework or homework | 12% | 49 |
| Took any school-related test online | 3% | 11 |
| Librarian served as a proctor | 0% | 2 |
| Applied for financial aid for education | 3% | 13 |
| Received financial aid for education | 1% | 4 |

Santa Cruz Public Libraries Survey results



November 22, 2016



The Impact Survey is an online survey tool designed specifically for public libraries that want to better understand their communities and how people use their public technology resources and services.

impactsurvey.org

Foreword

This report provides the comprehensive results from the Impact Survey. It describes how patrons reported having used the public access technology provided by Santa Cruz Public Libraries and the outcomes they experienced as a result. The report is divided into four sections:

- The library profile contextualizes the survey results by providing information about the public access technology resources and services provided by the library. Research has found that these inputs affect the ability of patrons to achieve their goals.
- The overall results section shows how and how often respondents visit the library or the library's website, access the public access technology resources and services provided by Santa Cruz Public Libraries, and receive assistance from staff.
- The next section shows the kinds of activities public technology users engage in across the following domains: education, employment, entrepreneurship, health and wellness, eGovernment, civic engagement, eCommerce, and social inclusion.
- Finally, the patron satisfaction and demographics section provides details on the types of patrons who completed the survey, and how satisfied they are with the technology services provided by the library.

These survey results provide a comprehensive view of how providing public access technology services at the library benefits your community. To help your library effectively use these results in your advocacy efforts, we invite you to visit the Impact Survey website to access a number of additional advocacy tools (<http://impactsurvey.org/advocacy>).

Sincerely,

Michael Crandall, MLIS
Senior Lecturer
mikecran@uw.edu

Samantha Becker, MLIS, MPA
Principal Research Scientist
srbecker@uw.edu
University of Washington

The Information School
Box 352840
Mary Gates Hall, Ste 370
Seattle, WA 98195-2840
Phone: (206) 685-9937
Fax: (206) 616-3152

<http://impactsurvey.org>

Library Profile

Library infrastructure

| | |
|---|------------|
| Number of residents within the legal service area: | 220,518 |
| Number of library patron visits in the past year: | 1,097,148 |
| Number of hours the library system was open in the past year: | 1,8214 |
| Total operational expenditures in the past year: | \$12708547 |
| Total number of full-time equivalent paid staff: | 84.36 |

Public access technology resources

| | |
|---|---------------------------|
| Total number of public access Internet terminals within the library system: | 150 |
| Assistive technology provided by the library for patrons with disabilities: | Screen magnifier software |
| Library uses session management software: | Yes |

Internet connectivity

| | |
|--|--------|
| The source of the library's Internet connection: | Cruzio |
| Maximum download speed of library Internet connection: | 1GB |
| Wireless Internet access available for the public: | Yes |

Policies

| | |
|--|------------|
| Library has a replacement plan for public access Internet terminals: | Yes |
| Standard maximum daily time limit for patrons: | 60 minutes |
| Librarians are permitted to extend the session time for patrons: | Yes |

Overall results

- Santa Cruz Public Libraries ran the Impact Survey from October 24, 2016 to November 21, 2016.
- A total of 654 people completed the survey.

Library use

646 (99%) of survey respondents visited the library at least once in the past 12 months. Of those who did,

- 252 (39%) visited the library once a week or more frequently;
- 316 (49%) visited the library about 1-3 times a month;
- 78 (12%) visited the library less than once a month.

Using the library website or online resources

553 (85%) of respondents accessed library resources using the computers in the library. Of those respondents,

- 92 (17%) did so once a week or more frequently;
- 159 (29%) did so about 1-3 times a month;
- 302 (55%) did so less than once a month.

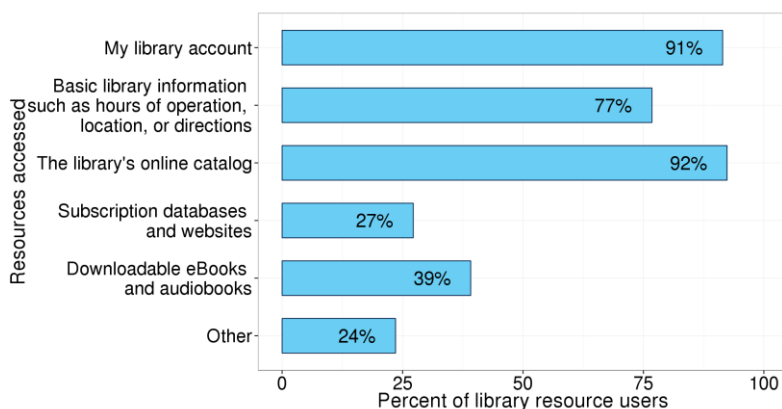
628 (96%) of respondents accessed library resources through the library's website from outside the library (e.g. from home, school, or work). Of those respondents,

- 348 (55%) did so once a week or more frequently;
- 209 (33%) did so about 1-3 times a month;
- 71 (11%) did so less than once a month.

300 (46%) of respondents accessed library resources through a handheld mobile device such as a cell phone, eReader, or tablet computer.

All together, 100% (654) of respondents accessed library resources through the library's website either remotely or using the library's Internet connection. Some people may have accessed library resources using more than one method. Figure 1 shows the types of resources patrons accessed (if specified).

Figure 1 - Library resources accessed through the library website



Use of public access computers and wireless network

Overall, 63% of survey respondents had used a public access computer or used the library's wireless network connection to access the Internet during the past 12 months. Using either means of access qualified respondents as *public access technology users*.

Of the respondents, 316 (48%) used a computer in the library to access the Internet during the past 12 months, with frequencies as follows:

- 73 (23%) did so once a week or more frequently;
- 42 (13%) did so about 1-3 times a month;
- 201 (64%) did so less than once a month.

309 (47%) had accessed the library's wireless network connection using their own computer. Of these respondents,

- 67 (22%) used the library's wireless network once a week or more frequently;
- 82 (27%) used the library's wireless network about 1-3 times a month;
- 160 (52%) used the library's wireless network less than once a month.

Alternate access to computers outside the library

Public access to the Internet is extremely important for people who don't have access elsewhere. However, even those who have access at home, work, or school use computers in the library to access the Internet for a variety of reasons. 90% of users reported having regular personal access to a computer and the Internet somewhere other than the library. 24% of public access technology users are aware of any other location in the community with free access to computers and the internet.

National research has shown that a major reason people with alternative means of access rely on the library for access to computers and the Internet is that they do so while traveling. Of the users surveyed, 113 (28%) reported they had used a library computer or wireless Internet connection while out-of-town during the past 12 months.

In addition to use while traveling, research has shown that there are several other reasons that drive people with alternative means of access to use technology resources at the library:

- Lack of access to high speed Internet at home: Library Internet allows people to download large files or websites requiring a high speed connection.
- Gaps in access: Such as when moving or during power outages.
- Household competition: Especially among youth, competition with siblings or parents over a single household computer drives users to the library.
- A change of scenery: People who work at home sometimes use library computers and wireless to get out of the house. Job seekers also use computers in the library to maintain a normal schedule and stay connected to the community.
- During lunch breaks or while out running errands: People stop in to check email, look up phone numbers or directions, or other quick tasks.
- As a supplement to the library catalog: Users look up book reviews, reading lists, and other aids for selecting materials.

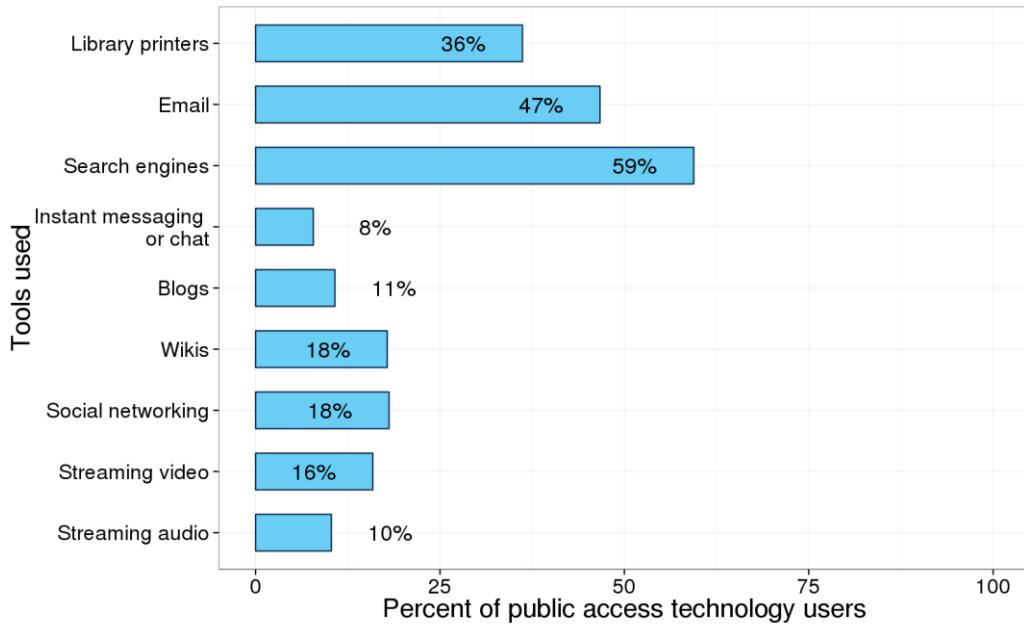
Using the library's technology resources on behalf of others

The beneficiaries of library Internet access often extend beyond the individual users; at Santa Cruz Public Libraries, 37% (151) of users found information or performed tasks for other people using the library's computers or Internet connection.

Overall uses of public access technology

Public access technology at Santa Cruz Public Libraries was used by patrons to access a variety of networked or web-based tools. The most frequently accessed of these tools by public access technology users were search engines (59%). Figure 2 shows tools users accessed over the past 12 months.

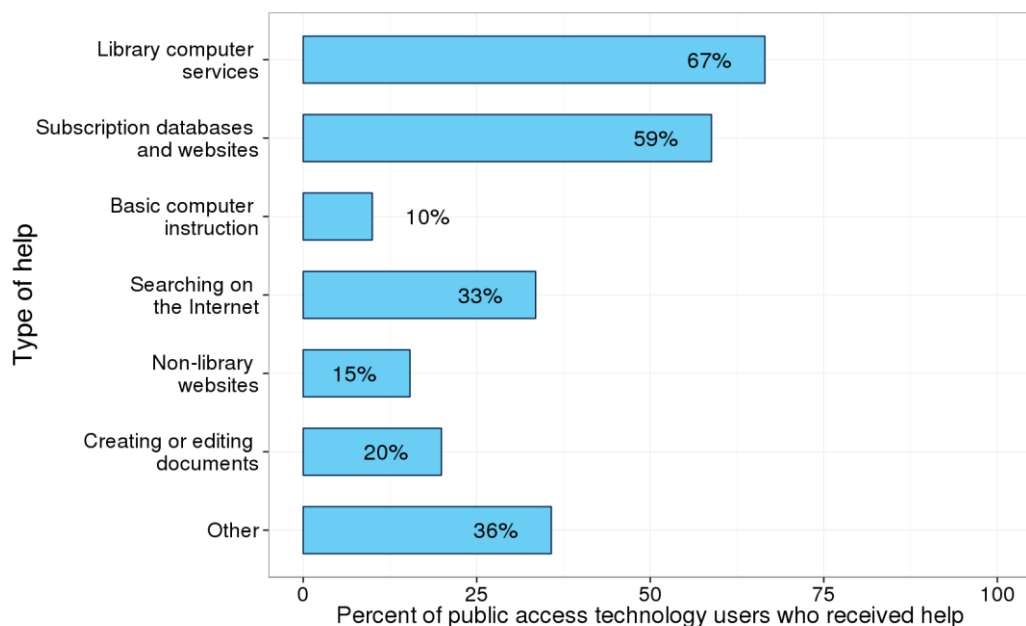
Figure 2 - Tools accessed by patrons using the library's computers or Internet connection



Help and training

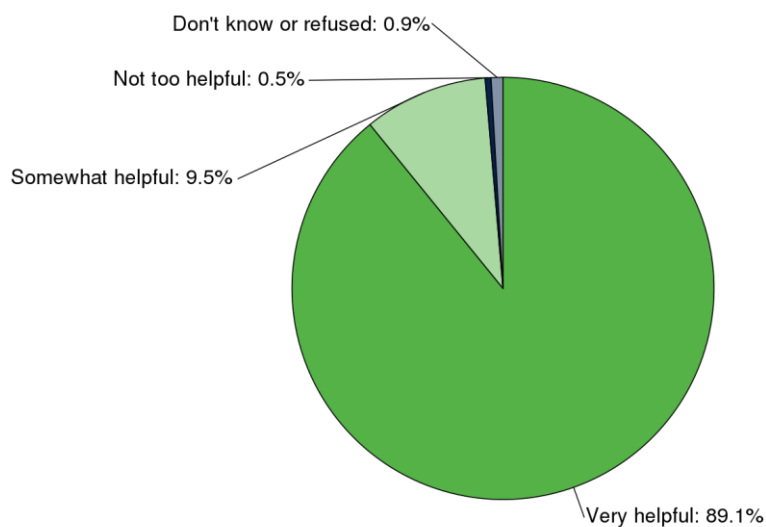
Another main reason people come to the library to use computers and the Internet is to receive help and training from a librarian or library staff. 54% of public access technology users reported having received one-on-one technology help from library staff or volunteers in the past 12 months. The most frequent type of help these users received was for library computer services (67%). Figure 3 shows types of help that users received.

Figure 3 - Type of help received from library staff or volunteers



Those that received help at Santa Cruz Public Libraries were asked about the helpfulness of library staff and volunteers. Figure 4 shows how users rated the help they received.

Figure 4 - User ratings of library technology help received



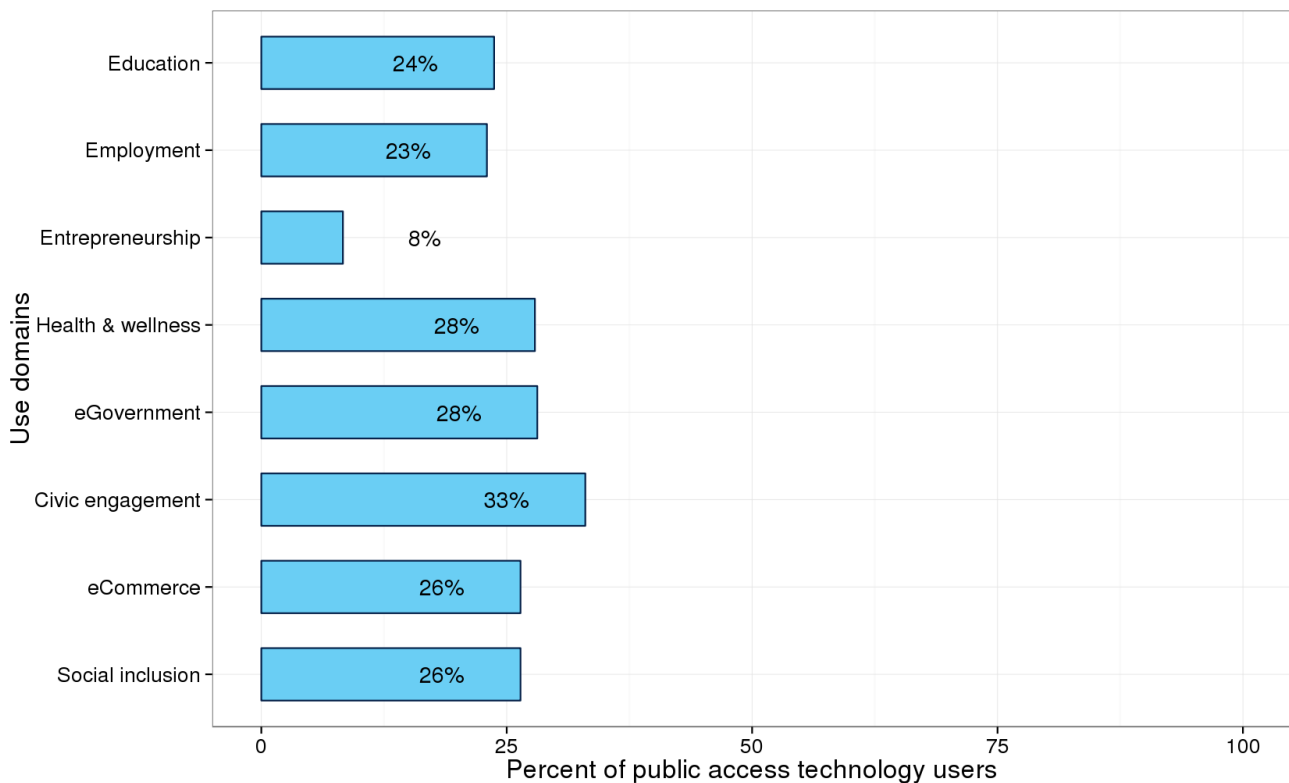
In addition, 7% (30) of public computer users took advantage of computer-related training or classes at the library. *Note that this question was not asked of nonusers; Santa Cruz Public Libraries may have patrons who take computer-related training classes but otherwise do not use the library's computers or Internet connection.

Public access technology uses by activity area

Access to computers and the Internet, coupled with the technology help and training available at public libraries around the country, is essential to helping people satisfy their information needs and perform tasks in a variety of areas. National research about how the public uses computers and the Internet in libraries has shown that people use public access computers to accomplish a variety of instrumental social, educational, and economic tasks.

The Impact Survey asked users about how they used public library computers, Internet, and wireless networks across several areas of activity, or domains: education, employment, entrepreneurship, health & wellness, eGovernment, civic engagement, eCommerce, and social inclusion. Using this framework, we can explore how the availability of public access technology in libraries impacts the many and varied aspects of users' daily lives. The following pages provide detail and deeper insight into the uses and outcomes of public access technology at your library across these domains. Figure 5 shows the overall use of public access technology in those areas; the following sections further detail their activities.

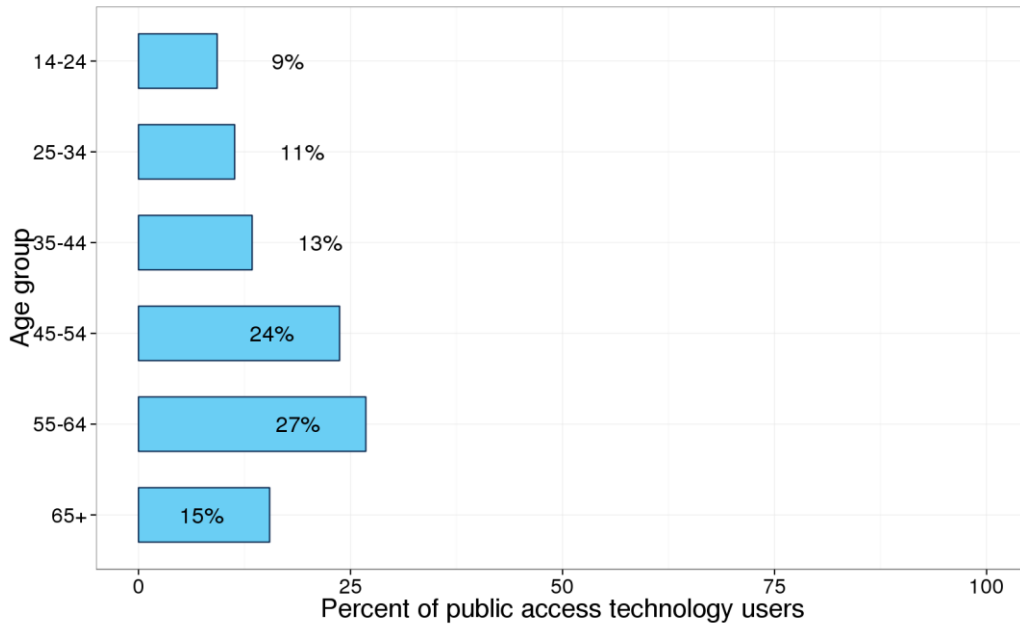
Figure 5 - Public computer use by area



Education

In Santa Cruz Public Libraries, 24% of public access technology users indicated they had used the public library's computers or wireless network for educational purposes. The majority of users who engaged in this activity, 27%, were between the ages of 55-64. Figure 6 shows the ages of those who used public technology for educational activities.

Figure 6 - Ages of patrons using public access technology for education



Highlights:

- 9 users applied for degree or certificate program; of those, 5 were admitted to the program.
- 11 users took a school-related test online; of those, 2 had a librarian serve as a proctor.
- 13 users applied for financial aid; of those, 4 received financial aid.

Table 1 details the education tasks public access technology users reported engaging in during the past 12 months.

Table 1: Education activities

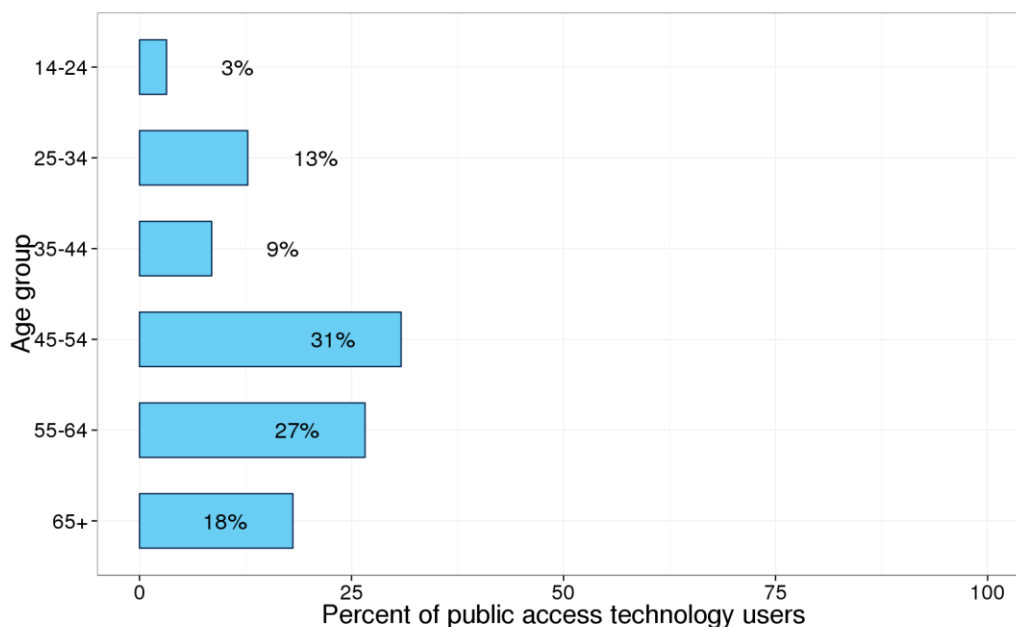
| | % of users | n |
|---|------------|----|
| Learned about a degree or certificate program | 8% | 31 |
| Applied for a degree or certificate program | 2% | 9 |
| Was admitted to the program | 1% | 5 |
| Took an online class or workshop | 5% | 21 |
| Did research for a class | 14% | 57 |
| Completed coursework or homework | 12% | 49 |
| Took any school-related test online | 3% | 11 |
| Librarian served as a proctor | 0% | 2 |
| Applied for financial aid for education | 3% | 13 |
| Received financial aid for education | 1% | 4 |

Employment

23% of public access technology users at Santa Cruz Public Libraries reported they had used these resources for employment or career purposes in the past 12 months. The majority of users who engaged in this activity, 31%, were between the ages of 45-54.

Figure 7 shows the ages of those who used public technology for employment activities.

Figure 7 - Ages of patrons using public access technology for employment



Highlights:

- 11% of users used the library's technology resources to apply for a job.
- 6% were granted an interview, and 4% were hired for a new position.

Table 2 details additional employment tasks patrons reported engaging in during the past 12 months.

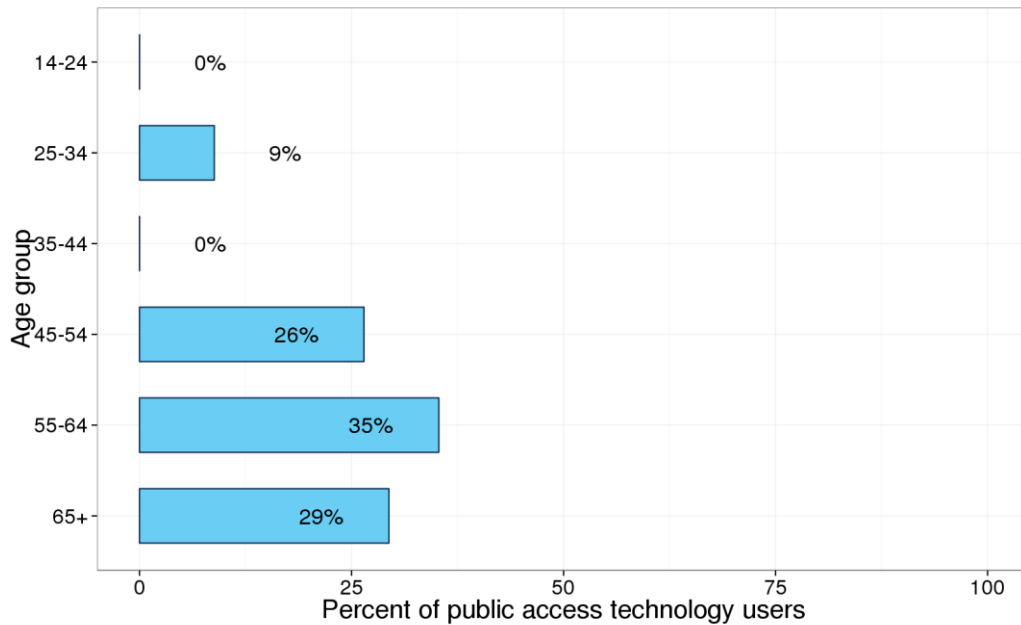
Table 2: Employment activities

| | % of users | n |
|--|------------|----|
| Looked for a job | 16% | 67 |
| Applied for a job or sent out a résumé | 11% | 44 |
| Got an interview | 6% | 26 |
| Was hired | 4% | 15 |
| Worked on a résumé | 12% | 51 |
| Received skill-based training | 10% | 39 |
| Found information related to a job or profession | 18% | 72 |
| Did work for a current job | 12% | 50 |

Entrepreneurship

By providing public access technology services, libraries often contribute to the economic health of the community by supporting the small business community. 8% of the public access technology users at Santa Cruz Public Libraries reported they had used these resources for entrepreneurship purposes in the past 12 months. The majority of users who engaged in this activity, 35%, were between the ages of 55-64. Figure 8 shows the ages of those who used public technology for entrepreneurship activities.

Figure 8 - Ages of patrons using public access technology for entrepreneurship



The most commonly reported entrepreneurial activity performed by users at Santa Cruz Public Libraries was to perform business-related research (7%). Table 3 details the entrepreneurship tasks patrons reported engaging in during the past 12 months.

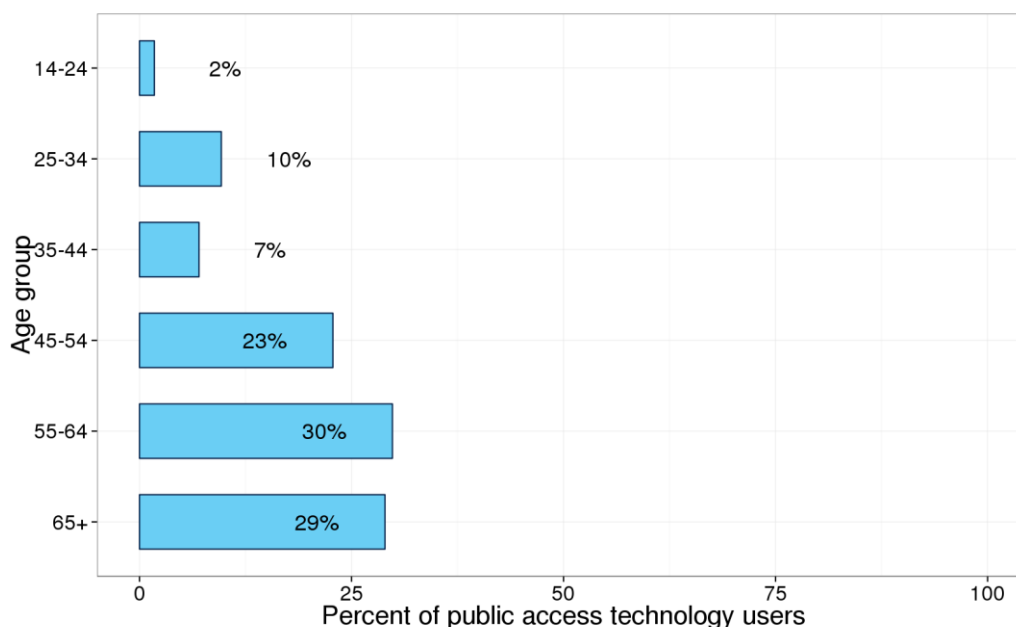
Table 3: Entrepreneurship activities

| | % of users | n |
|---|------------|----|
| Started their own business | 2% | 10 |
| Managed an existing business | 4% | 18 |
| Performed business-related research | 7% | 30 |
| Found potential customers | 3% | 14 |
| Found business-to-business contract opportunities | 3% | 13 |

Health and wellness

Increasingly, finding health information and conducting many health-related service transactions, including signing up for insurance through government insurance exchanges, means going online. 28% of users at Santa Cruz Public Libraries indicated they had used the library's computers or Internet connection for health or wellness purposes. The majority of users who engaged in this activity, 30%, were between the ages of 55-64. Figure 9 shows the ages of those who used public technology for health and wellness activities.

Figure 9 - Ages of patrons using public access technology for health and wellness



Highlights:

- At Santa Cruz Public Libraries, 16% of users reported learning about diet or nutrition; of those, 15% made a change to their diet.
- 14% of users reported learning about exercise or fitness; of those, 13% made a change in their exercise habits.

Table 4 details the health and wellness tasks patrons reported engaging in during the past 12 months.

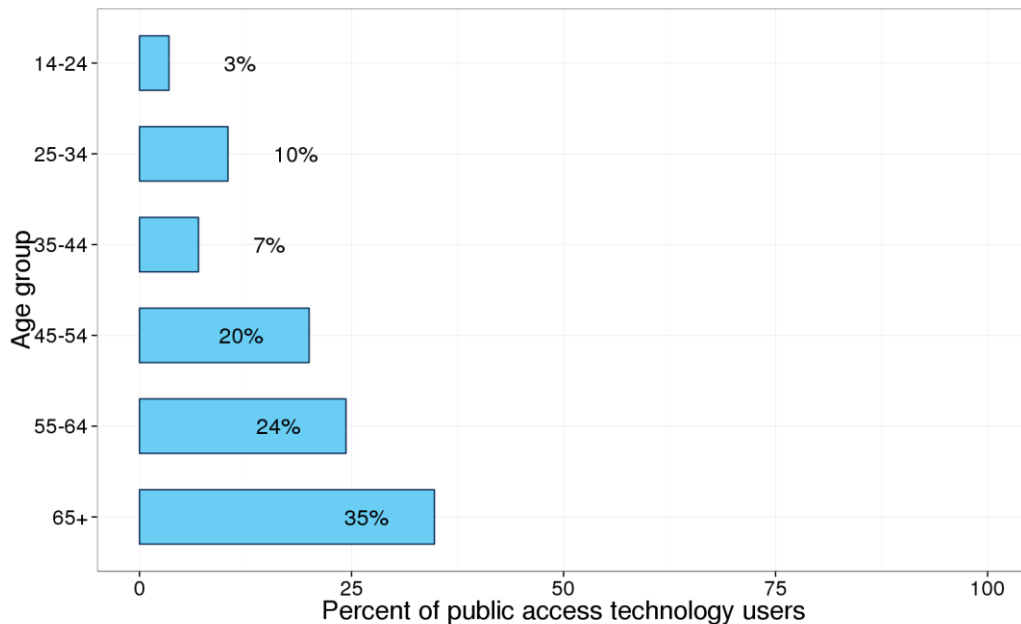
Table 4: Health and wellness activities

| | % of users | n |
|--|------------|----|
| Learned about an illness, disease, or medical condition | 23% | 95 |
| Learned about a medical procedure | 17% | 68 |
| Found online or in-person support groups for a health need | 4% | 18 |
| Learned about prescription or over-the-counter drugs | 13% | 54 |
| Found information about a doctor or other health care provider | 16% | 65 |
| Accessed medical records | 9% | 37 |
| Bought insurance or enrolled in a drug discount program | 3% | 14 |
| Learned about diet or nutrition | 16% | 64 |
| Made a decision about diet changes | 13% | 53 |
| Learned about exercise or fitness | 14% | 59 |
| Made changes in exercise habits | 11% | 47 |

eGovernment

Libraries play a significant role in connecting citizens with essential eGovernment services. 28% of users at Santa Cruz Public Libraries used the library's computers and Internet connection for eGovernment purposes. The majority of users who engaged in this activity, 35%, were over the age of 65. Figure 10 shows the ages of those who used public technology for eGovernment activities.

Figure 10 - Ages of patrons using public access technology for eGovernment



Highlights:

- 17% of users got government forms online; of those, 9% submitted those forms online.
- 42 users learned about permits/licenses; of those, 11 applied for that permit/license.

Table 5 details the eGovernment tasks patrons reported engaging in during the past 12 months.

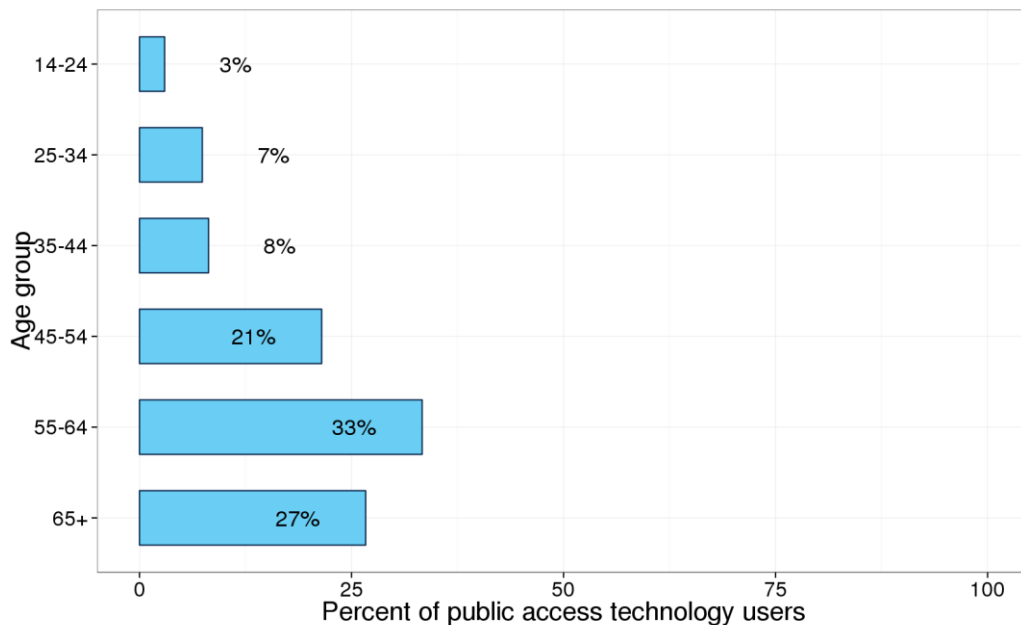
Table 5: eGovernment activities

| | % of users | n |
|---|------------|----|
| Got help from a government official or agency | 11% | 45 |
| Learned about local, state, or federal laws or regulations | 20% | 83 |
| Found advice or assistance with a legal question or problem | 13% | 52 |
| Accessed the justice system | 7% | 28 |
| Got government forms | 17% | 69 |
| Submitted forms online | 8% | 33 |
| Learned about government programs or services | 19% | 76 |
| Applied for government programs or services | 7% | 27 |
| Learned about permits or licenses | 10% | 42 |
| Applied for a permit or license | 3% | 11 |

Civic engagement

Public libraries support civic engagement by providing a venue and resources for citizens to engage with their community. 33% of public access technology users surveyed at Santa Cruz Public Libraries reported using the library's computers or Internet connection for civic engagement purposes. The majority of users who engaged in this activity, 33%, were between the ages of 55-64. Figure 11 shows the ages of those who used public technology for civic engagement activities.

Figure 11 - Ages of patrons using public access technology for civic engagement



Highlights:

- 25% of users learned about a political activity/candidate or social cause; of those, 16% got involved with a political activity, candidate, or cause.

Table 6 details the civic engagement tasks patrons reported engaging in during the past 12 months.

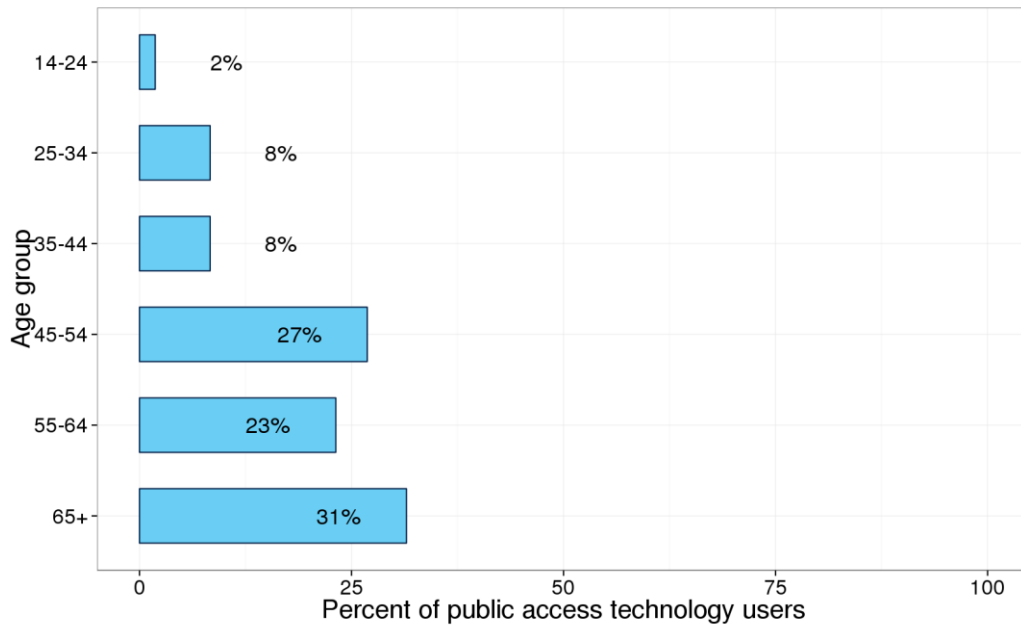
Table 6: Civic engagement activities

| | % of users | n |
|---|------------|-----|
| Kept up with current news/events | 28% | 114 |
| Learned about a political activity, candidate, or social cause | 25% | 102 |
| Got involved with a political activity, candidate, or cause | 15% | 62 |
| Participated in a civic or community group | 13% | 52 |
| Organized/managed a club, civic/community/church group, or non-profit | 6% | 24 |

eCommerce

Public libraries provide patrons with the means to engage in a wide variety of eCommerce activities. Consumers connected to the Internet are able to find and compare products and services, leaving those without access at a disadvantage when it comes to making informed financial decisions. 26% of users indicated they had used a public library computer or Internet connection for eCommerce purposes. The majority of users who engaged in this activity, 31%, were over the age of 65. Figure 12 shows the ages of those who used public technology for eCommerce activities.

Figure 12 - Ages of patrons using public access technology for eCommerce



The most commonly reported eCommerce activity performed by users at Santa Cruz Public Libraries was to research or compare products/services (21%). Table 7 details the eCommerce tasks patrons reported engaging in during the past 12 months.

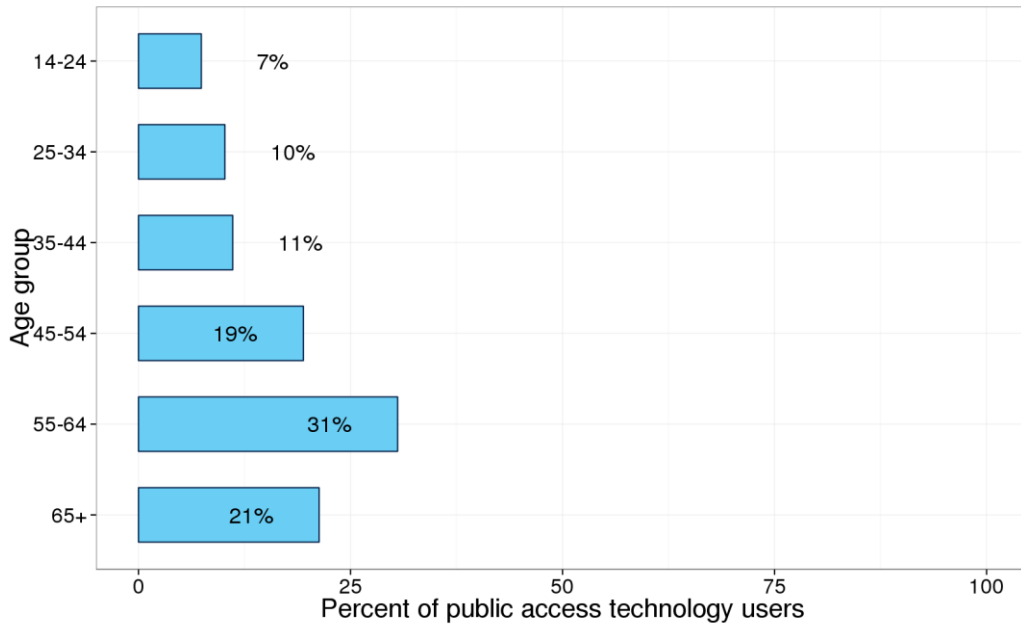
Table 7: eCommerce activities

| | % of users | n |
|--|------------|----|
| Learned about getting out of debt | 3% | 14 |
| Banked online | 13% | 55 |
| Paid bills | 9% | 37 |
| Got investment information | 5% | 21 |
| Looked up credit rating | 4% | 15 |
| Researched or compared products/services | 21% | 87 |
| Purchased online | 13% | 55 |
| Sold online | 5% | 20 |
| Made travel arrangements | 16% | 67 |
| Found housing | 6% | 26 |

Social inclusion

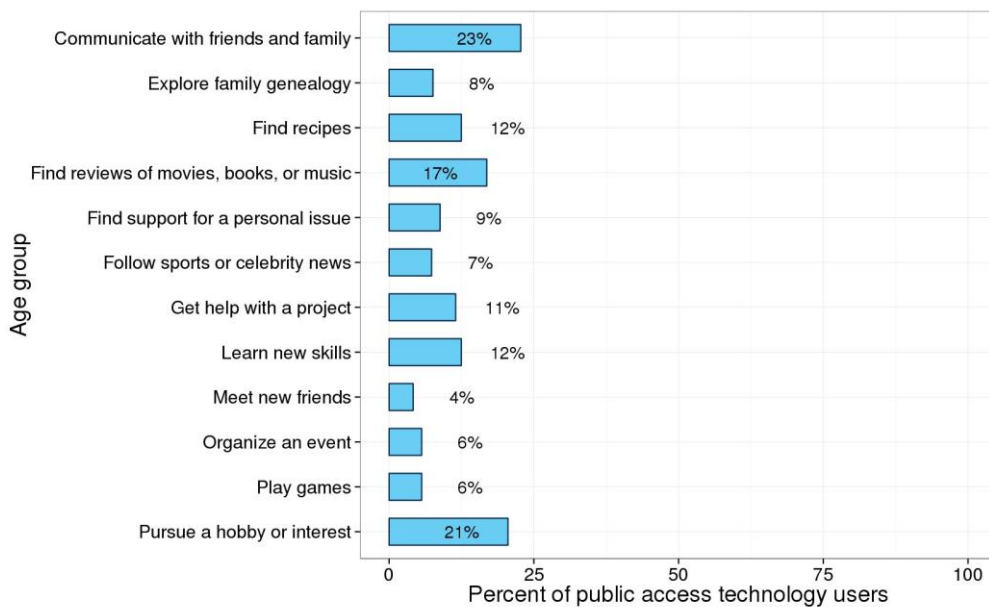
Patrons use public access technology to stay in touch with family and friends, and to build and maintain social networks. 26% of users reported having used the library's computers or Internet connection for a social purpose. The majority of users who engaged in this activity, 31%, were between the ages of 55-64. Figure 13 shows the ages of those who used public technology for social activities.

Figure 13 - Ages of patrons using public access technology for social inclusion



The most commonly reported social activity performed by users at Santa Cruz Public Libraries was to communicate with friends and family (23%). Figure 14 details the types of social inclusion activities patrons reported engaging in during the past 12 months.

Figure 14 - Social inclusion activities



Importance of computer resources

All survey respondents were asked about the importance of free access to computers and the Internet for themselves and their community. 50% of all respondents (and 59% of public technology users) reported that public computing resources are important or very important to themselves, personally; 91% felt that these resources are important or very important to have available for others in the community (see figures below).

Figure 15 - Public access technology importance (personal)

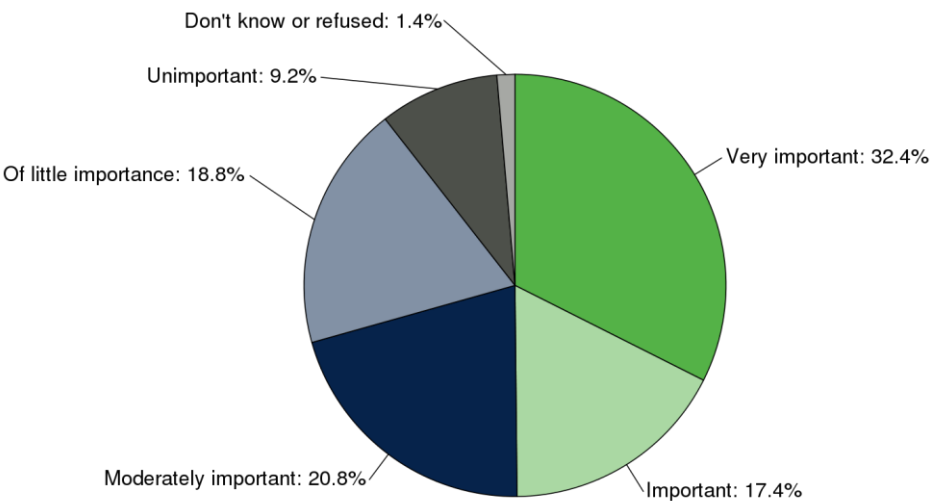


Figure 16 - Public access technology importance (personal) - among public access technology users

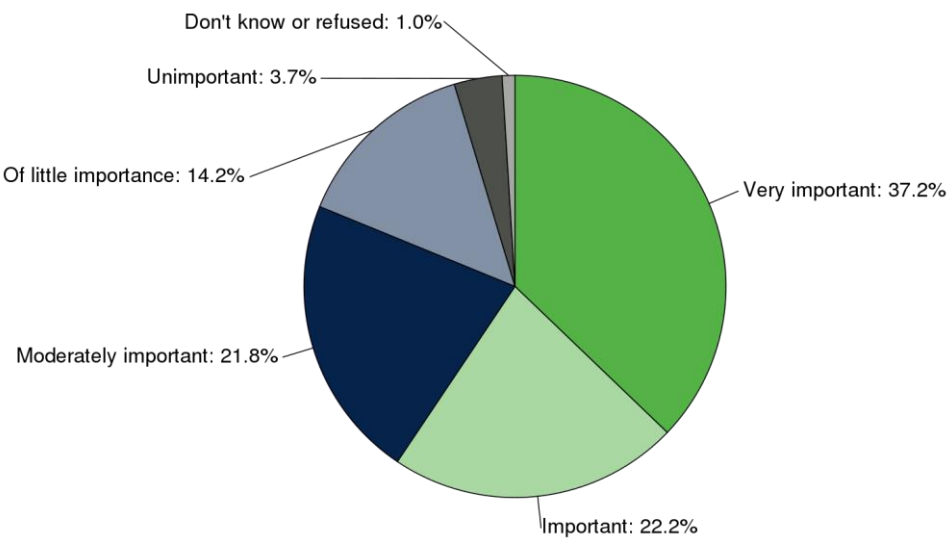
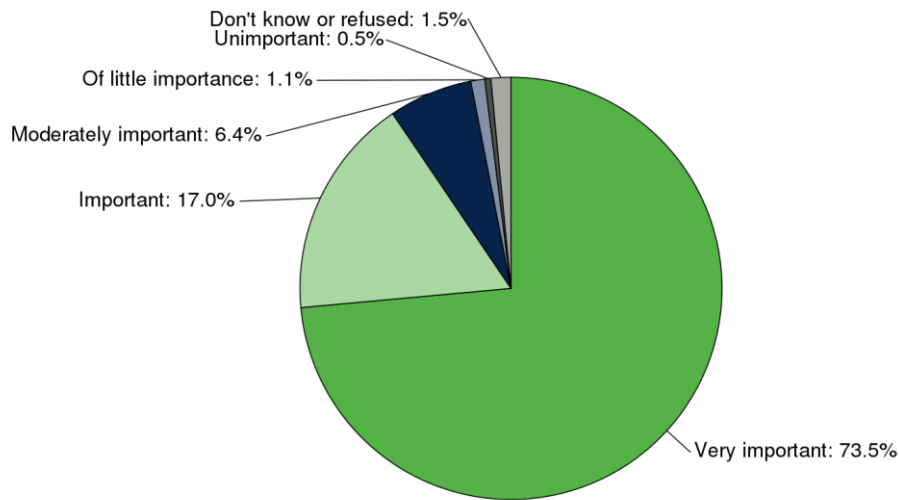


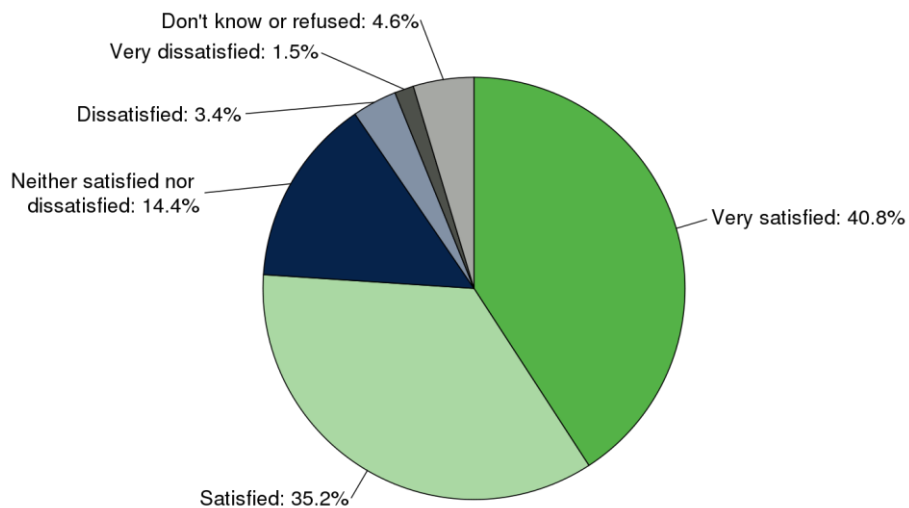
Figure 17 - Public access technology importance (community)



Patron Satisfaction

When asked about their level of satisfaction with public access technology at Santa Cruz Public Libraries, 76% of public access technology users said that they were either satisfied or very satisfied with the access provided at the library.

Figure 18 - Patron satisfaction with public access technology resources and services



Demographic Information

The following figures provide demographic information about survey respondents from Santa Cruz Public Libraries.

Figure 19 - Survey respondents by race

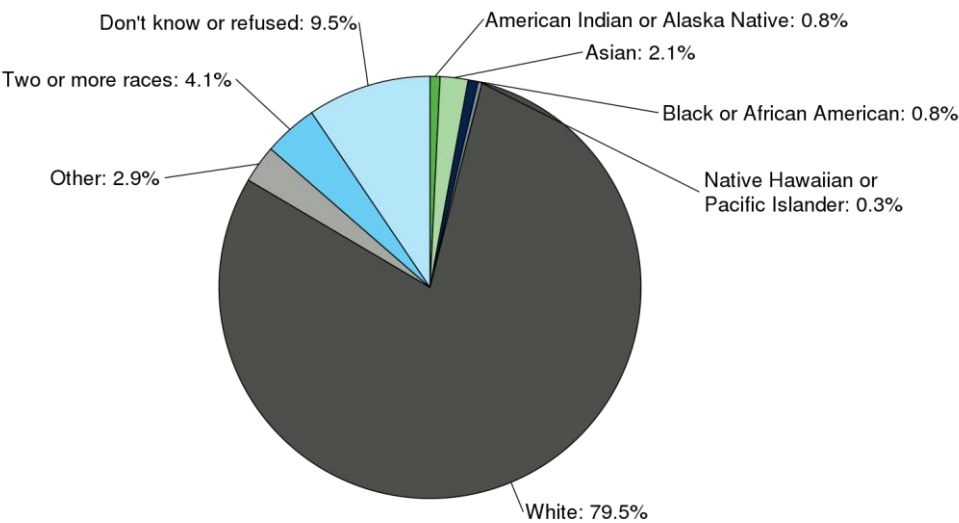


Figure 20 - Survey respondents by sex

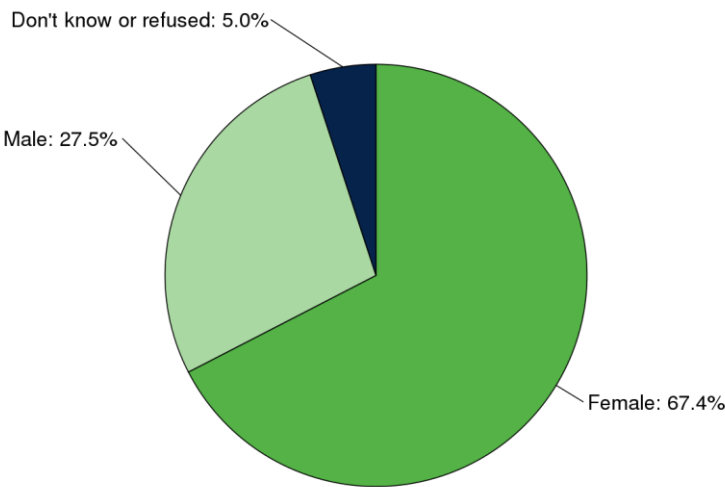


Figure 21 - Survey respondents by age

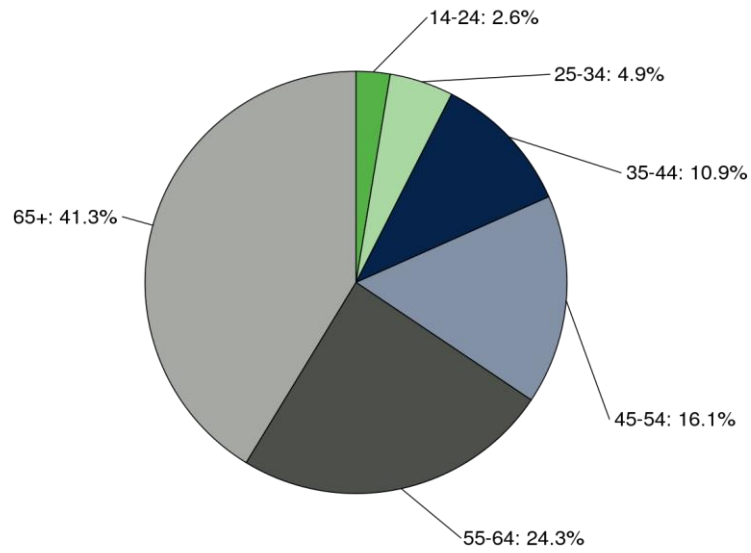


Figure 22 - Survey respondents by education level

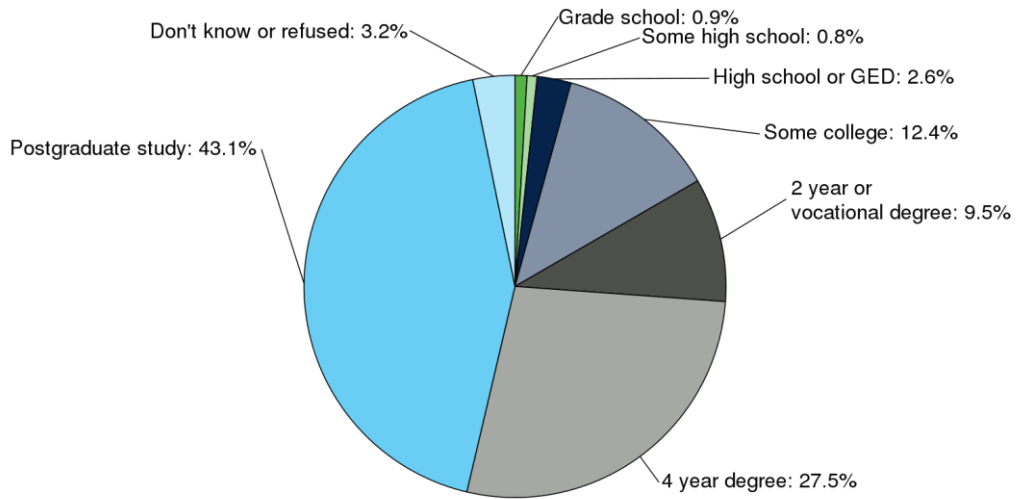


Figure 23 - Language spoken at home

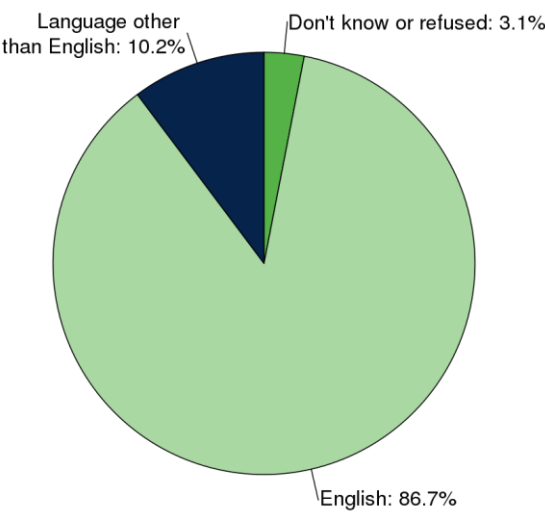


Figure 24 - Survey language

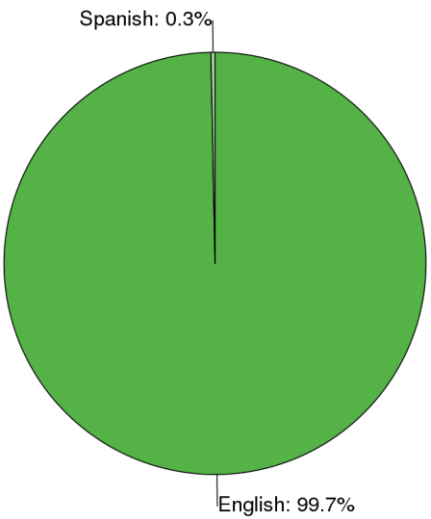


Figure 25 - Citizenship status

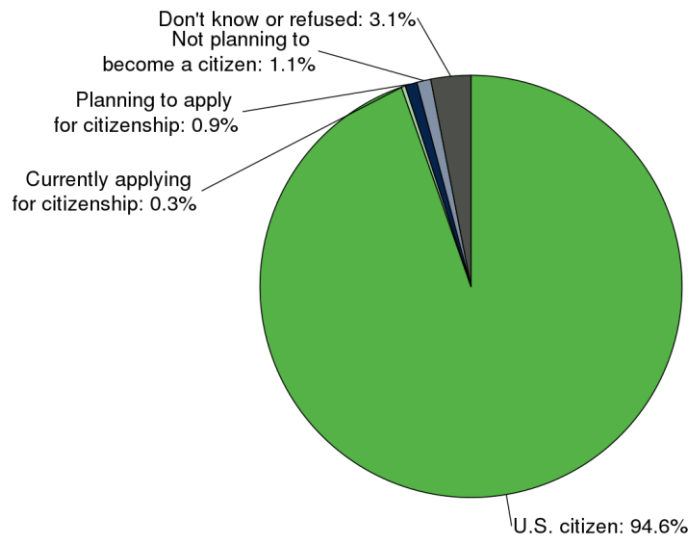
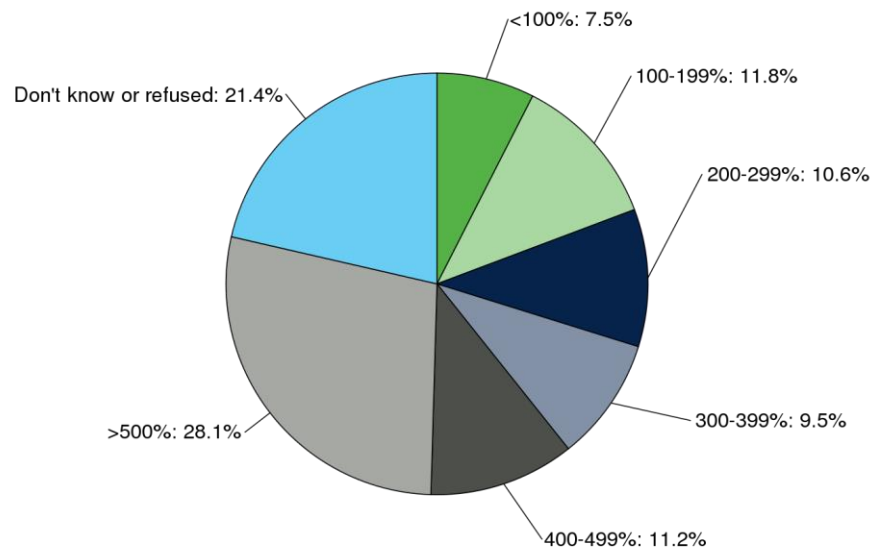


Figure 26 - Income as percent of household poverty level



Respondent income is presented as a percent of the US poverty limits. Below you can view a table of how income ranges and percentages are defined, depending on family size.

Table 8: 2013 Poverty Guidelines, ROUNDED to nearest \$10,000

| | Income as percent of United States poverty limits | | | | |
|-------------|---|----------|-----------|-----------|-----------|
| | 100% | 200% | 300% | 400% | 500% |
| Family size | Income amount | | | | |
| 1 | \$11,000 | \$23,000 | \$34,000 | \$46,000 | \$57,000 |
| 2 | \$15,000 | \$31,000 | \$47,000 | \$62,000 | \$78,000 |
| 3 | \$20,000 | \$39,000 | \$59,000 | \$78,000 | \$98,000 |
| 4 | \$24,000 | \$47,000 | \$71,000 | \$94,000 | \$118,000 |
| 5 | \$28,000 | \$55,000 | \$83,000 | \$110,000 | \$138,000 |
| 6 | \$32,000 | \$63,000 | \$95,000 | \$126,000 | \$158,000 |
| 7 | \$36,000 | \$71,000 | \$107,000 | \$142,000 | \$178,000 |
| 8 | \$40,000 | \$79,000 | \$119,000 | \$159,000 | \$198,000 |

*From US. Health & Human Services Computations for the 2013 Annual Update of the HHS Poverty Guidelines for the 48 Contiguous States and the District of Columbia. Available at:
<https://www.federalregister.gov/articles/2013/01/24/2013-01422/annual-update-of-the-hhs-poverty-guidelines>

Conclusion

We hope that this report has given you useful information about your library's public access technology users. Linking this information with higher level policy goals and current, relevant concerns in your library's community will help demonstrate the value that the public library and free technology resources and services bring to your community. Suggestions for framing your advocacy efforts in a way that shows the value and political importance of the library's services to policymakers, funders, and the public can be found on the Impact Survey website at <http://impactsurvey.org>.