

# GROWING COMMUNITY PARTNERSHIPS

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The 2021-2025 Appendices



**JANUARY 2021**

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# STAKEHOLDER ENGAGEMENT SUMMARY REPORT

Prepared by Joining Vision and Action (JVA)

## Executive summary

The Pueblo City-County Library District (PCCLD) partnered with Joining Vision and Action (JVA) during the fall of 2020 to facilitate group meetings and solicit input from key stakeholders to inform PCCLD's new strategic plan. JVA hosted seven focus groups with community members, and two meetings with staff, leadership and governance members, totaling participation from 130 stakeholders. During these meetings, participants were asked to provide feedback related to the strengths and challenges of both the library and the greater community, as well as to identify potential solutions, partnerships, resources and areas for focus moving forward.

This report presents the methodology used, details about the focus groups and facilitated meetings, as well as findings from these community engagement activities. JVA has compiled these findings into an analysis of strengths, needs and opportunities for PCCLD and the community it serves, and synthesized the findings into recommendations for future focus areas and considerations for strategic plan development.

Key findings include:

- Many strengths were identified by stakeholders. From the full list, community members and staff both identified (1) staff, (2) community partners and relationships and (3) online resources as the library's greatest strengths.
- Five areas of improvement opportunities were identified, with staff and community feedback aligned around 'Awareness of Services.'
- Potential areas of focus were identified by staff, leadership and governance members using input from the community focus groups to include: (1) employment, (2) education, (3) technology, (4) access to services, (5) marketing and outreach, (6) culture and diversity and (7) internal capacity.

In this report, the review of findings from the stakeholder engagement activities is followed by suggested strategies, opportunities and potential action items within each of the identified areas of focus. Additionally, JVA concludes the report by providing additional recommendations related to plan development. These recommendations will play a key role in the development of PCCLD's strategic plan.



# Strategic Planning Stakeholder Engagement Summary Report

Prepared by **Joining Vision and Action (JVA)**

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For **Pueblo City-County Library District (PCCLD)**

[www.pueblolibrary.org](http://www.pueblolibrary.org)

November 2020



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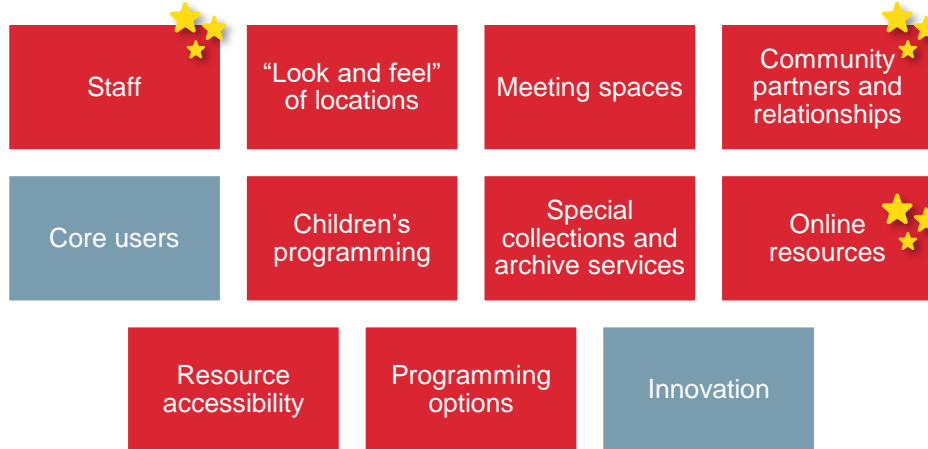
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## EXECUTIVE SUMMARY

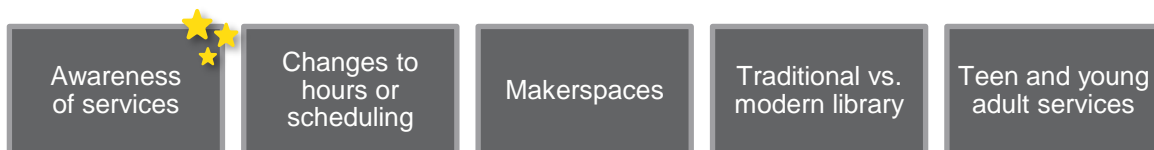
In the fall of 2020, Pueblo City and County Library District (PCCLD) partnered with Joining Vision and Action (JVA) to support its strategic planning process through group facilitation services. JVA facilitated multiple sessions including seven focus groups with community members and two meetings with staff, leadership and governance members. A total of 42 people participated in the focus groups and over 130 people participated through the facilitated meetings.

Through these strategic conversations, stakeholders were asked to provide feedback related to strengths and challenges of both the library and the greater community, as well as provide insights into potential partnerships and areas for focus moving forward.

The following shares **library strengths** identified by stakeholders, with a “star” graphic to indicate significant congruence between community and staff feedback. Red boxes indicate areas mentioned by community members, and blue boxes, by staff.



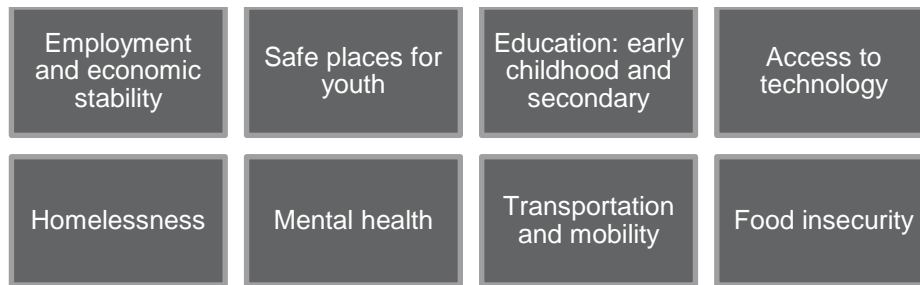
The following shares **library improvement opportunities or considerations** identified by stakeholders, with a “star” graphic to indicate congruence between community and staff feedback.



The following shares **community strengths** identified by stakeholders. This topic was not included for discussion within the facilitated sessions, and the star marking for congruence does not apply.



The following shares **community needs and opportunities for improvement or intervention** identified by stakeholders. Again, this topic was not included for discussion within the facilitated sessions.



Participants in the facilitated sessions were asked to identify **potential areas of focus (“thematic clusters”) for strategic planning**. Including suggestions from the community focus groups, the following areas emerged.

- **Employment**-related services or programs (i.e., serving as a “hub” for job postings or careers services, in partnership with local businesses and workforce development services)
- **Education**, early childhood through post-secondary (i.e., continuing to connect and collaborate with local schools and education providers)
- **Technology** (i.e., providing access to needed hardware and internet connectivity, training on systems and programs)
- **Access to services** (i.e., ensuring greater access to all community members and patrons to library services, specifically those related to technology)
- **Marketing, outreach** and branding (i.e., increasing community awareness of library services)
- **Culture and diversity** (i.e., celebrating the diversity of cultures and perspectives through inclusive programming, events and services)
- **Internal capacity** (i.e., capitalizing on library staff strengths for current or new programming; strengthening internal working knowledge of systems, technology and offerings across branches through training and information sharing)

Using what was learned during this stakeholder engagement process, in complement with other internal and external information (i.e., community polling results, patron use and demographic data, library trends, emerging technology), PCCLD will develop its strategic plan, set to be finalized in January 2021.

## INTRODUCTION AND BACKGROUND

With its current strategic plan coming to a close, Pueblo City-County Library District (PCCLD) partnered with Joining Vision and Action (JVA) to facilitate engagement and planning activities aimed at ensuring that strategic planning efforts were informed by stakeholder ideas, preferences and input.

### Methodology

Focusing on collecting qualitative feedback, JVA conducted multiple stakeholder engagements via two primary methods—semi-structured focus groups and facilitated meetings. Details about the composition and focus of these sessions have been outlined below, and summarized findings are included in the report that follows.

#### *Community Focus Groups*

Seven 90-minute online focus groups were held with the following goals: 1) discussing strengths and challenges of PCCLD, as well as the City and County of Pueblo, and 2) identifying potential solutions, partnerships or resources to better support and serve PCCLD patrons and the community as a whole. Participants included library users, community leaders, business owners, elected officials, donors and Friends of the Library board members. Many held multiple such “identities,” or types and levels of involvement with the library.

A **total of 42 people attended** one of the following focus group options:

- Focus group #1—This group was held at noon on September 22, 2020, virtually via Zoom and had **10 participants** in attendance.
- Focus group #2—This group was held at noon on September 23, 2020, virtually via Zoom and had **four participants** in attendance.
- Focus groups #3 & #4—These groups were held concurrently at noon on September 29, 2020, virtually via Zoom and had **13 participants** total in attendance.
  - Given the anticipated number of participants (19) for this time slot, JVA provided additional staff to facilitate and take notes for two subgroups (using the “breakout room” feature), effectively creating two focus groups during this time—one with seven people and one with six people.
- Focus group #5—This group was held at noon on September 30, 2020, virtually via Zoom and had **four participants** in attendance.
- Focus group #6—This group was held at 6 p.m. on October 1, 2020, virtually via Zoom and had **four participants** in attendance.
- Focus group #7—This group was held at 4 p.m. on October 3, 2020, virtually via Zoom and had **seven participants** in attendance.



- This group was exclusive to teen and young adult participants. For those who were under the age of 18 (six of the seven), a youth consent form was provided to the participants' parent and/or guardian to approve their participation.

Focus groups were conducted with the understanding that the conversations were confidential and that no identifying information would be shared through the report, but that it would instead be synthesized and shared without attribution. JVA took notes from each discussion to help craft this report, with information grouped generally under the corresponding sections throughout the report. As an incentive for participation and acknowledgement of the time and insights offered, PCCLD provided a \$10 gift card to Chick-fil-A for the teen and young adult focus group.

### *Facilitated Meetings*

To engage **staff members** in the strategic planning process, JVA facilitated a virtual session (via Zoom) with all PCCLD branches from 10 a.m. to 1:30 p.m. on October 12, 2020. In addition to introductory activities and presentation of research findings (from polling results, internal research and focus groups), agenda items included discussions of PCCLD strengths and how to leverage them, as well as recommendations for the top goals/focus areas and related resources to consider including in the upcoming strategic plan.

Approximately 130 employees joined the session through small groups at multiple branch locations and meeting spaces. Given safety protocols and requirements due to COVID-19, staff met in groups of fewer than 10 people, wore face masks and followed recommended social distancing practices. Each group had an assigned “technical lead” to support the video and audio connection to the Zoom call and to serve as the point person for any technical difficulties. Additionally, each group was provided with a “worksheet” containing key questions from the discussion sections of the agenda, intended to engage the groups and collect feedback should the connection be lost. This measure was not needed or implemented, as all teams remained connected for the session.

To engage **leadership and members of PCCLD's governing body**, JVA facilitated a session with library leaders and trustees from 9 a.m. to 3 p.m. on October 28, 2020. This meeting, conducted remotely via Zoom, included presentation and discussion of the research findings previously shared at the all-staff development day session, as well as in-depth conversation on potential focus areas for strategic planning. Although over 15 invitees were PCCLD board of trustees members, Friends of the Library board members or Pueblo Library Foundation members, the group that attended primarily consisted of staff leadership. Two foundation members and one library board trustee did attend, along with 19 staff members. Given the change in the intended audience, JVA and PCCLD leadership adapted the agenda during the session by removing one of the brainstorming sessions (that would have been duplicative for many staff participants).

The 22 participants were:

- Joe Arrigo (foundation)
- Kayci Barnett (Giodone branch manager)
- Sherri Baca (associate executive director)
- Robert Childress (director of information technology)
- Terri Daly (director of human resources)
- Kirsten Dees (early literacy librarian)
- Elizabeth Gallegos (foundation)
- Alicia Griebel (Barkman library manager)
- Lori Kozel (Lamb branch manager)
- Jill Kleven (director of user services)
- Nichole Lawless (circulation manager)
- Diann Logie (Lucero library manager)
- Phil Mancha (trustee)
- Amy Nelson (Rawlings library director)
- Nick Potter (director of community relations and development)
- Aaron Ramirez (manager of special collections & museum services)
- Regina Renee Ward (reference and readers advisory manager)
- Alan Rocco (facilities superintendent)
- Alex Romero (controller)
- Jennifer Tozer (Greenhorn Valley library manager)
- Jon Walker (executive director)
- Heather Wilder (Pueblo-West library manager)

JVA team members present included Nora Welch, director of strategic planning, who facilitated the meeting, and Sandy Wiegand, copyeditor and writer, who captured notes.

### *Additional Information*

Complementing the stakeholder information gathering process conducted by JVA, PCCLD separately contracted with Research & Polling, Inc. (RPI) to complete a statistically significant poll of adult residents in Pueblo County to assess their satisfaction with various library services, their awareness of what PCCLD offers and the likelihood of future use. PCCLD also engaged several of its staff members to research and report on emerging technology, national trends across libraries and data for PCCLD use and community demographics. JVA was provided with related summary reports and included time for their presentation during the facilitated sessions, and information in these reports was considered as JVA developed final recommendations.

## STAKEHOLDER ENGAGEMENT FINDINGS

The following sections include information gathered through the focus groups, as well as the facilitated sessions with PCCLD staff and leadership and its governing body. This qualitative data has been summarized into key themes and observations, with direct (and unattributed) quotes provided for additional insights.

### Library Strengths and Areas for Improvement

Focus group participants were asked a series of questions aimed at identifying current strengths of the library (i.e., what PCCLD does well), including their favorite services or offerings, as well as what PCCLD could improve upon, including changes to frequency (i.e., offering something more or less often) and insights from other libraries or systems. This section also includes responses and insights gathered from PCCLD staff, though limited to session questions related to strengths and opportunities to leverage.

#### Strengths

The following section outlines the **areas of consensus related to PCCLD strengths**. Lesser spoken of topics are included at the conclusion of this section.

#### Staff

During every focus group, participants mentioned the **high quality of staff members** at all branches. More specifically, participants noted the following:

- Responsiveness.** While COVID-19 was top of mind given the timing of the focus groups, participants noted that even before the pandemic, PCCLD staff responded to patron requests or questions promptly and beyond what may have been expected. One example included a participant's mother who was looking for a Pueblo Chieftain article from 20 years ago and "they had it for her the same day."

*"The librarians are really good at outreach. They will help you find what you need. I have always had a good experience with them."—Teen focus group participant*

*"The library closed its doors but kept its employees. They came up with all kinds of ideas to reach out online. [Acknowledging] that not everyone can participate this way, but they did a great job. The employees were terrific."—Focus group participant*

- Adaptability.** Especially given COVID-19, participants noted that staff members were "terrific" in how they adapted to the safety requirements and the ongoing needs of the community, commenting that they "really rose to the occasion."

*“[Whatever is needed, they] find a way to address it, and it’s usually successful.”—Focus group participant*

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- **Friendliness.** Many focus group participants, specifically longtime patrons or frequent visitors, noted having personal relationships or connections with PCCLD staff and appreciating the opportunity to form bonds over time.

*“The people are always very nice.”—Teen focus group participant*

*“I know a lot of staff on a first-name basis just from going to the library often. I have exchanged phone numbers with some of them. They know my kids’ names and their birthdays, a lot of them.”—Focus group participant*

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- **Leadership.** PCCLD management was praised both by name and as a group for providing excellent oversight of library operations, being responsive to community needs, engaging with the community, and encouraging partnerships and relationships with other organizations.

*“I just want to say that the library leadership and top staffing there is as good as it is anywhere. That will be the key thing to move this forward.”—Focus group participant*

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- **Innovation.** Focus group participants mentioned that PCCLD staff and leadership seem to be “ahead of the curve” when it comes to creating more accessibility for the community and thinking about how to address patron needs before they become requests.

*“I think our library can compete with most any library in terms of what they offer.”—Focus group participant*

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Staff, too, noted that PCCLD does a good job of hiring team members who are knowledgeable, helpful and patron focused. Related, staff acknowledged its own efforts to understand community needs and to think about how to better support the community. Staff members added that each branch creates a sense of community for its specific area: “Each feels like its own small town.” They also noted that the PCCLD team has been fast acting and responsive, especially lately, considering COVID-19. Other examples of great customer service included special collections offerings and children’s programming, and how PCCLD staff is able to address requests from patrons, explaining that “if patrons ask for an item, we never say no. We order it or go through interlibrary loan.”

## Overall “look and feel” of library locations

Focus group participants noted that the **general environment and atmosphere** is often a strength at PCCLD locations, with specific mentions of the Rawlings, Pueblo West and campus branches. Additionally, participants noted that everything is “done with quality,” specifically citing the cleanliness of branches and the adequacy and appropriate uses of the spaces. Staff members also made mention of the benefit and attractiveness of meeting spaces and common areas. One participant also noted that the thing they like most about PCCLD is “the sense that they are neighborhood libraries,” and each has the cultural sense of the neighborhood.

*“It’s a very safe place. Especially on the east side. (People in the area) have hard knocks; it keeps kids out of the streets and out of trouble.”—Teen focus group participant*

*“There is such good energy in the main building. Just walking through it—the lighting, the space gives you a good feel. I am just drawn to that. There is a closer library to me; I am on the south side, and I pretty much always go to the Rawlings branch if I’m going to do anything with the library.”—Focus group participant*

*“I feel really alive around students and folks in a learning environment; being around a college campus or people who are really interested in gaining knowledge.”—Focus group participant*

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## Meeting spaces

Another frequently mentioned strength, as well as a reason participants visited the library, was the **variety of available and affordable meeting rooms of different sizes**. One specific aspect highlighted was the accessibility of the meeting rooms to nonprofits that often don’t have the space in their own facilities to host community meetings or events, as well as the access to wireless and other technology services (e.g., projectors, livestreaming, etc.) while using the facilities.

*“For Rawlings in particular, its [meeting rooms] versatility. For example, I have gone to Booklovers Ball there. It’s one of few places that can host its own gala or big gathering.”—Focus group participant*

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## Community partnerships and relationships

Staff noted that the PCCLD branch locations are quite connected to organizations within their particular geographic areas. Some specific examples of potential partnerships or co-offerings included a workforce or entrepreneur hub in partnership with local workforce development organizations. In terms of alerting the public, multiple staff members mentioned that scrolling marquee at locations could help with outreach and be a good

strategy to inform more of the community, not just those already connected with the library.

### Core users

Staff shared that there are a lot of people who frequently use PCCLD branches and services, noting that readers of (printed) books are a huge population that is especially loyal to the library: “They kept using curbside even when we closed down.” Staff recommended that the library continue to offer readers’ advisory because (readers are) “still our best customer.” More broadly, staff mentioned that PCCLD sees patrons as individuals in what they want and need.

### Children’s programming

Throughout the focus groups, both parents and nonparents noted the strength of the children’s programming, using words such as “incredible” and “wonderful.” Participants cited the **quantity and quality** of children’s programs, with one participant noting that “they really do a great job of educating our kids.” Additionally, participants mentioned PCCLD’s outreach efforts and engagement activities with schools (e.g., the “create your own Dr. Seuss” contest) and how it provides a great way to “keep involved.”

*“I appreciate the investment in youth, from early childhood to teen services. [PCCLD is] an excellent community partner [for youth], not just in the space [provided] but also the people they hire, which says something about their culture.”—Focus group participant*

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### Special collections and archive services

Participants across focus groups acknowledged the high value of opportunities for the **multitude of research opportunities, including local history, microfiche and genealogy opportunities**, and that they are “well appreciated by a number of people.” Also mentioned was the one-to-one help of PCCLD staff when using these resources.

*“They house a lot of historic materials on Pueblo and Southeast Colorado in general. That resource to understand our past is valuable.”—Focus group participant*

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### Online resources

Focus group participants often mentioned online resources and distribution platforms such as Kanopy and the Hoopla app. Participants noted how **easy and affordable these content sources were**, making them a “must have” when preparing for travel or heading out for a hike. While feedback was overwhelmingly positive for the online resources, one participant did mention that having to search multiple apps for a title was a little cumbersome.

PCCLD staff emphasized that both before, and especially during, the COVID-19 pandemic, the library has advanced its tech knowledge and orientation, citing “a ton” of

virtual programming and that it is looking at other ways technology can enhance the library experience. Related, it has focused on and continues to focus on helping to ensure the community has access to the library's digital offerings by providing items such as Kindles, tablets, hot spots, etc.

### Resource accessibility

For both online and physical items, multiple participants noted **how “easy” and “convenient” it is to access the resources across PCCLD locations**. Specifically, people noted the ability to use the hold pickup, with one commenting, “I can easily grab my book on my way home from work,” as well as the curbside pickup options sparked by COVID-19 restrictions. Additionally, some participants noted the economic impact of having access to library resources and how someone can read a lot of good books throughout the year without having to “spend a ton.”

*“The accessibility that has been provided to our community through locations and technology has been outstanding. We are fortunate to have what we have, and the community appreciates the [resources].”—Focus group participant*

*“Curbside service has been great. They call you to let you know, ask what time you are going to pick it up, and what color is your vehicle. [PCCLD did a] great job of thinking this service through.”—Focus group participant*

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### Programming options

Mentioned throughout the focus groups was the vast number of programming options, including cultural offerings, reading programs and events (e.g., Pueblo Reads), various classes (e.g., English as a second language, General Educational Development), and opportunities for meeting with various local service providers. From the variety of books to events to individual support from PCCLD staff, focus group participants consistently mentioned how much they **appreciated the wide-ranging options, as well as the quality of the options**, with one participant explaining, “the library has a way of bringing things alive.”

*“I love the way they are always reinventing themselves. Their programming is always changing to meet the needs of the community. They are always on top of change. They are not complacent.”—Focus group participant*

*“I would echo that the programming ... sometimes it's overwhelming because there are so many different things. There's a ton of it. And it's very diverse, for all kinds of interests. And with different formats*

*for different kinds of learners. Crafty, hands-on, also pedagogic, entertaining ...”—Focus group participant*

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### **Innovation**

Along with being resilient and flexible, PCCLD staff was described as being imaginative and creative with solutions, and skilled at anticipating what patrons may want or need. To help inform future innovation, staff talked about surveying program attendance and using metrics to increase or change program scopes, as well as building internal infrastructure to support innovative processes and ideas.

Other **strengths** mentioned, though less frequently, included the ability to request resources (e.g., book titles, either new or nostalgic) and individual branch responses to COVID-19 (e.g., offering bags of activities or snacks for youth to come in and pick up).

### *Areas for Improvement*

The following section outlines the **areas of consensus related to desired improvements** for PCCLD branches or services. Lesser spoken of topics are included at the conclusion of this section. Of note, PCCLD staff was not prompted to respond to this topic directly, so this section reflects focus group participant feedback only.

### **Awareness of services**

Participants frequently noted that **many community members aren't aware of all that PCCLD offers**, assertions that were supported by focus group participants learning about services (e.g., Hoopla, Kanopy) from other participants during focus group sessions.

*“A few of my peers didn't even know that a library card was free and was easy to access; I feel like more high-schoolers would go check out resources if they knew.”—Teen focus group participant*

*“I agree on expanding awareness. I know what's going on because I have social media, [though I don't check it constantly], but how I know what's happening at the library is being in the library and seeing what's happening, so I think expanding awareness would be good.”—Focus group participant*

*“They also have such amazing online services that people don't know about. ... [They need to improve their] marketing strategy. ... They provide a lot that people just don't know about.”—Focus group participant*

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### Changes to hours or scheduling

Several participants mentioned that accessing children’s programming (e.g., story time during the day) can be a **challenge as a result of parents’ work or transportation schedules**. Related, participants also acknowledged that it is not PCCLD’s responsibility to be a “babysitter” for the community’s children. However, given the resources available at the library, there was a desire for the library to strike a balance between providing schedule-friendly options for parents to have their children go to the library (accompanied or unaccompanied) while also not creating logistical or liability problems.

*“It’s a tough balance. Sometimes programs didn’t have great participation, and I wonder if that’s working parents. It’s a lot easier to leave them home [than coordinate dropping them off somewhere]. ... It’s a struggle.”—Focus group participant*

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A few participants also suggested having more branch locations be open or have adjusted hours on Sundays. A teen focus group participant mentioned that staying open later on Fridays could provide a safe place for young people to hang out versus alternative, more risky or more “boring” options.

### Makerspaces

Multiple participants noted that increased availability of makerspaces and related programming would be a **welcome addition** to PCCLD services.

*“3D printing, video, kids filming themselves—hands-on learning, especially for children. It allows them to sense the excitement of not just books but also those things that are takeaway and tangibles they can experience. Building the experience is just as much as going to get books.”—Focus group participant*

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### Traditional vs. modern library

Some participants noted that while the online resources are valuable and necessary, it is also important to make sure to **keep “classic” elements of the library**, including the physical books and quiet study spaces, adding that it can be valuable to model “what it is to have some quiet time” and enforcing that. While this thought was referenced during the “areas for improvement” section of the focus groups, this idea surfaced more as a “warning” or reminder as PCCLD looks to the future, versus a strong concern.

*“I have a few friends who have said they have a concern that it’s a library and they want books. With myriad opportunities available, having technology and the opportunity to use that is important, but is there a benefit to quiet spaces and comfortable spaces for reading and to engage youth to do that? ... Maybe that’s just me looking to*

*the past ... saying: Is there an opportunity for providing, encouraging, modeling that for children?"—Focus group participant*

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### Teen and young adult services

Throughout focus group conversations, participants noted the importance of having safe places and activities for teens and young adults. This idea was further highlighted and spoken to in the teen focus group, with participants identifying a desire to have **more youth-focused educational resources** available.

Specifically, teen focus group participants mentioned that it would be helpful to have more resources or classes around learning how to apply for college (e.g., class to help fill out applications), how to apply for scholarships or how to write a resume. Additionally, a majority of teen focus group participants mentioned that they would be interested in more fun activities like game nights, movie nights, e-sports or video game nights. A couple of teen focus group participants noted that this had been tried before and they weren't sure if would be successful now but thought that with the right promotion it could be well attended.

*"The game board and prizes aren't really teenager prizes; teens like food and coupons for places to go."—Teen focus group participant*

Additional, but less mentioned, **ideas for improvement** included adding hydroponics classes, featuring more art exhibits or installations, creating outdoor spaces (e.g., amphitheater, basketball courts), reconsidering joining Prospector and/or Marmot systems to be able to share interlibrary books statewide, including an attached café, and implementing uniforms for PCCLD staff to differentiate employees from patrons and "elevate" the look and feel at locations. A few participants also mentioned the possibility of being able to "check out" time with PCCLD staff and/or community members who could provide mentorship and specific topic area expertise.

## Community Strengths, Needs and Opportunities

For this section of questions, focus group participants were prompted to think about the greater community—the City and County of Pueblo. Participants were asked about the most pressing issues and challenges facing their community, how these issues have changed over time, and what they would deem as the "most important" to address. Additionally, participants were asked to think about how the community can build on its strengths to address some of these needs and how they might imagine a "perfect Pueblo."

### Strengths

The following section outlines the **areas of consensus related to community strengths**. Lesser spoken of topics are included at the conclusion of this section. As was the case with the focus of the section above, PCCLD staff was not prompted to

respond to this topic directly, so this section reflects focus group participant feedback only.

### Cultural diversity

Many of the focus group participants noted that there are **a lot of different ethnic groups and cultures** within the greater Pueblo community, creating a “melting pot” that “makes it a rich place to be” and “builds strength in our community.” Many participants said the area’s diversity has been a long-standing strength and that the community’s rich and diverse history is one of the big contributors to its overall sense of pride.

*“I’m a lifer. I was born here, went to college here, I love it here.  
There’s diversity, different ethnicities. Pueblo has a huge heart.”  
—Focus group participant*

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### Collaborative efforts

Participants also noted the collaborative nature of Pueblo and its **commitment to teamwork across various disciplines and types of organizations**, including nonprofits, businesses, faith communities and government agencies. Specific groups and initiatives were also mentioned as supporting the community, including: Communities That Care (CTC), Sustainability Plan Action Team (SPAT), Environmental Policy Advisory Committee, Pillars of Unity, the Pueblo Food Project, Laura’s Food initiative and service clubs.

*“Everybody works together on all different types of projects.”—Focus group participant*

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### Sense of community

Similar to the sense of collaboration, people across focus groups (teens and adult participants) noted the **strong pride there is among Pueblo residents**. Additionally, the friendly nature of community members overall was noted by longtime residents and newcomers alike. Other notable and positive attributes for the community included a “can-do” attitude and a lot of motivation to make things happen. Related, participants mentioned multiple local initiatives and assets (e.g., the Riverwalk, art center and PCCLD) that the community came together on and committed to financially, explaining, “we have really nice amenities and things that the community is willing to put our money to.”

*“I’m really proud of Pueblo for rallying behind itself. ... Pueblo takes care of each other. ... People always come back. It’s a thing. I love it.”—Teen focus group participant*

*“It’s an open and welcoming community. I have only been here four years. And it’s the biggest small town I have ever been in. ... I am*

*always meeting people who know four or five people I already know. I really love that about Pueblo.”—Focus group participant*

*“We are resilient as a community, and we face all sorts of challenges and we still keep going. I’ve never seen a community pull together like Pueblo does. They help someone they don’t know and won’t see, but the fact that someone needs something, they will get it.”—Focus group participant*

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### **Available services and amenities**

Related to the idea that Pueblo is a “big small town,” participants regularly said that the number of **amenities available in the community is remarkable and that they rival those of larger cities**. Specifically mentioned strengths included the multitude of public parks, the zoo, the Riverwalk, access to outdoor recreation activities and proximity to state parks, and youth sports and sports facilities (e.g., Runyon Field, Dutch Clark Stadium). Additionally, focus group participants frequently mentioned that higher-education systems (i.e., Pueblo Community College [PCC] and Colorado State University [CSU] Pueblo) are a huge strength for the community, noting “our colleges are doing a great job.”

*“Pueblo has so many amenities for their size. I really appreciate what Pueblo has been able to achieve.”—Focus group participant*

*“We’re ahead of where most cities would be of this size.”—Focus group participant*

*“We haven’t said enough about CSU Pueblo and it being a great school. A lot of us are alums. We are really blessed with it. PCC is also first rate.”—Focus group participant*

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Additional but **less frequently mentioned strengths** include: quality of life, affordable cost of living, lack of challenges around commuting and parking, nice weather, accessibility of community leaders to connect and collaborate, and “audacious” renewable energy goals.

### *Needs and opportunities*

The following section outlines the **key areas of consensus related to needs of the community and opportunities for improvement** within the communities. It is important to note that these topics were discussed broadly and not solely in relation to how PCCLD might address them or out of expectation that PCCLD would do so, but rather to spark ideas for potential mission-related connection points. Lesser spoken of topics are included at the conclusion of this section. Again, PCCLD staff members were not

prompted to respond to this topic directly, so this section reflects focus group participant feedback only.

### Employment and economic stability

Growing and **supporting the workforce** came up across multiple focus groups as important to address for both the individual worker and for the community as a whole. Specifically, increasing awareness of opportunities within the Pueblo area for “homegrown” workers was seen as an opportunity for greater support.

*“Stronger ties to provide internships and training where students can stay in the community and benefit the area as a whole. A lot stay or are from the area originally, but we also do have a lot of talent we lose.”—Focus group participant*

*“It also would benefit us to have a more robust vocational training program for people who are not necessarily college bound; that would be really wonderful for Pueblo.”—Focus group participant*

*“Kids in school now don’t have a mentality of ‘you can be anything you want to be.’ They don’t realize we have a great university and a community college—the library could help remind those kids they can be anything they want to be. There are trades programs as well—PCC has an outstanding welding program and works with a high school on it too. That could be promoted more as well.”—Focus group participant*

Mentioned most often in relation to the economic growth and development of Pueblo, participants also noted the **poor reputation of the Pueblo area**. This was described as contributing to youth or young adults seeking to leave for opportunities outside of the county (e.g., leaving for the “big cities” like Denver and Boulder) and to challenges with attracting businesses to the area, specifically those from more northern Front Range communities.

### Safe places for youth

Participants in both the adult and teen focus groups said they felt there were **not enough “safe havens” for youth** in Pueblo. Additionally, some locations that do not have safety issues may still face the perception of being unsafe. Further, some of the teen focus group participants noted that previously “safe” and “fun” locations to hang out (e.g., the local mall) have been shut down or have more limited offerings than in the past.

*“The stigma is that it’s not safe, there’s bad people, you can’t stay out late. Even if I feel safe, my parents don’t.”—Teen focus group participant*

*“There are a lot of kids that don’t have a place to go after school. There are a lot of parents working and such, so having a place where they can go to get help with homework. My kids spent time at the Boys and Girls Club after school, and they got to spend time doing homework and someone was there to help them; that was a need in the community that the Boys and Girls Club [met]. ... They don’t have that many locations to provide that as needed.”—Focus group participant*

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### **Education, early childhood and secondary**

**Strengthening the education systems and supports, for early childhood through high school**, was mentioned multiple times throughout focus groups. Many focus group participants highlighted the impact of strong early childhood education and care on the health and well-being of the community, including impact on graduation rates, crime rates, workforce development and positive economic impact, both for individuals and for the community as a whole. Focus group participants also noted the potential opportunities for PCCLD to support the development of young children through partnerships with childcare providers or early childhood schools, as well as through pipeline development resources (i.e., encouraging the exploration of early childhood education careers), which was complementary to feedback around workforce pipeline development overall. Also mentioned was the desire to help the community grow in its awareness of how important education is on the whole, again including how “research indicates [its] positive impact on the community.”

*“That notion is important to help highlight what needs to happen to improve education, and the library can be that source of information or a critical partner to help educate on initiatives.”—Focus group participant*

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### **Access to technology**

Addressing the “**digital divide**” for community residents that do not have access to the internet and/or devices was a recurring theme for focus group participants.

*“I want technology to be more accessible in the community. That’s where everything has gone, and lots of community members can’t afford Wi-Fi or machines (computers)—the library is inundated. Every computer is always in use when I walk into the library. There is not equitability in access to technology.”—Focus group participant*

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This challenge was described as having been **highlighted even more by COVID-19** as many resources moved online. Participants did comment that PCCLD had **done well at addressing immediate needs within the community** in terms of partnering with local

schools and foundations to provide laptops and “hot spots” (i.e., portable devices to provide wireless internet) for residents in need.

*“[PCCLD] has been a great resource with electronics. [There have been] concerns about hot spots, devices, and we have reached out to the library and it has provided hot spots to students. We had a homeless student, and the school district wouldn’t give her a hot spot and was going to turn her in for truancy ... and the library stepped up.”—Focus group participant*

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## Homelessness

Homelessness was named as a “huge” issue by some participants, and it’s one the library is well versed in, given that people experiencing homelessness often use PCCLD locations to “take a break from the outside.” Most participants who brought up the issue of homelessness also made note of PCCLD’s commendable efforts at **balancing being welcoming to all and ensuring a safe environment**.

*“I think one of the things they do really well is balance the homeless community along with [others]. They are really outreaching to a large diverse audience. It encourages folks to come in, and everyone feels they can come in there. For that population that struggles to connect with computers and jobs, they do a great job and the staff is available to them.”—Focus group participants*

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## Mental health

Especially considering the impact of COVID-19, in terms of **increased anxiety and decreased access to support services** and healthy coping mechanisms, multiple participants noted that mental health challenges are not only present in the Pueblo community but also likely to grow in scope and in populations affected.

*“I am very interested and concerned about how we can in the future ensure folks that need services can get them in a way that is meaningful to them, and that they believe sincere efforts are behind it. I am hoping the library and the many community things it does [will get involved], plus the university and the city. [It will require a] hefty effort to talk about these things and handle them in the future.”—Focus group participant*

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*“Speaking as a teenager ... we don’t teach our kids how to help people going through mental issues.”—Teen focus group participant*

*“Maybe [there could be] a group where kids can just go and talk about the problems they are having and they feel safe. ... That would be a good program for the library to have.”—Teen focus group participant*

### Transportation and mobility

Participants described an overall **lack of sufficient mobility and access to the transportation needed for both adults and younger people to access programs at different branches**. One participant noted that for one of the adult literacy programs there were often issues with clients having enough funds to access public transportation to attend the session. Though this was mentioned several times in relation to PCCLD specifically, multiple participants also mentioned how challenges with public transportation are applicable to accessing other community services and amenities.

### Food insecurity

Many focus group participants also noted that **food insecurity is on the rise**, with that trend likely to continue given the ongoing impact of COVID-19.

Additional, but **less frequently mentioned, areas of need and potential opportunity** included countywide infrastructure maintenance and repair, and an increasing need for and lack of affordable housing. Also mentioned was a desire for city and county organizations to improve communication and transcend “territorial issues,” specifically to help reduce duplication of services and better use funding and resources.

## Potential Partnerships and Resources

Focus group participants were asked to think specifically about what partnerships or resources may be of benefit to PCCLD in support of its current and future operations. Of note, suggestions offered below reflect opportunities that PCCLD could both create and continue or strengthen (for those that are already in progress). The following partnership opportunities or resource sources were suggested:

- **Engage with local arts organizations and alliances** to bring more exhibits to the library, as well as arts and culture programming or classes.
- **Connect with the Southeast Regional Council** of the El Pomar Foundation to explore additional funding (separate from the full foundation).
- **Connect with local service clubs or member organizations**, such as Rotary International or the Pueblo Economic Development Corporation (PEDCO) for potential funding opportunities through their philanthropic and foundation arms, as well as networking to support other partnerships.
- **Continue partnerships with higher education**, expanding offerings and/or promotion at CSU Pueblo and PCC campuses.
- **Reach out to business owners and/or chamber organizations** to connect with the workforce community to identify potential needs and partnership opportunities that will help sustain and grow the talent pool.
  - Related, **explore “soft skills”** classes and resources.



- **Create additional and stronger relationships with early childhood education through 12<sup>th</sup> grade**, and continue to build out programming and shared resources.
- **Serve as a hub for employment postings** and be a connection between employers and potential employees.
- **Foster connections with nonprofits and social services** (e.g., United Way, Care and Share, Catholic Charities, Boys and Girls Club).
- **Partner with local museums** to cross-promote shows, exhibits and activities.

Of additional note and special consideration for PCCLD, a focus group participant suggested some caution around future asks for funding or resources, given the recent ballot initiative and current funding partnerships, noting “[PCCLD has] a good strong muscle of grantseeking ... but it’s hard to fundraise in a community where they get a lot of tax dollars. They have access to a lot of funding nationally; they should **maximize [national funding options] before they go to local donors.**”

## Staff-recommended Priority Focus Areas

Referencing the strengths shared above, as well as information and reports provided during the facilitated all-staff development day session, staff members were also asked to identify their top three to five goals or priorities. The following section shares **key themes that came up most often and across multiple staff groups.**

### Marketing and branding

“We can’t have an amazing idea, and no one knows about it.” As indicated through the discussions around strengths above, multiple staff groups noted the **need to ensure PCCLD services are being better shared and promoted** for each branch throughout their respective communities and the greater Pueblo area as well. Also mentioned within this category was the idea of dealing with the public’s perception of the “ghost of the outdated library” and how to address this when reaching out to the community, especially those who may not be as connected to or aware of PCCLD.

### Technology infrastructure

PCCLD must continue to build **services and systems, both internally and externally, that support growing needs within the tech space, staff said.** Related, and in support of the systems, PCCLD will need to ensure that staffers are “tech literate” (e.g., through ongoing training) and are able to help patrons and the greater public grow in their own digital literacy. Additionally, staff identified that it would be helpful (both to patrons and staff) to increase technology services and offerings at each branch, instead of relying on one location to provide these services.

### Focus on lifelong learning

Staff mentioned offering programming, such as a how-to series or individual classes, at all the different branches, **designed specifically to meet the community’s needs—to**

**be identified through asking patrons.** Specifically, life skills classes were mentioned, including classes on budgeting, grocery shopping for a family of four, gardening and other outdoor activities, how to enter the workforce (i.e., from job application, to writing a resume, interviewing and finding childcare). Also mentioned were options for youth and adults around developing social supports and participating in apprenticeship programs.

### **Community-focused planning and ongoing feedback**

Also, as stated above, several groups mentioned being sure to **include community members and community partners (i.e., local organizations) in planning processes** to identify which services would be most well received and helpful and to help avoid duplication of services. As one staff member said, “They can do what they do best and we can do what we do best, and we can make a larger impact in the community.” Specifically mentioned along with this idea were increased or enhanced partnerships with **schools (secondary and postsecondary)**, including reaching out to local schools and campuses to see how to better connect with and serve students, parents, teachers, administrators and other school staff. Related, staff mentioned wanting to think strategically about how programs continue even when a staff member who may have championed the effort leaves, as well as having the flexibility to cancel programming that may have run its course.

## **Leadership/Governance Session**

PCCLD’s October 28 Zoom meeting was designed to gather feedback from library leadership and members of its governing body; i.e., board of trustees members, Friends of the Library board members and Pueblo Library Foundation members, as well as staff leadership. However, all but three of the 22 attendees were staff members. Two foundation members and one library board trustee were present. (Note that some participants arrived after introductory activities.)

Thus, many of the ideas discussed had similar themes to those of the all-staff development day meeting. Nonetheless, the group took advantage of the opportunity to have more extensive conversations on data gathered through internal reporting and stakeholder engagement, as well as to delve more deeply into conversations about potential themes on which to focus in PCCLD’s upcoming strategic plan.

### *Cover Stories*

After the group was welcomed, participants were sent to breakout rooms in small groups to participate in a “cover story” activity. This exercise is designed to prompt participants to think creatively about PCCLD’s future by exploring the question: **“If PCCLD was featured in the news 20 years from now, what would be celebrated and highlighted as its key accomplishments?”** After their small-group conversations, everyone returned to the main room to report back on their groups’ visions. Main themes included advancing digital equity, being a comprehensive community hub and increasing access to services for all residents. Full notations of the “headlines” and “sidebar articles” from this exercise can be found in Appendix A.

## *Presentations*

Library staff members and JVA then provided the full group with a brief overview of findings related to their areas of research for the strategic plan. (See PowerPoint slides under separate cover.) After each presentation, participants followed up with comments and questions. For context, all of the information—including the polling results, internal and external data, and stakeholder feedback—was collected during the COVID-19 pandemic.

## **Polling results**

PCCLD commissioned a statistically significant poll to gather input on library services from adult Pueblo County residents. Among key findings:

- 89% of respondents said it was important or very important for Pueblo County residents to have **access to a comprehensive local public library**.
- The **book selection** (28%), **children's programs** (19%) and **library internet access** (18%) were the top responses when participants were asked to name PCCLD's most important services and programs.
- **39%** of respondents said they had attended a **learning program or activity** at a PCCLD library, and the type of programs named most often were **children's programs** (28%) and **cultural and educational programs and events** (25%).
- **At least 70%** of respondents rated PCCLD staff "excellent" in the areas of **friendliness**, (being) **knowledgeable** and **helpfulness**.
- When asked how the library could be improved, **59% said either there was no way in particular or that they didn't know/wouldn't say**.

After the presentation, an attendee asked whether it was possible to compare results of this year's poll with previous ones, and participants were pointed to the appendices for the 2016–2020 strategic plan, found on PCCLD's Reports and Plans web page.

## **Emerging technology**

PCCLD's director of information technology presented definitions and information on emerging technology that could impact library operations, including hyperautomation, multiexperience, empowered edge computing and the distributed cloud.

In discussing the potential impact of these technologies on PCCLD, one participant noted that their use might **free up staff to interact more with clients and "do things we are really good at," such as offer readers' advisory services**. The group also noted that although technology is shifting and expanding the skills needed to be a librarian, **library school curriculum is keeping up**.

Other observations that surfaced included the following:

- The ideal is for **user interface and experience to be seamless**.

- **Connectivity/access** is one part of the technology puzzle.
- Technology will be deployed **based on patrons' wants and needs**, not for technology's sake alone.
- Tech such as the **distributed cloud and the empowered edge will help keep outages or other glitches from impacting entire systems/patrons.**

### External and internal data

PCCLD also collected and analyzed demographic and other data on the Pueblo community, as well as data on the community's use of the library system. The analysis includes segmentation of the population into five primary socioeconomic groups, as well as statistical snapshots of the populations living in each library service area.

Key findings related to community use of PCCLD include the following:

- Although **program attendance has risen** at PCCLD, **circulation, computer use and library visits have fallen.**
- **Libraries are not consistently accessible by bus** because routes and schedules have gaps.
- **13% of the Pueblo County population lacks access to broadband or high-speed internet at home.**

Gaps in data as a result of **inaccurate or inconsistent reporting** were highlighted, along with a need to focus on **better measurement of outcomes** as well as **use of data to improve services and better meet community needs.**

In discussion that followed the presentation, a participant remarked on the **potential for partnerships to support internet connectivity** in the community.

*"It seems like all of these plans and activities presume internet connectivity. If we could raise that [connectivity] level substantially and quickly, we could move ahead more quickly with the rest."—  
Leadership session participant*

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It was also noted that **PCCLD has provided approximately 600 hot spots** to organizations (e.g., Boys and Girls Club) throughout the community and is working with the Housing Authority of Pueblo to provide hot spots in housing complexes serving older adults. The library is also **monitoring the community's need for computer access**, recognizing that local school districts have helped fill that gap to a significant degree, especially during the pandemic. Finally, the group was reminded that **the cost of hot spots encompasses not just the initial outlay but also monthly service costs**, meaning funding has to be secured on an ongoing basis.

## Library trends

The PCCLD team's examination of trends in public libraries included the following findings:

- Libraries serve as **community resiliency centers**—supporting preparation for and recovery from physical, social and economic disruption.
- Libraries are working to **bridge the digital divide**, facilitating access both at home and in their facilities.
- There is an intentional **focus on diversity, equity and inclusion** in libraries' **culture, collections and programming**.
- Libraries are becoming **hubs for entrepreneurship and workforce training**.

In light of the recurring theme of technology and technology infrastructure, participants noted that **internet bandwidth is a challenge** throughout the Pueblo area, because providers prioritize areas that are likely to provide a higher return on investment. However, several indicated there might be ways to try to address the issue.

*“It may be good to have some conversations behind the scenes, get some external contacts to see Pueblo as an opportunity; for example, Google does some of that kind of thing.”—Leadership session participant*

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Another participant mentioned having connections with E-Rate, which funds schools and libraries, focusing in part on broadband access.

After the presentations by PCCLD staff, JVA provided a brief review of the findings of its stakeholder engagement efforts, which are described in more detail earlier in this report.

## Potential Focus Areas

Informed by the data presented and the earlier activities, in the meeting's final exercise, participants were sent to breakout rooms in small groups to discuss and identify the areas they felt were most important for PCCLD to focus on when crafting its strategic plan. After each small group reported out to the full group, all were invited to respond to two Zoom polls, both drafted during the meeting based on the full group's synthesis of common themes and categories, to further narrow down their priorities.

In the first poll, participants could choose only their top priority area. Top vote-getters were “responsive to the community” (35%) and “technology, digital strategy, digital literacy, digital divide” (30%). Participants discussed the challenges of selecting only one area and noted that many of the choices seemed to relate to and/or would support or inform one another. For example, “responsive to the community” is likely a component that could be incorporated throughout strategic focus areas.

Aiming to address the feedback on feeling limited with only one selection, the second poll allowed participants to pick their top three choices, and their votes were as follows:

- Technology, digital strategy, digital literacy, digital divide (63%)
- Responsive to the community (58%)
- Marketing, awareness, branding (58%)
- Diversity, equity and inclusion (47%)
- Community building and business partnerships (21%)
- Specific populations services (underserved, specific needs) (21%)
- Accessibility, ease of access of services (16%)
- Lifelong learning (11%)
- Engaging new or first-time users (5%)
- Early childhood education (0%)

Several participants noted it was surprising that early childhood education was not selected as a top focus area despite being mentioned throughout stakeholder discussions as an important and mission-relevant focus area. This disconnect may be attributed in part to the “in-the-moment” nature of the polling and does beg for further discussion as the plan is developed.

Perhaps shedding some light on the disconnect is a comment made earlier in the day. Polling data from Pueblo residents showed that children’s programs were the most common choice for PCCLD’s “preferred learning programs and activities,” while the children’s collection and services were only ranked fourth when it came to their use. Mused one participant: “Space for children is something that is valued (by society) and permeates our consciousness, but maybe we don’t all have young children. ... Like me, I don’t have young children, but I still know the value of such programming.”

It seems possible that, given the high value the public clearly places on PCCLD’s children’s programming, and the library’s consistent history of providing such high-quality programming, staff sees little reason to focus on fixing something that isn’t broken. Perhaps if staff, like focus group participants, had been asked specifically to identify strengths and how they might be leveraged, there might have been more discussion of children’s programming. This may also be true of other strengths or potential focus areas that seem to be doing well as is and do not indicate needing to be included in strategic planning.

Not surprisingly, many of the main themes selected in the leadership session Zoom poll were similar to those that surfaced at the all-staff development day meeting. What follows is a synthesis of the top focus areas that surfaced, organized to reflect areas that may be seen as subsets of larger priorities.

### Responsiveness to community

When leadership meeting participants were asked to vote on a single most important focus area for PCCLD's strategic planning, "responsive to the community" got the most votes. In discussion, it became clear that tailoring library offerings to the community is an overarching goal for PCCLD.

*"Responsiveness really encompasses a lot of the other things."*

*"You could put everything under [responsiveness]; it's the litmus test."*

*"It's something that will guide the other stuff—it's the most overarching."*

*—Leadership session participants*

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### Technology; digital strategy, literacy and divide

This focus area received the most votes at the leadership session when participants were asked to choose their top three priorities. Tech-related topics came up again and again, for their potential to solve problems, meet client needs and expand possibilities.

*"With technology, it's important to have delivery to our audience well received across the community, not just for one segment of the community."—Leadership session participant*

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### Marketing, awareness, branding

Both community and staff feedback collected by JVA highlighted a need to raise public awareness of the variety of PCCLD services, programs and materials. Leadership meeting attendees suggested the library consider use of media such as radio, direct mail and flyers sent home with students to increase awareness. However, another participant emphasized the cost-effectiveness of continued use of social media as a primary marketing vehicle.

*"The Chieftain circulation is like 20,000. We have 10,000 followers on social media. As far as impressions, social media is definitely a bigger bang for my buck. There needs to be a balance."—Leadership session participant*

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The topic of marketing encompasses another priority described by the group, **engaging new library users**. And, as noted in the group's conversation, one way to engage new users and broaden the library's audience is through **building partnerships** in the

community. For example, social services agencies might recruit participants to attend job skills training sessions.

*“In my mind, organizational partnerships go back to marketing. You can market all day long, and how many people will just come in, as opposed to if you have social services bring people in who are on TANF [Temporary Assistance for Needy Families]? ... The way you get things to be known is to have those partnerships.”—Leadership session participant*

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### **Diversity, equity, inclusion**

Interest in diversity, equity and inclusion (DEI) came up throughout the session, with one participant suggesting PCCLD pursue diversity as **“a thread running through all of our pieces, in all of the different areas we are going to focus on.”** In a similar vein, another specified that DEI should be a component in **“collections, programming, workforce development, staff recruiting and retention.”**

*“When we talk about DEI, people think about race, but it’s also auditing our programs to make sure there is diversity of things like age ranges, socioeconomic levels as well as racial, and people who are not couples.”—Leadership session participant*

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Closely related to the concepts of equity and inclusion, and a topic that recurred throughout the leadership session, was the idea of accessibility. Accessibility came up in reference to digital access (see technology discussion above), as well as physical access. Among populations to be supported, in addition to those mentioned above, specific note was made of **older adults, persons with disabilities** (e.g., closed captioning, a low-sensory room for people with autism), and **families with young children** (e.g., continued curbside service).



## KEY TAKEAWAYS AND IMPLICATIONS

Overall, there was a lot of congruence among focus group participant, staff and leadership feedback, with no notable disagreement on specific issues. Stakeholders consistently recognized and commended the high quality of PCCLD services and staff; identified accessibility to technology as a priority issue; recommended continued and enhanced partnerships with schools (at all levels) to support students and families; appreciated the wide range of programming available to community residents; and noted that for a community of its size, Pueblo has a remarkable library system and community assets.

Considering feedback gathered from all stakeholders engaged, the following table shares **synthesized suggestions** related to community needs and/or opportunities for improvement or innovation for PCCLD. The table is organized by topic area (i.e., the “big idea” or area of focus) and potential strategies or opportunities (i.e., how PCCLD may strengthen and leverage its current activities, partnerships and other resources to address the needs and opportunities within the community).

Topic area	Potential strategies or opportunities
<b>Employment</b>  <i>(economic stability, workforce development)</i>	<ul style="list-style-type: none"> <li>■ <b>Increase workforce development-related offerings</b> for people who are looking to grow their skills and knowledge within their current job or for a future career. Specifically, this could look like partnering with local workforce development organizations and businesses to hold job fairs, host employer exhibits, add more online or in print educational resources, etc.</li> <li>■ <b>Support the development of a workforce “pipeline”</b> for helping young people learn about and get excited about a variety of careers, including specific programs, activities, books or online resources, career assessments or mentorship opportunities.</li> <li>■ <b>Reach out to business owners and/or chamber organizations</b> to connect with the workforce community to identify potential needs and partnership opportunities to help sustain and grow the talent pool.</li> <li>■ <b>Serve as a hub for employment postings</b> and be a connection between employers and potential employees.</li> <li>■ Use <b>makerspaces to provide workforce development training</b>.</li> </ul>
<b>Education</b>  <i>(early childhood, secondary schools, higher education)</i>	<ul style="list-style-type: none"> <li>■ <b>Increase partnership with local early childhood schools, childcare centers and other young children’s networks</b> (e.g., the so-called “family, friends and neighbors” [FFN] network) to explore adding on-site or mobile programs and activities.</li> <li>■ <b>Continue partnerships with higher education</b>, expanding offerings and/or promotion at CSU Pueblo and PCC campuses.</li> <li>■ <b>Create additional and stronger relationships with early</b></li> </ul>

Topic area	Potential strategies or opportunities
	<p><b>childhood education through 12<sup>th</sup> grade</b>, and continue to build out programming and shared resources.</p> <ul style="list-style-type: none"> <li>▪ Specifically, explore more options for how PCCLD can step in to <b>support schools</b> with any gaps in terms of what they used to do (prior to COVID-19), as well as parents who are homeschooling their children.</li> <li>▪ <b>Support local advocacy groups or awareness campaigns</b> to help increase public support for improving local school systems.</li> <li>▪ Provide more <b>safe spaces and services for youth</b> (e.g., study rooms, tutoring).</li> <li>▪ Explore <b>sponsorship of school activities or clubs</b>, or sharing event information via school platforms (e.g., daily announcements), to help with outreach to youth.</li> </ul>
<p><b>Technology</b> <i>(device availability, accessibility)</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Continue and expand partnerships with local organizations</b> and groups that are helping community members address challenges related to the “digital divide,” and provide applicable resources (e.g., hot spots, devices, mobile technology training lab, etc.).</li> <li>▪ Explore possibility for <b>advocacy and/or negotiations/partnerships to improve broadband access</b> in Pueblo County.</li> <li>▪ <b>Offer more training to staff</b> so staffers feel more comfortable with technology-related services and tools.</li> <li>▪ <b>Expand branch offerings to fit technology needs or new opportunities</b>, such as makerspace programming, adding new devices or platforms, expansion of on-site Wi-Fi, and providing tutorials on how to use online resources.</li> <li>▪ Provide <b>virtual meeting room spaces</b> for important meetings (e.g., telehealth calls, job interviews, etc.) to support community members who may not have access to related technology on their own.</li> <li>▪ <b>Increase training of patrons in digital literacy</b> (e.g., how to use technology services).</li> <li>▪ Develop a “<b>digital strategy</b>” to spell out related vision and goals.</li> </ul>
<p><b>Access to services</b> <i>(internal, external)</i></p>	<ul style="list-style-type: none"> <li>▪ Expand or adjust <b>library hours</b> to better coincide with public transportation schedules.</li> <li>▪ Advocate with <b>local transportation</b> officials to change routes or services that may better connect with branches and/or coincide with services.</li> <li>▪ Continue to <b>partner with local food pantries</b> by providing</li> </ul>

Topic area	Potential strategies or opportunities
	<p>pickup options at branch locations, potentially expanding frequency and/or participating sites.</p> <ul style="list-style-type: none"> <li>■ Foster <b>connections with nonprofit and social services partners</b>, such as United Way, Care and Share, Catholic Charities, Boy and Girls Club, etc., to potentially support with service provision (i.e., sharing space, promoting activities, etc.).</li> <li>■ Expand <b>mobile PCCLD options</b> (e.g., providing a “books on wheels” bus to get library resources in the community at events and designated locations.</li> <li>■ <b>Invest in appropriate equipment</b> to address audience-specific needs, i.e., by providing tools and accessibility that match the intended user (e.g., people who may experience sensory or attention issues, older adults, younger adults).</li> </ul>
<p><b>Marketing and outreach</b></p> <p><i>(community awareness)</i></p>	<ul style="list-style-type: none"> <li>■ Increase <b>internal cross-promotion</b> within PCCLD services through bringing community in more for programs to learn more about what PCCLD offers (e.g., increase use of meeting rooms).</li> <li>■ Increase <b>external cross-promotion</b> by partnering with local public services to cross-promote available communitywide services, embedding staff at community events or activities (e.g., motorcycle runs), and connecting with local faith-based organizations and community businesses (e.g., putting informational flyers in grocery bags).</li> <li>■ Participate with “<b>Choose Pueblo</b>” activities and planning groups to see where PCCLD can support the positive shift of people’s perceptions of the Pueblo area and community.</li> <li>■ Increase <b>targeted marketing</b> to expand to patrons outside the base of core users. <ul style="list-style-type: none"> <li>■ Specifically mentioned were people who are not on technology or social media. Suggestions included using advertising in the newspaper and further leveraging word-of-mouth.</li> </ul> </li> <li>■ Leverage <b>super users as advocates</b> and community champions of PCCLD to those who are less familiar.</li> <li>■ <b>Solicit stakeholder feedback more consistently</b>, and across a broad range of stakeholders.</li> <li>■ <b>Find a common language/eliminate jargon</b> (e.g. “collections,” “downloadables”), which will also support effective marketing, because it helps ensure potential patrons recognize what the library has to offer.</li> </ul>
<p><b>Culture and diversity</b></p>	<ul style="list-style-type: none"> <li>■ <b>Engage with local arts organizations and alliances</b> to bring more exhibits to the library, as well as arts and culture</li> </ul>

Topic area	Potential strategies or opportunities
<i>(local assets, artists)</i>	<p>programming or classes.</p> <ul style="list-style-type: none"> <li>■ <b>Partner with local museums</b> to cross-promote shows, exhibits and activities.</li> <li>■ Offer <b>more celebrations and events</b>, with special emphasis on bringing diversity into these (e.g., celebrating the variety of heritages within the Pueblo area and its history).</li> <li>■ <b>Include events and programming options across the multitude of cultures</b> represented within the Pueblo community (i.e., not only the more broadly celebrated holidays or history months).</li> </ul>
<p><b>Internal capacity</b></p> <p><i>(staff support, program expansion)</i></p>	<ul style="list-style-type: none"> <li>■ Offer <b>more staff training</b> in customer service and related to technology services, to be available for all branch staff (not just the branch where the specific technology may “live”), as well as training programs or options for substitute staff.</li> <li>■ <b>Collaborate more between branches</b> to share insights and ideas, as well as build similar offerings together.</li> <li>■ <b>Provide cross-departmental training</b> to support knowledge and understanding of the full spectrum of services offered at each branch, as well as the potential ability to fill in if needed.</li> <li>■ Host <b>focus groups with community members</b> consistently to hear from the public what they need and to identify ways to help engage new or less frequent users of the library.</li> <li>■ Continue to offer and develop <b>hybrid programs</b> (i.e., virtual and in-person).</li> <li>■ <b>Explore different uses of available space</b> (e.g., using parking lots for events or to host food trucks).</li> <li>■ <b>Streamline the infrastructures</b> of what is offered to make room for introducing new tools or systems.</li> <li>■ <b>Tailor services</b> to the communities that each particular library serves.</li> <li>■ <b>Use data on community wants/needs</b> to become a <b>community hub</b>.</li> </ul>

It is important to note that the table above is not all-inclusive of the opportunities available to PCCLD for consideration when moving through strategic planning; however, it does represent a general consensus from knowledgeable stakeholders of what may have the most impact or be the most critical to address. Also, while the information and ideas shared through the stakeholder feedback sessions may be interesting and rife with possibilities, it will also be important for PCCLD leadership to ensure that goals and strategies moving forward are all still aligned with the organization’s vision, mission and core values.

*“Mission creep is a real concern, and once you start spiraling off mission you can lose the things that make you great.”—Focus group participant*

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In conclusion, **feedback from stakeholders was by and large very positive**. When asked what PCCLD could do better, most focus group participants were “stumped” initially, saying, for example, that they were “very pleased” with what the libraries offer and “couldn’t think of anything” else to suggest. With this in mind, these positive relationships (with PCCLD) opened up opportunity for participants to thoughtfully explore and confidently suggest additional ways PCCLD could contribute further to the community.

## RECOMMENDATIONS AND CONCLUSION

A clear plan is critical to progress and success, and often the process of developing this path reveals additional considerations. The following section shares recommendations for additional opportunities that will support PCCLD even more as it moves forward. JVA recommendations to support strategic planning development and implementation are to:

- **Continue to involve community and stakeholder voice**, including patrons, staff and community partners, throughout the duration of the strategic plan (not just the development process). Especially considering the circumstances during the strategic planning process (i.e., a global pandemic and its implications moving forward), it will be critical to incorporate ongoing feedback to make sure PCCLD's offerings are responsive to current community needs. Instituting a specific engagement and/or evaluation plan for this process will help focus this process and provide a framework for interpretation and implementation.
  - Related, this will support the overall theme or strategic goal (to be determined by PCCLD) of "responsiveness to community."
- **Leverage areas of stakeholder convergence.** As noted earlier in the key takeaways and implications section, data and stakeholder feedback pointed to many areas of common interest and potential focus. These include employment-related services or programs; education; technology; access to services; marketing, outreach and branding; culture and diversity; and internal capacity.
  - Related, it may also be beneficial to PCCLD to **explore areas of divergence** within these topic areas, especially where the feedback may have been unexpected. For example, collaborating with early childhood organizations was mentioned during focus groups and facilitated meetings; however, it was not selected during one of the prioritization processes during the leadership/governance session. By taking a critical look at these areas, PCCLD might better understand its constituency (both internal and external) and ensure that its finalized focus areas are, in fact, responsive to the community's needs.
- **Include staff training within each goal area.** Heard throughout the process was the desire and need from staff to have a better understanding and feel better equipped to support patrons across library offerings. This could be in the form of cross-training in different library departments or locations and with new or existing technologies.
- **Consider limiting overall strategic focus areas to a total of five (5) or fewer.** Especially in the challenging and uncertain times under which this planning process has taken place, a more conservative approach (in total

- goals and plan duration) may serve the shifting needs as well as the available resources (including staff resiliency).
- **Create an action plan for the first year.** In addition to the ever-changing landscape of 2020 and likelihood of that continuing into 2021, JVA finds that organizations are most successful when they focus on a strategic plan one year at a time. This time horizon not only helps with implementation (by creating smaller, reasonable time frames for goals and measurement) but will also help PCCLD be responsive to the community and more able to pivot quickly as needed. Smaller time frames and goals can be developed within the annual action plan (i.e., quarterly, bimonthly, etc.) and incorporated into standing meetings (e.g., staff, management or board meetings) or systems to help with regularly monitoring progress.
  - **Develop goals, programs and practices with diversity, equity and inclusion in mind.** While PCCLD may decide to have a specific strategic focus on DEI itself, ensuring that this “lens” is included across other strategic areas would support its organizationwide practice even further. Related to the training recommendations above, it is also recommended to provide opportunities (e.g., trainings, dedicated conversations, internal committee) specifically intended to bring DEI practices, principles and concerns to the forefront. This may also provide a good space to further develop or create policies or procedures that will demonstrate commitment to DEI, provide a framework for inclusion throughout the organization and serve as a public-facing statement to the community at large.
  - **Celebrate cultural diversity across the spectrum.** Many participants noted the numerous cultures within the Pueblo area as a strength and asset to the community. With this, participants also noted the importance of including all cultures when developing cultural events, discovery sessions or other programming.
  - **Be cognizant of “mission creep”** when it comes to identifying strategic goals. With such a multifaceted and multitalented organization, it could be very tempting to stretch staff, resources and focus to include myriad things that, while they would be of benefit to the community, may be a detriment to core services.
  - **Determine core values for the organization** and develop descriptions of how each value manifests itself within the organization (i.e., what it “looks like” in action). Determining and defining PCCLD’s core values (i.e., values that the organization will not compromise on no matter what) will support strategic planning implementation by having guardrails for mission creep and upholding decisions in the face of substantial criticism or pushback.

- **Specify awareness and outreach strategies** for each strategic focus area. Acknowledging that PCCLD already does a lot in terms of sharing information about events and library offerings, documenting these approaches and thinking critically about how each system is working (or not) within each location, intended audience and set of programming may illuminate additional strategies.
- **Determine evaluation metrics to complement strategic focuses.** Within each selected focus/goal area, it would behoove PCCLD to attach clear markers upon which to measure their success. By identifying answers to “what success looks like” and “how we will measure success,” PCCLD will position itself to understand its progress internally as well as be able to present that information externally, including to financial supporters and community partners.

It has been a true pleasure and privilege to partner with the staff and stakeholders for the strategic planning process, and we have been impressed by the commitment to and excitement for the local library system by all involved. Powered by this dedication and appreciation from internal and external stakeholders, we know that PCCLD is well equipped and positioned for a beyond successful future. We look forward to seeing (and cheering) its future accomplishments and impact within the City and County of Pueblo. JVA thanks PCCLD for the opportunity to support its organization and its community.



## APPENDIX A: COVER STORY ACTIVITY

The following shares the full feedback gathered from small groups reflecting on the prompt of: “If PCCLD was featured in the news 20 years from now, what would be celebrated and highlighted as its key accomplishments?”

### Group 1

Nick, Elizabeth, Amy, Aaron, Diann, Terri

**Headline: PCCLD is One of First Communities to Provide Complete Digital Equity**

- **Subheading: Internet Access Becoming a Right**

*Sidebar articles:*

- **PCCLD is Huge Player in Job Readiness and Workforce Training, Using Makerspaces and Extended Meeting Spaces in Rawlings**
- **PCCLD an Epicenter for Students and Young People, a Community Center and Hub of Activity Where People Come to Mingle**
- **PCCLD is Hub for Community Archives, Local History**
- **PCCLD Sets Circulation Records, is Literacy Hub for Reading, Tech, Everything in Between**

### Group 2

Robert, Alex, Kristen, Lori, Nicki

**Headline: Pueblo Overwhelmingly Votes to Extend 6B Initiative**

*Sidebar articles:*

- **Library is Community Hub and Central Space for Entrepreneurial Activity, and Hub for Anyone Needing or Seeking Access to Info**
  - **Subheading: It Started With Remodel 20 Years Ago**
- **PCCLD Digital Initiatives Permeate Community**
  - **Subheading: Library has Broad Appeal, From Smart Device Users to Old-School Book Readers**

### Group 3

Jill, Jon, Heather, Phil

**Headline: Pueblo Library Offers Broadband To All Citizens Through Community Collaboration**

- **Subheading: 100% of Community has Internet Access Through Collaboration With Multiple Institutions**

*Sidebar:* **Pueblo County Achieves 100% Literacy on all Library Resources, Digital or Other**

**Group 4**

Kayci, Regina Renee, Alicia, Jen, Sherri

*Headline:* **PCCLD Named Most Accessible Library**

- *Subheading:* **Library on Leading Edge in Responsiveness to Community**

*Sidebar:* **Library Recognized for Critical Role In Economic Development of Southern Colorado**

# COMMUNITY SURVEY REPORT

Prepared by Research & Polling, Inc.

## Executive summary

Research & Polling, Inc. was commissioned by the Pueblo City-County Library District (PCCLD) to conduct a survey among adult residents in Pueblo County to assess satisfaction with various aspects of PCCLD services, materials and resources, as well as awareness and likelihood of future library use. The survey was administered to a random sample of adult residents who were interviewed by telephone between September 21-29, 2020. This report summarizes the results from each question in the survey, provides survey data tables and discusses any variances in attitude or perception among demographic subgroups.

Key findings include:

- PCCLD is held in high regard by its community, with 9 in 10 residents expressing that it is important to have access to a comprehensive public library system. Services and programs of greatest importance to residents include book collections, children's programs and Internet access. 83% of residents are satisfied with PCCLD; however only 51% say they are familiar with the libraries.
- The majority of residents express satisfaction with library locations (84%) and hours of operation (67%). Location preferences for a new library branch included north of Highway 50, near I-25 (39%) and north of Highway 50 in Pueblo West (34%).
- Utilization of PCCLD libraries is high, regardless of demographics, with 7 in 10 residents having visited a library in the past three years. The libraries visited most include Rawlings (47%), Pueblo West (23%) and Lamb (21%). Over nine-in-ten visitors are satisfied with cleanliness and upkeep of facilities, and rate staff highly for being friendly, helpful and knowledgeable. Due to COVID-19 and the low percentage of residents who use PCCLD's website (34%), there is need to emphasize the library's online services.
- Utilization of PCCLD collections is somewhat low, but customer satisfaction levels are high. Collection use is reported by visitors as follows: books (84%), movies (51%), local history/archives (48%), children's collection and services (46%), eBooks (36%), audiobooks (32%), streaming movies (18%) and streaming music (13%).
- Respondents who have not visited PCCLD libraries or website indicated that awareness of typical collections was high, while other less-common resources were low. The responses of non-library goes about their potential use of materials in the future indicates that more promotion of collections may be an opportunity for PCCLD.

**PUEBLO CITY-COUNTY  
LIBRARY DISTRICT  
OCTOBER 2020**



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## METHODOLOGY

This survey was commissioned by the Pueblo City-County Library District (PCCLD) and conducted by Research & Polling, Inc. The objective of this survey was to assess, among adult residents in Pueblo County, their satisfaction with various aspects of the Pueblo City-County Library District. This survey also assessed, among library users, their overall satisfaction with the various collections of materials provided by the PCCLD. Among non-users of the libraries, this survey measured awareness of the various collections of materials and the likelihood of future use.

### THE INTERVIEW

A random sample of adult residents in Pueblo County was interviewed by telephone. Telephone numbers (cellphones: 71% and landlines: 29%) were generated by a commercial telephone list vendor. All interviews were conducted between September 21st, 2020 and September 29th, 2020.

The telephone interviewers are professionals who are brought together for a training session prior to each survey. This ensures their complete and consistent understanding of the survey instrument. A total of 300 Pueblo County residents completed interviews.

### MARGIN OF ERROR

A sample size of 300 at a 95% confidence level provides a maximum margin of error of approximately 5.7%. In theory, in 95 out of 100 cases, the results based on a sample of 300 will differ by no more than 5.7 percentage points in either direction from what would have been obtained by interviewing all adult residents in Pueblo County.

### SAMPLE BIAS

In any survey, there are some respondents who will refuse to speak to the professional interviewer. A lower response rate among certain types of individuals can result in a sample wherein certain types of individuals are over-represented or under-represented. The potential for sampling bias increases as the response rate decreases. Research & Polling, Inc. often weights and/or sets quotas for various segments of the population who are historically undercounted. This has the effect of minimizing, but not necessarily eliminating, sampling bias.

### THE REPORT

This report summarizes the results from each question in the survey and reports on any variances in attitude or perception, where significant, among demographic subgroups. The subgroups examined in this report include:

- Gender
- Ethnicity
- Age
- Household Income
- Educational Attainment Levels
- Children Under Age 18 in Household

# EXECUTIVE SUMMARY

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## EXECUTIVE SUMMARY

This survey was commissioned by the Pueblo City-County Library District (PCCLD) and conducted by Research & Polling, Inc. The objective of this survey was to assess, among adult residents in Pueblo County, their satisfaction with various aspects of the Pueblo City-County Library District. This survey also assessed, among library users, their overall satisfaction with the various collections of materials provided by the PCCLD. Among non-users of the libraries, this survey measured awareness of the various collections of materials and the likelihood of future use.

### FAMILIARITY AND SATISFACTION WITH THE LIBRARIES

The Pueblo City-County Library District is held in high regard by county residents. In fact, nine-in-ten county residents feel it is important to have access to a comprehensive public library system offering safe places for study, research, and meetings with access to books and traditional library materials, the Internet, eBooks and streaming services.

When it comes to what residents view as the most important services and programs offered by the Pueblo City-County Library District and what they value most about the libraries, the most frequently mentioned responses are the collection of books, children's programs, and Internet access. Ninety-three percent of county residents say they value the library for offering a place for computer and Internet use and 74% give high marks to the library as a place for homework and research.

While the vast majority (83%) of residents are satisfied with the Pueblo City-County Library District overall, just 51% say they are familiar with the libraries. Therefore, while many residents recognize the value the libraries provide to the community, many may be simply unaware of the myriad programs and services the Pueblo City-County libraries offer the community.

### LIBRARY LOCATIONS AND HOURS

The vast majority of county residents express satisfaction with the library locations (84%) and their hours of operation (67%). When it comes to the location of a new library branch, county residents are nearly split, as 39% say they prefer a new branch North of Highway 50, near I-25, while 34% say they prefer a new branch North of Highway 50 in the Pueblo West area. Among those who are dissatisfied with the library's hours of operation, 34% mention the need for longer hours in general, while 25% mention the need for more/longer evening hours.

### LIBRARY UTILIZATION

Utilization of Pueblo City-County libraries is high, as over seven-in-ten (73%) county residents say they have visited a Pueblo City-County library in the past three years. The library enjoys high utilization levels among various demographic subgroups regardless of gender, age, educational attainment levels and income.

Among those who have visited a Pueblo City-County library in the past three years, 16% say they typically visit 1 to 3 times per year, while 22% say they visit 4 to 6 times per year, and 26% say they typically visit a Pueblo City-County library 7 to 19 times per year. One-third (34%) say they visit 20 or more times per year.

Among library visitors, the Rawlings Library (47%), Pueblo West Library (23%), and Lamb Library (21%) are the libraries visited most often.

Among library visitors, over nine-in-ten (94%) are satisfied with the libraries for being clean and well-maintained. Further, over nine-in-ten library goers give high marks to library staff for being friendly, helpful, and knowledgeable.



Perhaps not surprisingly, three-quarters of library goers say that the COVID-19 pandemic has changed their use of the library. Given this, and that just 34% of county residents utilize the library's website, it may be important to tout the many online services offered by the Pueblo City-County Library District, such as the Library on Demand.

#### UTILIZATION AND SATISFACTION WITH LIBRARY COLLECTIONS

Those who have been to a Pueblo City-County library in the past three years or who have visited the PCCLD website were asked if they have used each of the various collections provided by the PCCLD. Then, if a respondent had used the collection, they were asked if they are *very satisfied*, *somewhat satisfied*, *somewhat dissatisfied*, or *very dissatisfied* with the collection.

Overall, utilization of many of the collections offered by the Pueblo City-County Library District is somewhat low; however, among users of each collection, satisfaction levels are very high. Therefore, it may be beneficial for the District to consider additional advertising for the many collections it offers.

The vast majority (84%) of library goers have used the collection of books, while approximately half have used the collection of movies (51%), local history and archives (48%), and the children's collection and services (46%). Approximately one-third say they have used the collection of online eBooks (36%) and audiobooks (32%), while just 18% have used the collection of streaming movies and 13% have used the collection of streaming music.

Among those who use each of the collections provided by the Pueblo City-County Library District, satisfaction levels are very high. In fact, fewer than one-in-ten respondents express dissatisfaction with each of the various collections.

#### AWARENESS AND LIKELIHOOD OF USING LIBRARY COLLECTIONS

Those who have not been to a Pueblo City-County library in the past three years and have not visited the PCCLD website were asked if they are **aware of the various collections provided by the PCCLD**. Then, if a respondent was unaware of the collection, they were asked if they are *very likely*, *somewhat likely*, *somewhat unlikely*, or *very unlikely* to use the collection in the future.

Overall, awareness of some of the typical collections offered by libraries is high, while awareness of less common collections, such as streaming music and movies, is lower. Although the majority of those unaware of each collection say they are not likely to use each collection in the future, there appears to be some opportunity to educate and attract non-library goers on the various collections offered by the Pueblo City-County Library District.

Approximately three-quarters of non-library goers are aware the Pueblo City-County Library District offers collections of books (78%) and the children's collection and services (73%). Among those unaware of the collection of books, 38% say they would be likely to use it in the future.

Approximately six-in-ten non-library goers are aware of the collection of movies (59%) and the local history and archives (58%). Among those unaware of each of these collections, approximately three-in-ten say they would be likely to use them in the future.

Nearly half (48%) of non-library goers are aware of the collection of audiobooks, and 15% of those who are unaware say they are likely to use the collection of audiobooks in the future.

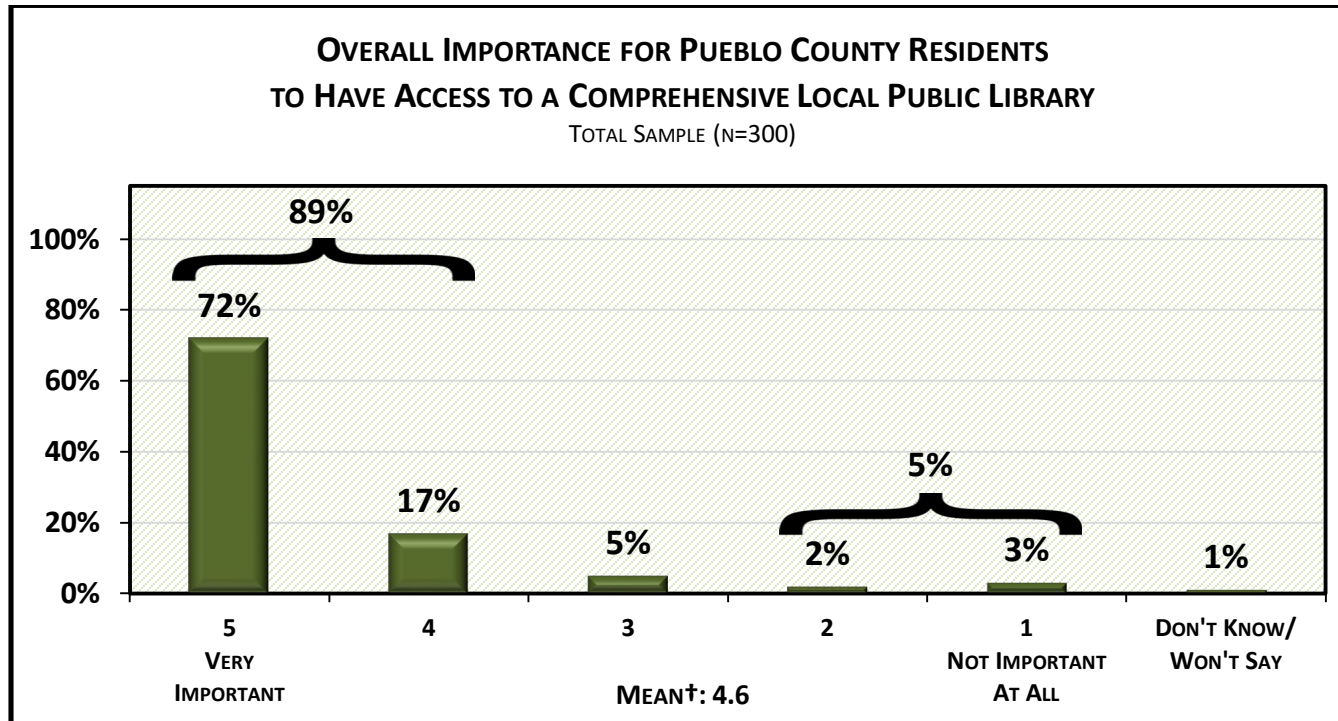
Between approximately two-in-ten and four-in-ten non-library goers are aware of the collection of online eBooks (38%), streaming movies (28%), and streaming music (22%). Forty percent of those unaware of the collection of eBooks say they would be likely to use it in the future, while 26% say they would be likely to use the collection of streaming movies and just 13% say they would be likely to use the collection of streaming music.

# SUMMARY OF RESULTS

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## SUMMARY OF RESULTS



† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE VERY IMPORTANT RESPONSE IS ASSIGNED A VALUE OF 5; THE NOT IMPORTANT AT ALL RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

Pueblo County residents were asked **how important they believe it is for Pueblo County residents to have access to a comprehensive public library system offering safe places for study, research, and meetings with access to books and traditional library materials, the Internet, eBooks and streaming services**, using a five-point scale where a score of five means *very important* and a score of one means *not important at all*, overall.

As shown above, 89% of county residents say this is important, with 72% who say this is *very important*. Just 5% say residents having access to a comprehensive public library system offering safe places for study, research, and meetings with access to books and traditional library materials, the Internet, eBooks and streaming services is unimportant.

Females (82%) and seniors (81%) are more likely than others to say residents having access to a comprehensive public library system is *very important*.

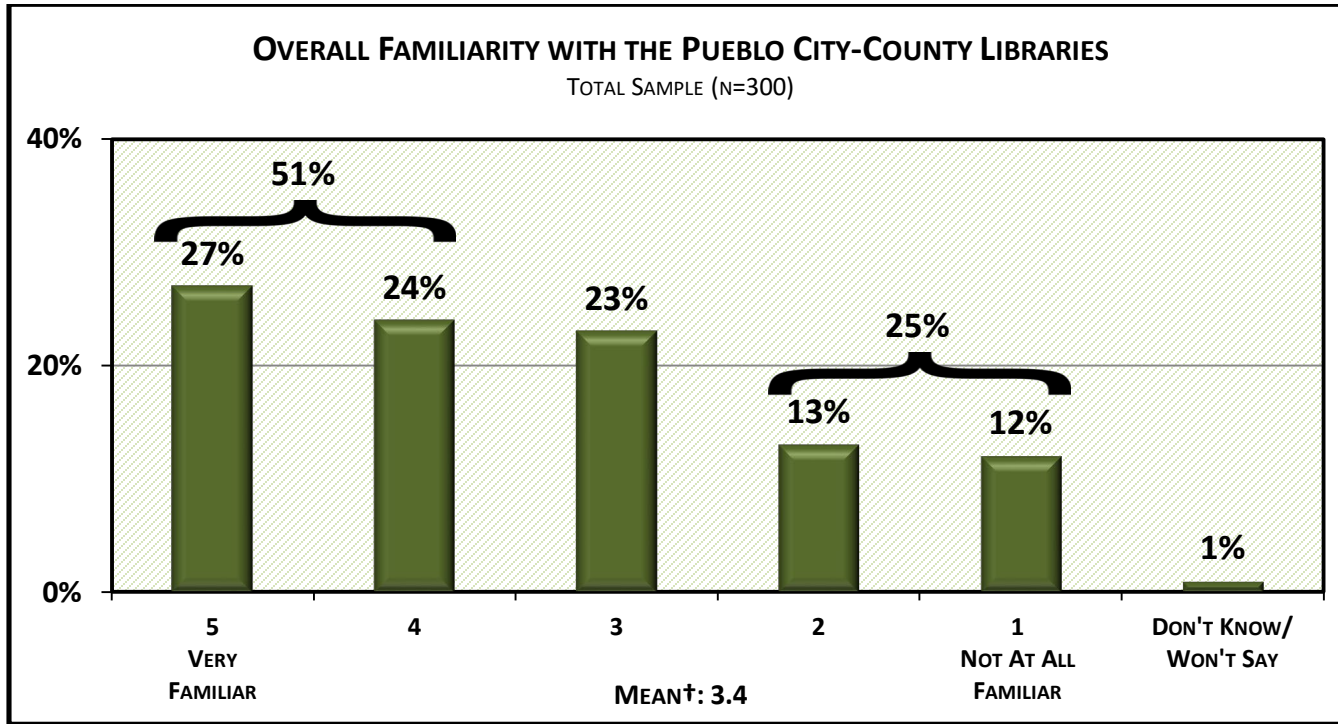
<b>MOST IMPORTANT SERVICES AND PROGRAMS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT</b> TOTAL SAMPLE (N=300) TOP 10 UNAIDED RESPONSES	
SELECTION OF BOOKS	28%
CHILDREN'S PROGRAMS	19%
INTERNET ACCESS AT THE LIBRARY	18%
SELECTION OF eBooks	8%
COMPUTER USE/RESERVATIONS	7%
REMOTE ACCESS TO ONLINE LIBRARY SERVICES	5%
PUBLIC MEETING ROOMS	4%
SELECTION OF AUDIOBOOKS	4%
DO NOT USE THE LIBRARIES	13%
NONE IN PARTICULAR	6%

Pueblo County residents were asked, in an unaided, open-ended manner, thinking of the services and programs provided by the Pueblo City-County Library District, **which services and programs are most important to them.**

Over one-quarter (28%) of residents mention the selection of books, while 19% mention children's programs, and 18% mention Internet access. Other frequently mentioned responses include: the selection of eBooks (8%), computer use/reservations (7%), remote access to library services (5%), public meeting rooms (4%), and selection of audiobooks (4%).

<b>MOST VALUED ASPECTS OF THE PUEBLO CITY-COUNTY LIBRARY DISTRICT</b> TOTAL SAMPLE (N=300) TOP 13 UNAIDED RESPONSES	
CHILDREN'S PROGRAMS	16%
SELECTION OF BOOKS	11%
INTERNET ACCESS AT THE LIBRARY	11%
COMPUTER USE/RESERVATIONS	8%
GOOD LOCATIONS	6%
HELPFUL/COURTEOUS STAFF	5%
IT'S ACCESSIBLE	4%
CONVENIENT HOURS	4%
PUBLIC MEETING ROOMS	4%
CULTURAL AND EDUCATION PROGRAMS AND EVENTS	4%
DO NOT USE THE LIBRARIES	10%
NOTHING IN PARTICULAR	10%
DON'T KNOW/WON'T SAY	4%

Pueblo County residents were asked, in an unaided, open-ended manner, **what they value most about the Pueblo City-County libraries.** Sixteen percent of residents say they value the children's programs most, while 11% mention the selection of books or Internet access at the library, 8% mention computer use/reservations, 6% mention the good location(s), and 5% mention the helpful/courteous staff as what they value most about the Pueblo City-County libraries.



† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE VERY FAMILIAR RESPONSE IS ASSIGNED A VALUE OF 5; THE NOT AT ALL FAMILIAR RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

Pueblo County residents were asked, using a five-point scale where a score of five means *very familiar* and a score of one means *not at all familiar*, **how familiar they are with the Pueblo City-County libraries.**

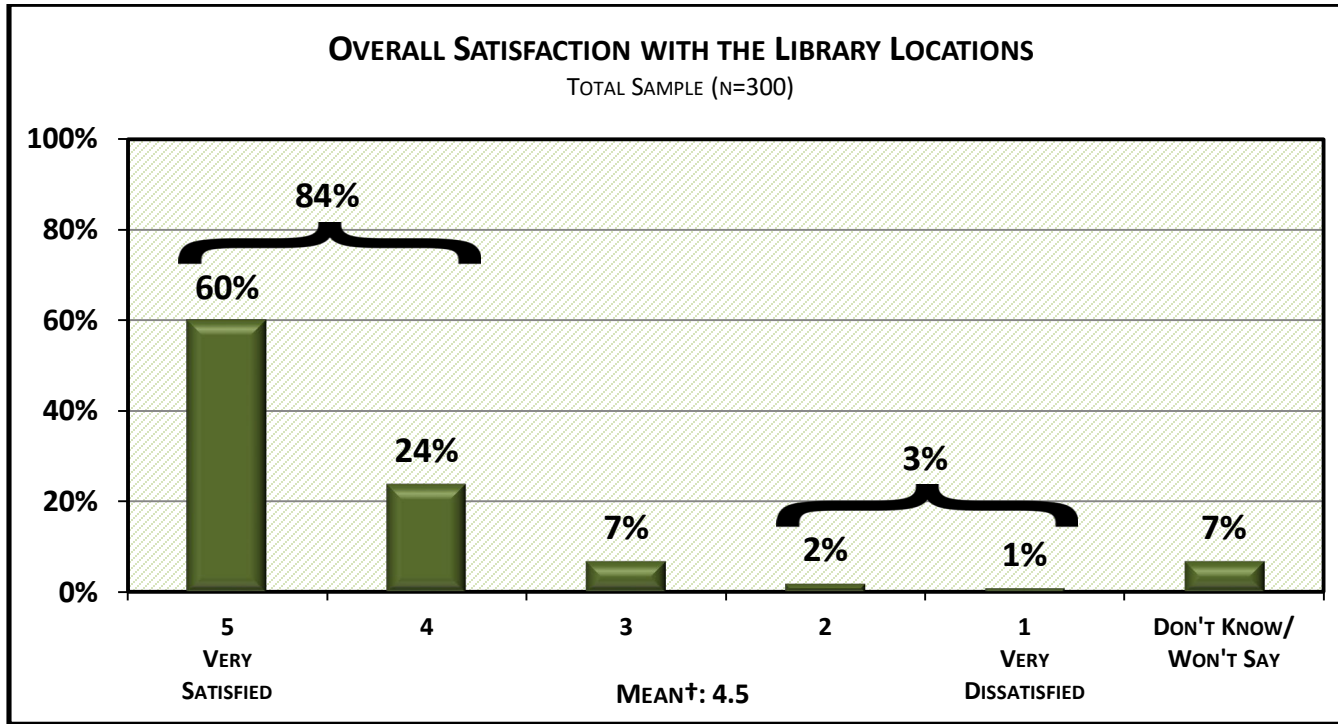
Just over half (51%) of residents say they are familiar with Pueblo City-County libraries, with 27% who say they are *very familiar*. Twenty-three percent give a neutral response, while one-quarter of residents say they are unfamiliar with Pueblo City-County libraries.

Hispanics (35%) and those who personally have a library card or who have a household member with a library card (34%) are more likely than others to be *very familiar* with Pueblo City-County libraries.

<b>WAYS TO ENCOURAGE LIBRARY VISITATION</b>	
TOTAL SAMPLE (N=300)	
TOP 11 UNAIDED RESPONSES	
<b>MORE TIME TO READ/USE INTERNET</b>	<b>11%</b>
<b>COVID TO BE OVER SO WE CAN USE THE LIBRARY</b>	<b>7%</b>
<b>HOURS: MORE CONVENIENT</b>	<b>6%</b>
<b>CULTURAL AND EDUCATION PROGRAMS AND EVENTS</b>	<b>4%</b>
<b>HAVING DESIRED BOOKS OF INTEREST THERE</b>	<b>3%</b>
<b>MORE BOOKS</b>	<b>3%</b>
<b>THE NEED TO READ</b>	<b>3%</b>
<b>FINDING WHAT I WANT</b>	<b>3%</b>
<b>NOTHING IN PARTICULAR</b>	<b>32%</b>
<b>DO NOT USE LIBRARIES</b>	<b>5%</b>
<b>DON'T KNOW/WON'T SAY</b>	<b>4%</b>

Pueblo County residents were asked, in an unaided, open-ended manner, **what would encourage them to visit the library more often.**

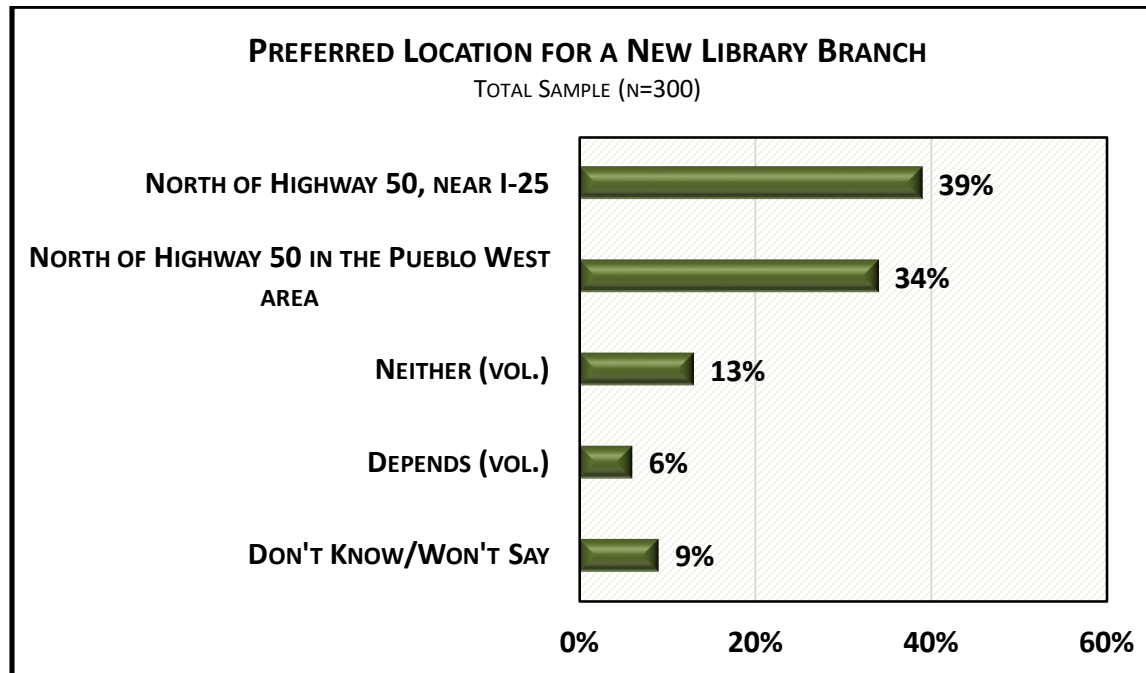
Eleven percent of residents say they would visit the library more often if they had more time to read or use the Internet, while 7% mention the COVID-19 pandemic, and 6% mention the library having more convenient hours. Notably, 36% of residents did not mention anything that would encourage them to visit the library more often.



† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE VERY SATISFIED RESPONSE IS ASSIGNED A VALUE OF 5; THE VERY DISSATISFIED RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

Pueblo County residents were asked, thinking of the Pueblo City-County Library locations, to **rate their satisfaction with the location of libraries** using a five-point scale, where a score of 5 means *very satisfied* and a score of one means *very dissatisfied*.

The vast majority (84%) of residents say they are satisfied with the location of the libraries, with six-in-ten who say they are *very satisfied*. Few (3%) residents express dissatisfaction with the location of the libraries. Those who personally have a library card or who have a household member with a library card (67%) are more likely than others to be *very satisfied* with the location of the libraries.

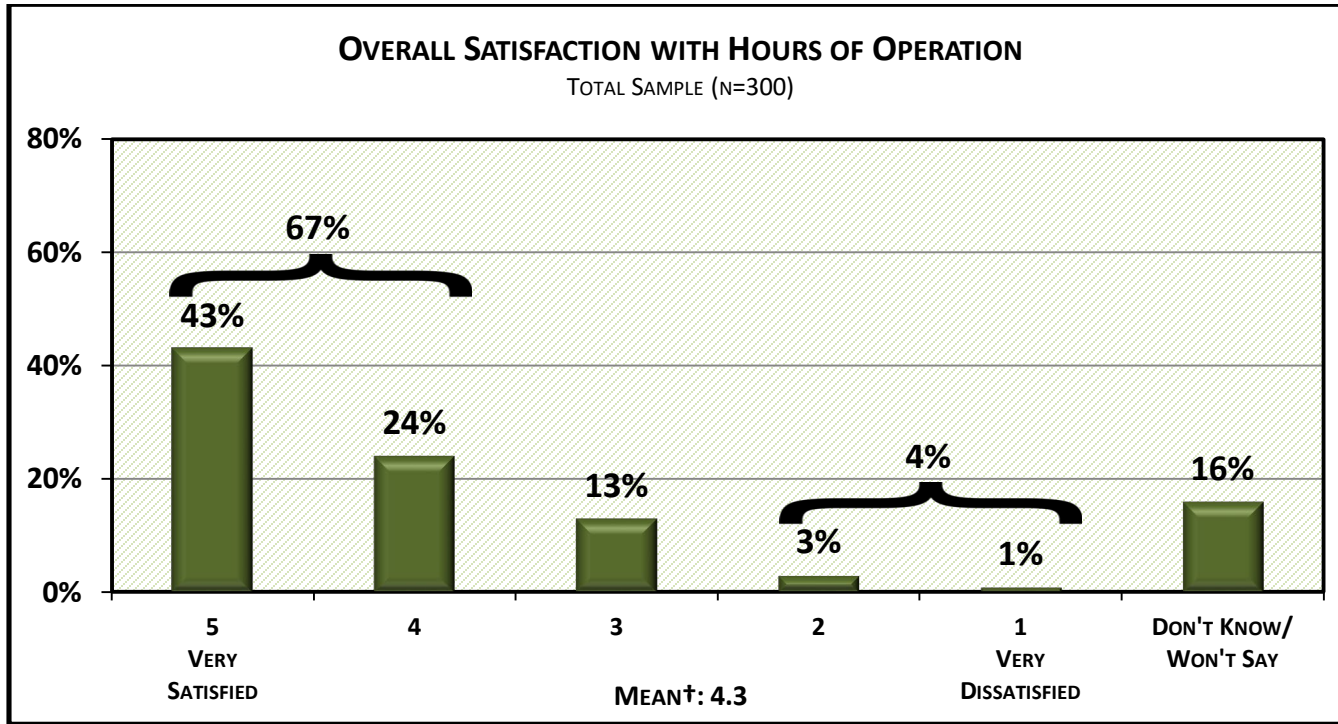


Pueblo County residents were told the Pueblo City-County Library District is considering opening a new library branch. Residents were then asked **if they prefer a new library branch North of Highway 50, near I-25 or North of Highway 50 in the Pueblo West area.**

Residents are nearly split when it comes to the location of a new library branch, as 39% say they prefer a new branch North of Highway 50, near I-25, while 34% say they prefer a new branch North of Highway 50 in the Pueblo West area. Thirteen percent say they prefer neither location, and 6% say it depends.

Those ages 50 to 64 (50%) and those with children under age 18 (50%) are more likely than others to prefer a new branch North of Highway 50, near I-25. Hispanics (41%) and those who do not personally have a library card or who do not have a household member with a library card (46%) are more likely than others to prefer a new branch North of Highway 50 in the Pueblo West area.





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Pueblo County residents were asked to **rate their satisfaction with the library's hours of operation** using a five-point scale where a score of five means *very satisfied* and a score of one means *very dissatisfied*.

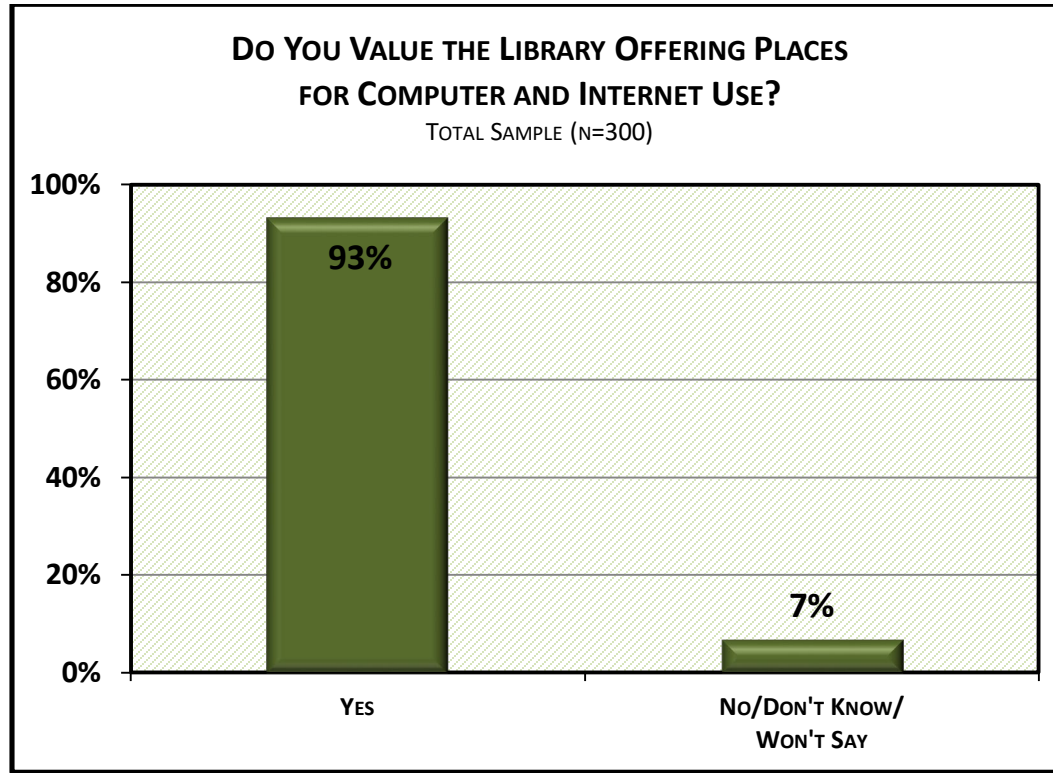
Two-thirds (67%) of residents express satisfaction with the library's hours of operation, with 43% who say they are very satisfied. Thirteen percent have mixed feelings, and just 4% express dissatisfaction. Notably, 16% did not offer an opinion.

Seniors (52%) and those who personally have a library card or who have a household member with a library card (50%) are more likely than others to be *very satisfied*.

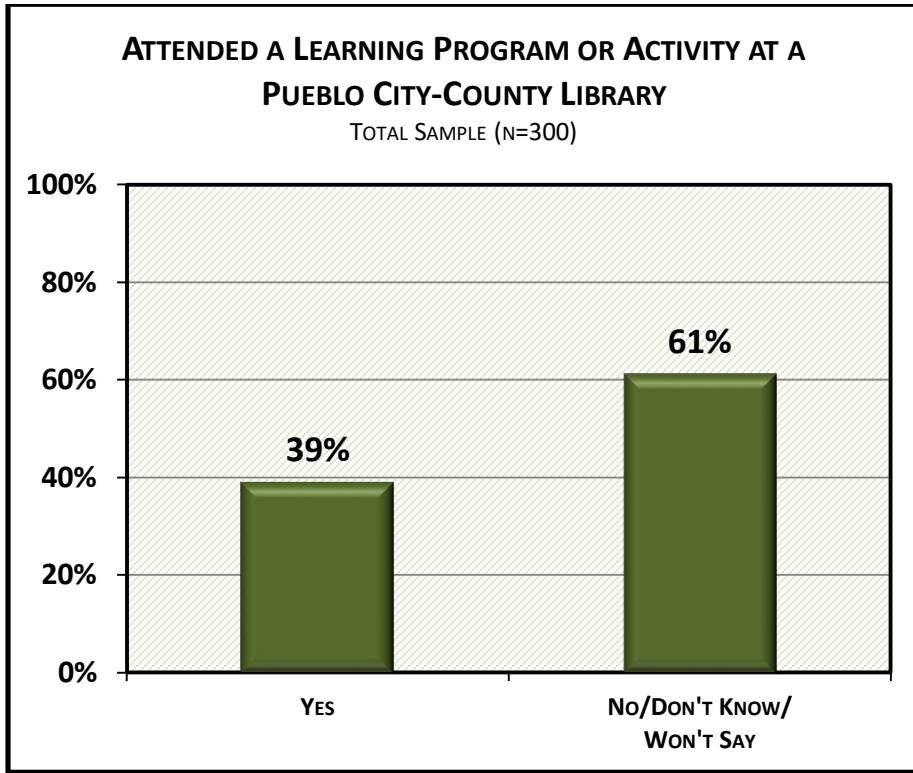
<b>WAYS TO IMPROVE HOURS OF OPERATION</b>	
AMONG THOSE DISSATISFIED WITH THE LIBRARY'S HOURS OF OPERATION	
TOP UNAIDED RESPONSES	
TOTAL RESPONSES (N=50)	
<b>LONGER HOURS (IN GENERAL)</b>	<b>34%</b>
<b>MORE/LONGER EVENING HOURS</b>	<b>25%</b>
<b>MORE /LONGER HOURS ON SUNDAYS</b>	<b>19%</b>
<b>EARLIER MORNING HOURS</b>	<b>8%</b>
<b>LONGER HOURS ON SATURDAY</b>	<b>6%</b>
<b>WEEKEND LONGER HOURS</b>	<b>5%</b>
<b>NO COVID-19 WOULD BE IMPROVEMENT</b>	<b>2%</b>
<b>NO WAY IN PARTICULAR</b>	<b>4%</b>
<b>DON'T KNOW/WON'T SAY</b>	<b>9%</b>

Those who gave a neutral rating or who are dissatisfied with the library's hours of operation were asked, in an unaided, open-ended manner, **how the library's hours of operation could be improved.**

One-third (34%) of respondents mention longer hours in general, while one-quarter mention more/longer evening hours. Three-in-ten respondents mention weekend hours: specifically, 19% mention more/longer hours on Sunday, 6% mention more/longer hours on Saturday, and 5% mention longer weekend hours in general. Further, 8% of respondents mention earlier morning hours.



Over nine-in-ten county residents say they **value the library offering places for people to use computers and the Internet.**



Residents were told the library hosts public programs and activities to help people learn and were then asked if they have **ever attended a learning program or activity** at a Pueblo City-County Library. Two-fifths (39%) of residents say they have attended a learning program or activity, while 61% have not.

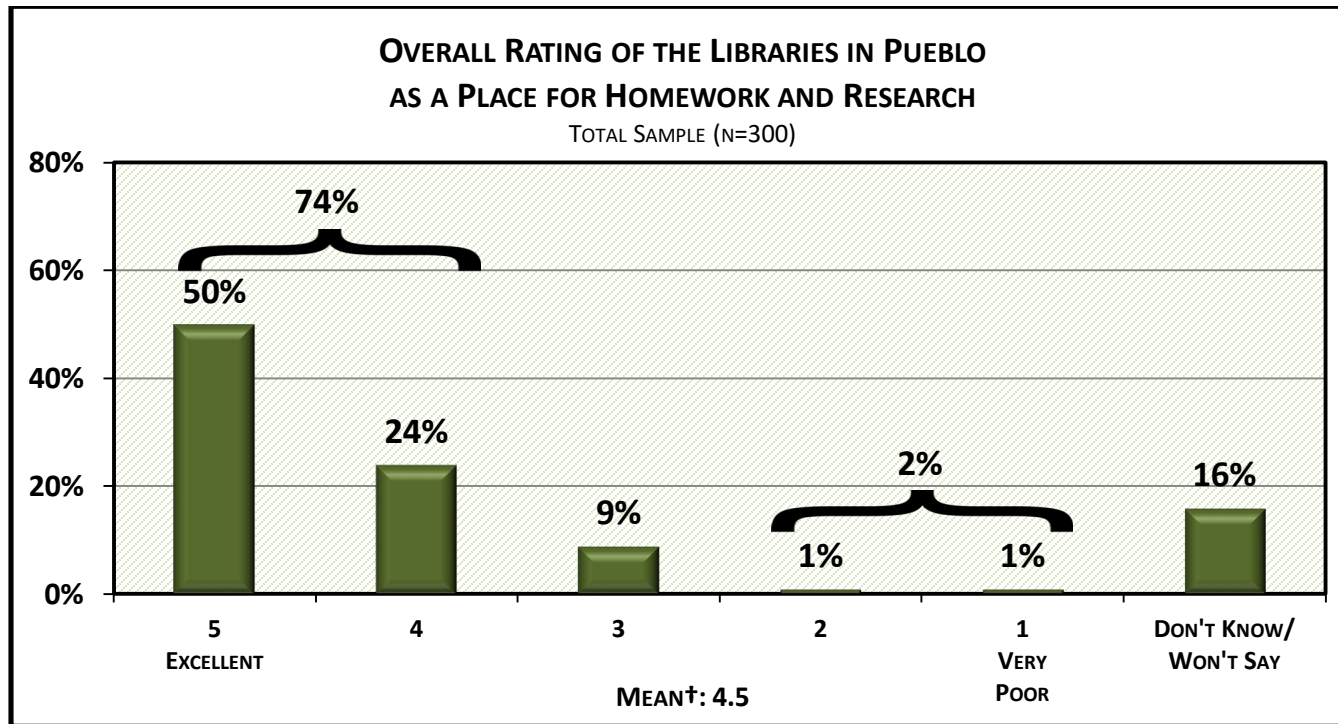
Females (46%), those with a graduate degree (51%), and those who personally have a library card or who have a household member with a library card (47%) are more likely than others to say they have attended a learning program or activity.

### PREFERRED LEARNING PROGRAMS AND ACTIVITIES AT THE PUEBLO CITY-COUNTY LIBRARIES

AMONG THOSE WHO EVER ATTENDED A LEARNING PROGRAM OR ACTIVITY  
TOTAL RESPONSES (N=116)  
TOP 10 UNAIDED RESPONSES

CHILDREN'S PROGRAMS	28%
CULTURAL AND EDUCATION PROGRAMS AND EVENTS	25%
ADULT LEARNER PROGRAM	12%
ARTS & CRAFTS (BRACELET MAKING, PAINT ROCKS, SOAP MAKING, ETC.)	7%
SUMMER READING PROGRAMS	6%
BOOKS IN THE PARK	4%
SOCIAL GATHERINGS (BRIDAL SHOWERS, BABY SHOWERS, CUB SCOUTS, SEWING, ETC.)	3%
COMPUTER SEMINARS/CLASSES	3%
NONE IN PARTICULAR	14%
DON'T KNOW/WON'T SAY	5%

Among those who have attended a learning program or activity, 28% say they have attended a children's program, while one-quarter have attended a cultural and education program or event. Twelve percent say they have attended the Adult Learner Program, 7% have attended an arts and crafts program, 6% have attended a summer reading program, and 4% have attended Books in the Park.

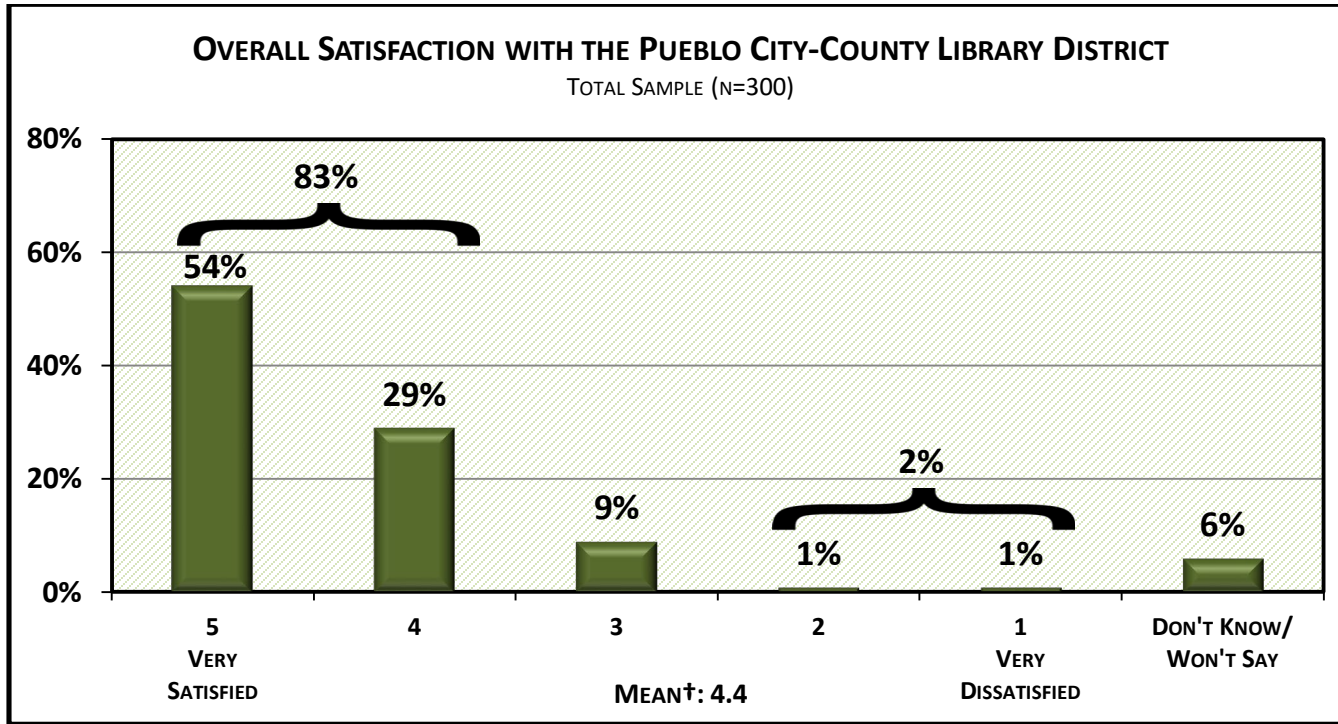


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County residents were asked to **rate the libraries in Pueblo as a place for homework and research** using a five-point scale, where a score of five means *excellent* and a score of one means *very poor*.

Three-quarters of residents rate the libraries in Pueblo highly as a place for homework and research, with half who give an excellent rating. Nine percent have a neutral opinion, while just 2% give a poor rating. Notably, 16% did not offer an opinion.

Females (57%), Hispanics (63%), those earning less than \$35,000 (62%), and those who personally have a library card or who have a household member with a library card (56%) are more likely than others to give an excellent rating to the libraries in Pueblo as a place for homework and research.

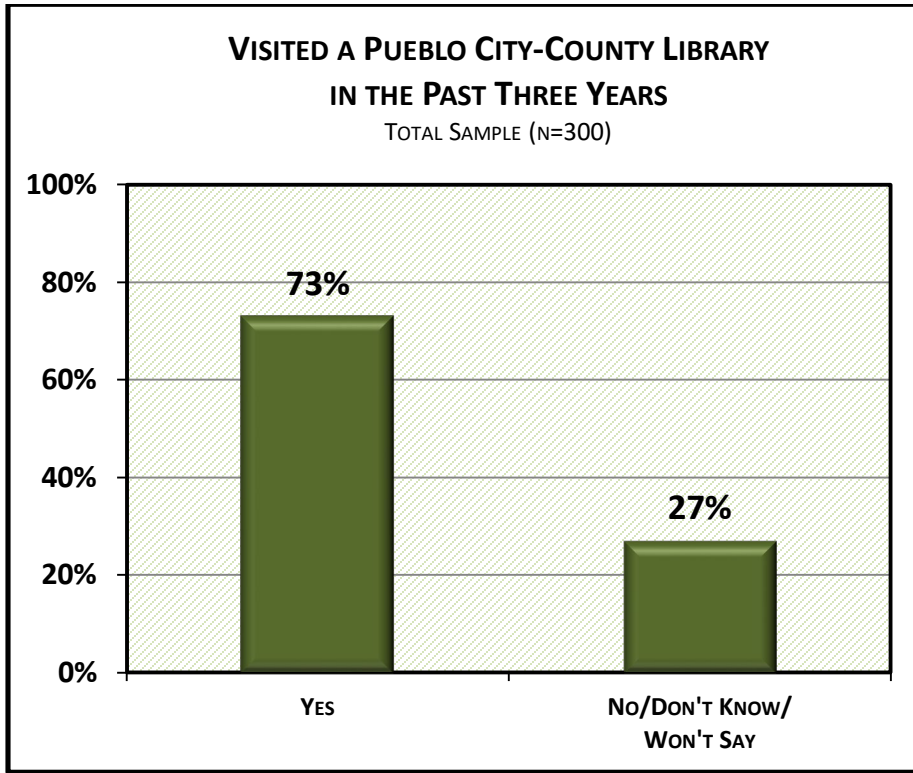


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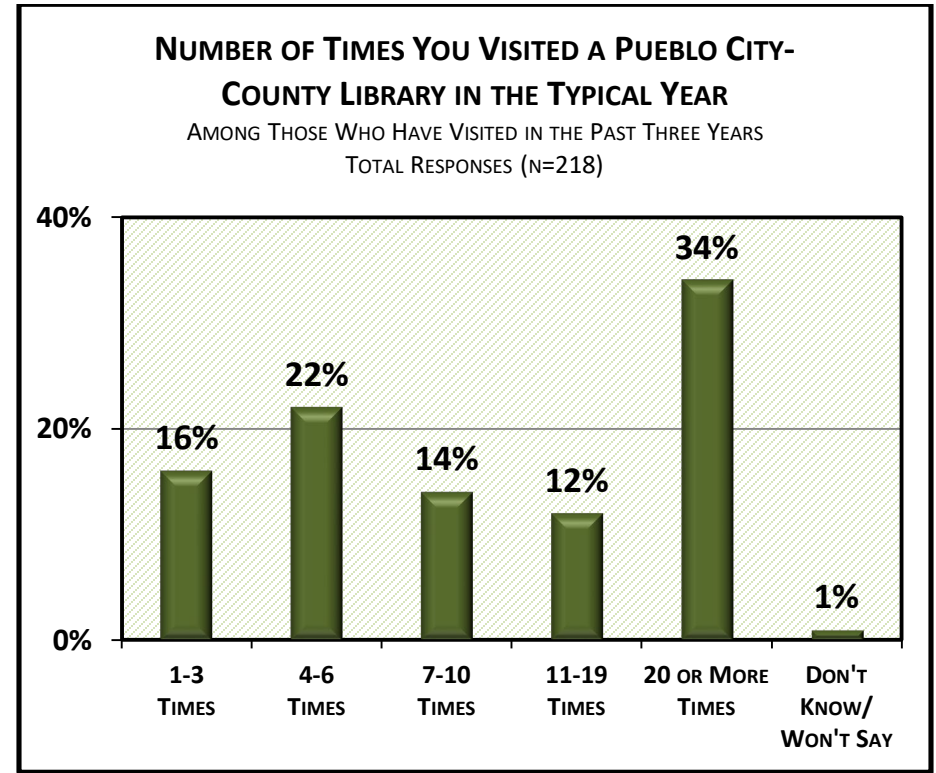
County residents were asked to **rate their overall satisfaction with the Pueblo City-County Library District** using a five-point scale, where a score of five means *very satisfied* and a score of one means *very dissatisfied*.

Over eight-in-ten (83%) residents say they are satisfied with the Pueblo City-County Library District, with 54% who say they are *very satisfied*. Nine percent have a neutral opinion, and just 2% express dissatisfaction.

Females (64%), Hispanics (64%), older residents, and those who personally have a library card or who have a household member with a library card (60%) are more likely than others to be *very satisfied* with the Pueblo City-County Library District.



As shown above, 73% of County residents say they have **visited a Pueblo City-County library** in the past three years. Those with higher education attainment levels, those with children under age 18 (84%), and those who personally have a library card or who have a household member with a library card (84%) are more likely than others to say they have visited a Pueblo City-County library in the past three years.



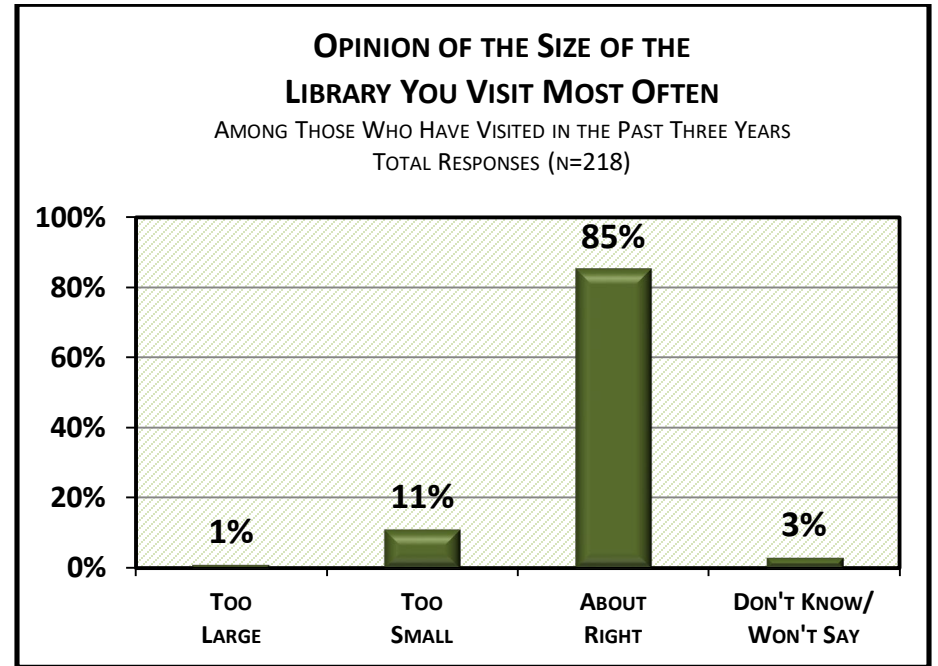
Among those who have visited a Pueblo City-County library in the past three years, 16% say they typically visit 1 to 3 times per year, while 22% say they visit 4 to 6 times per year, and 14% say they typically visit a Pueblo City-County library 7 to 10 times per year. Twelve percent say they typically visit a Pueblo City-County Library 11 to 19 times per year and one-third (34%) say they visit 20 or more times per year.

There is a sizeable segment of young adults and low-income household members who visit the library 20 times or more in a typical year.

<b>LIBRARY/LIBRARIES USED MOST OFTEN</b> AMONG THOSE WHO HAVE VISITED IN THE PAST THREE YEARS TOTAL RESPONSES (N=218) TOP UNAIDED RESPONSES	
RAWLINGS LIBRARY	47%
PUEBLO WEST LIBRARY	23%
LAMB LIBRARY (SOUTH SIDE)	21%
BARKMAN LIBRARY (BELMONT)	12%
GIODONE LIBRARY (ST. CHARLES MESA)	8%
GREENHORN VALLEY LIBRARY (COLORADO CITY)	5%
LIBRARY AT THE YMCA	3%
LUCERO LIBRARY (EAST SIDE)	3%
NONE IN PARTICULAR	3%
DON'T KNOW/WON'T SAY	2%

Those who have visited a Pueblo City-County library in the past three years were asked, in an unaided, open-ended manner, **which library or libraries they visit most often**.

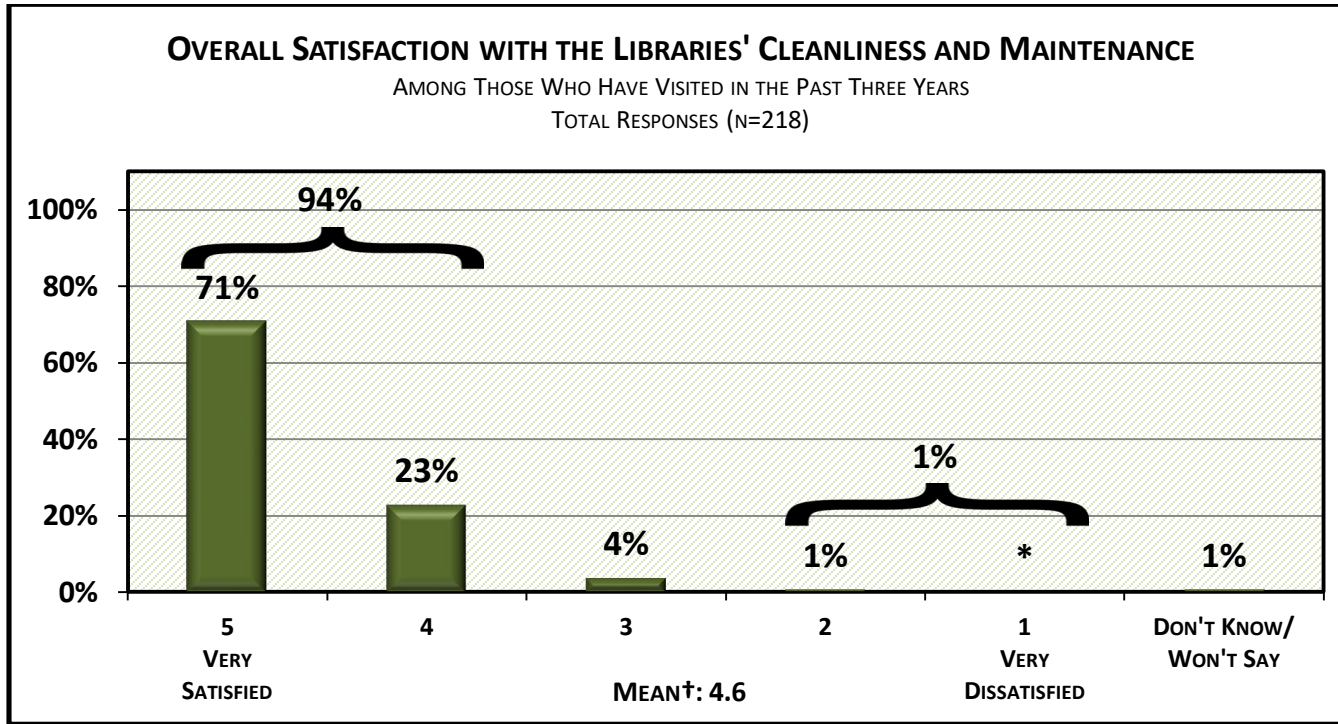
Forty-seven percent say they visit the Rawlings Library most often, while 23% visit the Pueblo West Library most often and 21% mention the Lamb Library. Twelve percent say they visit the Barkman Library most often, while 8% mention the Giodone Library and 5% mention the Greenhorn Valley Library.



Those who have visited a Pueblo City-County library in the past three years were asked **if the Pueblo City-County library they visit most often is too large, too small, or about right**.

The vast majority (85%) say the library they visit most often is *about right*, while 11% say it is *too small* and just 1% say it is *too large*.





\*LESS THAN 1% REPORTED.

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Those who have visited a Pueblo City-County library in the past three years were asked to **rate their satisfaction with how clean and well maintained the libraries are** using a five-point scale, where a score of five means *very satisfied* and a score of one means *very dissatisfied*.

Over nine-in-ten (94%) respondents give high marks to the libraries for being clean and well-maintained (71% *very satisfied*), while 4% give a neutral response and just 1% express dissatisfaction.

Those earning less than \$35,000 (88%) and those who do not have children under age 18 (78%) are more likely than others to be *very satisfied* with the cleanliness and maintenance of the libraries.

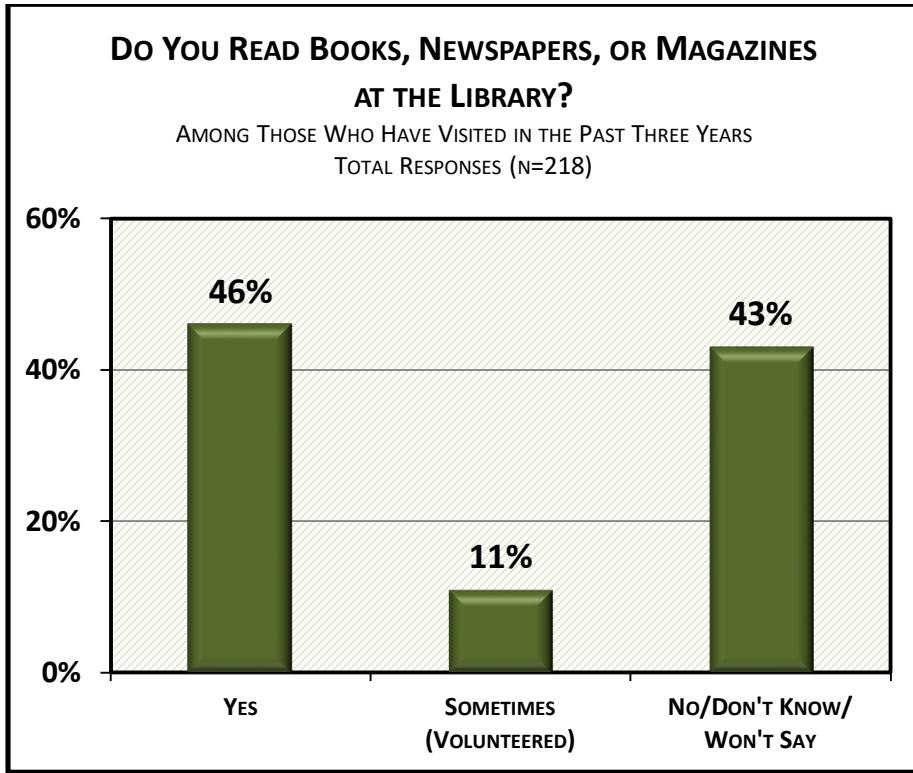
<b>OVERALL RATING OF LIBRARY STAFF MEMBERS</b> <b>(SUMMARY TABLE)</b> TOTAL RESPONSES (N=218) AMONG THOSE WHO HAVE VISITED IN THE PAST THREE YEARS RANKED BY HIGHEST PERCENTAGE "EXCELLENT"							
	EXCELLENT 5	4	3	2	VERY POOR 1	DON'T KNOW/ WON'T SAY	MEAN†
<b>FRIENDLINESS</b>	74%	20%	3%	-	-	2%	4.7
<b>KNOWLEDGEABLE</b>	71%	23%	2%	-	-	4%	4.7
<b>HELPFULNESS</b>	70%	24%	4%	-	-	3%	4.7

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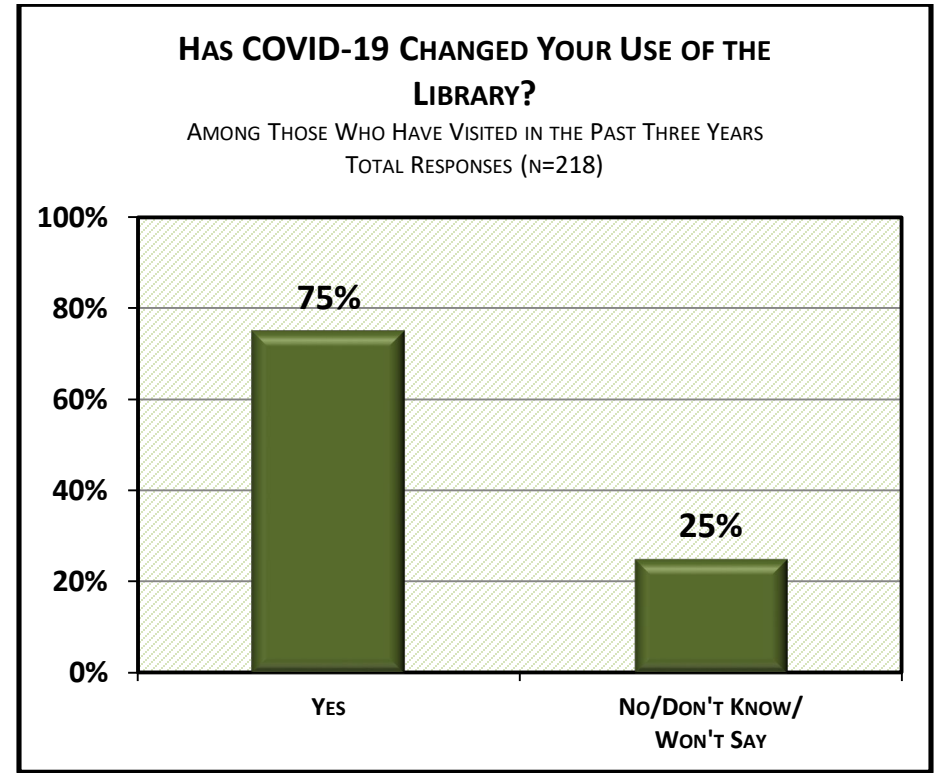
Those who have visited a Pueblo City-County library in the past three years were asked to **rate their library staff for various factors** using a five-point scale where a score of five is *excellent* and a score of one is *very poor*.

Ninety-four percent of respondents give high marks to library staff for their **helpfulness, friendliness**, and for being **knowledgeable**.

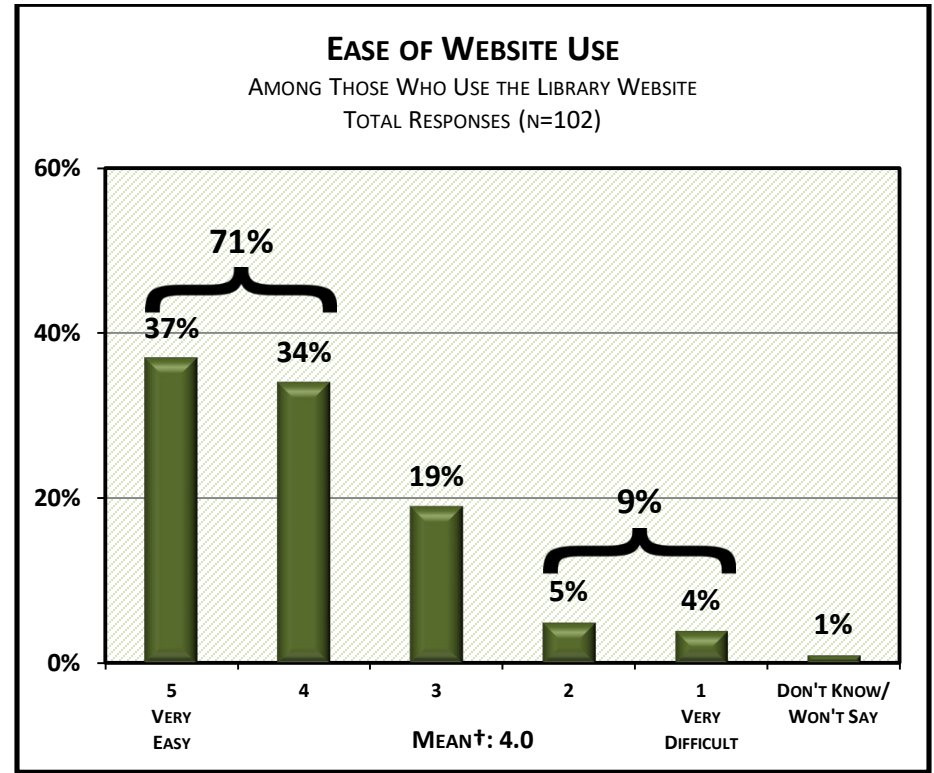
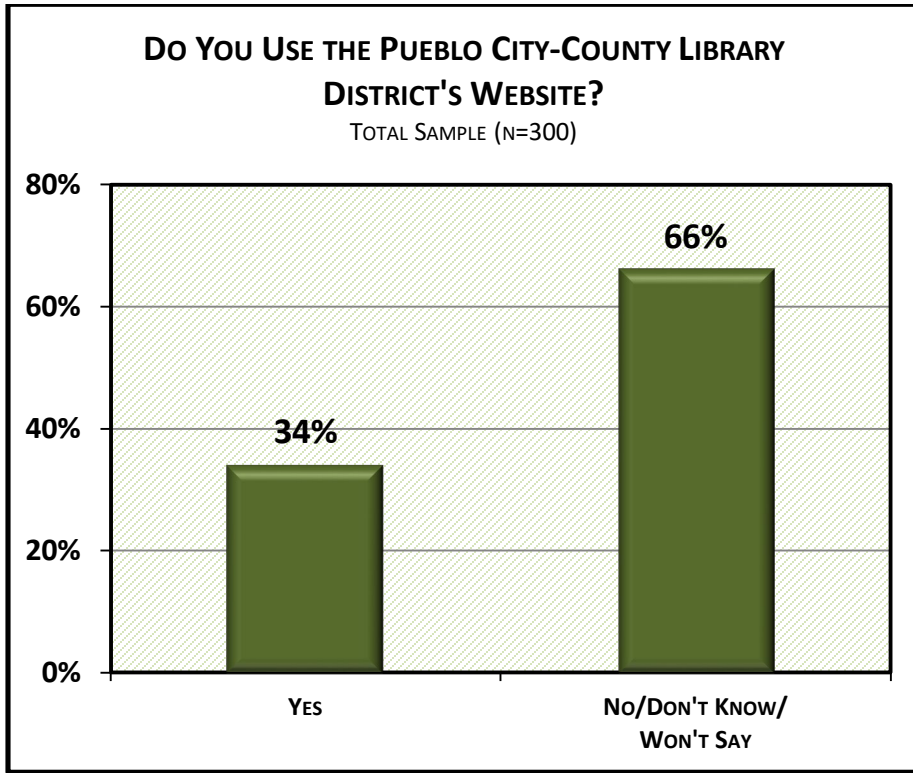
Those with lower household incomes, those without children under age 18, and those who personally have a library card or who have a household member with a library card are more likely than others to give high marks to library staff for each attribute tested.



Forty-six percent of those who have been to a Pueblo City-County library in the past three years say they **go to the library to read books, newspapers, or magazines**, while 43% say they do not and 11% say they sometimes go to the library to read books, newspapers, or magazines. Those with children under age 18 (55%) are more likely than others to say they go to the library to read books, newspapers, or magazines.



Three-quarters of those who have been to a Pueblo City-County library in the past three years say **COVID-19/Coronavirus has changed their use of the library**.



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One-third (34%) of county residents say they **use the Pueblo City-County Library District's website**. Younger residents, those with higher education attainment levels, and those who personally have a library card or who have a household member with a library card (43%) are more likely than others to say they use the Pueblo City-County Library District's website.

Those who use the website were asked to **rate the overall ease of using the website** using a five-point scale where a score of five is *very easy* and a score of one is *very difficult*. Seven-in-ten (71%) respondents give high marks to the website for its ease of use, with 37% who say it is *very easy* to use. Nineteen percent give a neutral rating, and 9% rate the website as being difficult to use. Hispanics (49%) are more likely than others to rate the website as being *very easy* to use.

**USAGE AND OVERALL SATISFACTION WITH COLLECTIONS PROVIDED BY THE  
PUEBLO CITY-COUNTY LIBRARY DISTRICT**

**(SUMMARY TABLE)**

AMONG THOSE WHO HAVE BEEN TO A PUEBLO CITY-COUNTY LIBRARY OR USE THE WEBSITE

TOTAL RESPONSES (N=224)

RANKED BY HIGHEST PERCENTAGE "USE COLLECTION"

	USE COLLECTION	VERY SATISFIED	SOMEWHAT SATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED	DON'T KNOW/ WON'T SAY
<b>THE COLLECTION OF BOOKS</b>	84%	72%	26%	2%	*	-
<b>THE COLLECTION OF MOVIES</b>	51%	63%	29%	4%	3%	1%
<b>LOCAL HISTORY AND ARCHIVES</b>	48%	72%	22%	3%	4%	-
<b>CHILDREN'S COLLECTION AND SERVICES</b>	46%	79%	19%	2%	1%	-
<b>ONLINE EBOOKS</b>	36%	65%	31%	4%	-	-
<b>AUDIOBOOKS</b>	32%	51%	46%	4%	-	-
<b>STREAMING MOVIES</b>	18%	69%	21%	4%	1%	4%
<b>STREAMING MUSIC</b>	13%	71%	24%	5%	-	-

\*LESS THAN 1% REPORTED.

Those who have been to a Pueblo City-County library in the past three years or who have visited the PCCLD website were asked if they have **used each of the various collections provided by the PCCLD**. Then, if a respondent has used the collection, they were asked if they are *very satisfied*, *somewhat satisfied*, *somewhat dissatisfied*, or *very dissatisfied* with the collection.

Eighty-four percent of respondents say they use the **collection of books**. Those ages 18 to 34 (97%) are more likely than others to say they use the collection of books. Among those who use the collection of books, nearly all (98%) say they are either *very* (72%) or *somewhat satisfied* (26%).

Half (51%) of respondents say they use the **collection of movies**. Males (58%), those ages 18 to 34 (63%), those earning under \$35,000 (63%), and those with children under age 18 (60%) are more likely than others to say they use the collection of movies. Among those who use the collection of movies, 92% say they are either *very* (63%) or *somewhat satisfied* (29%). Seven percent say they are dissatisfied with the collection of movies.

Approximately half (48%) of respondents say they use the **local history and archives**. Among those who use the local history and archives, over nine-in-ten (94%) say they are satisfied.

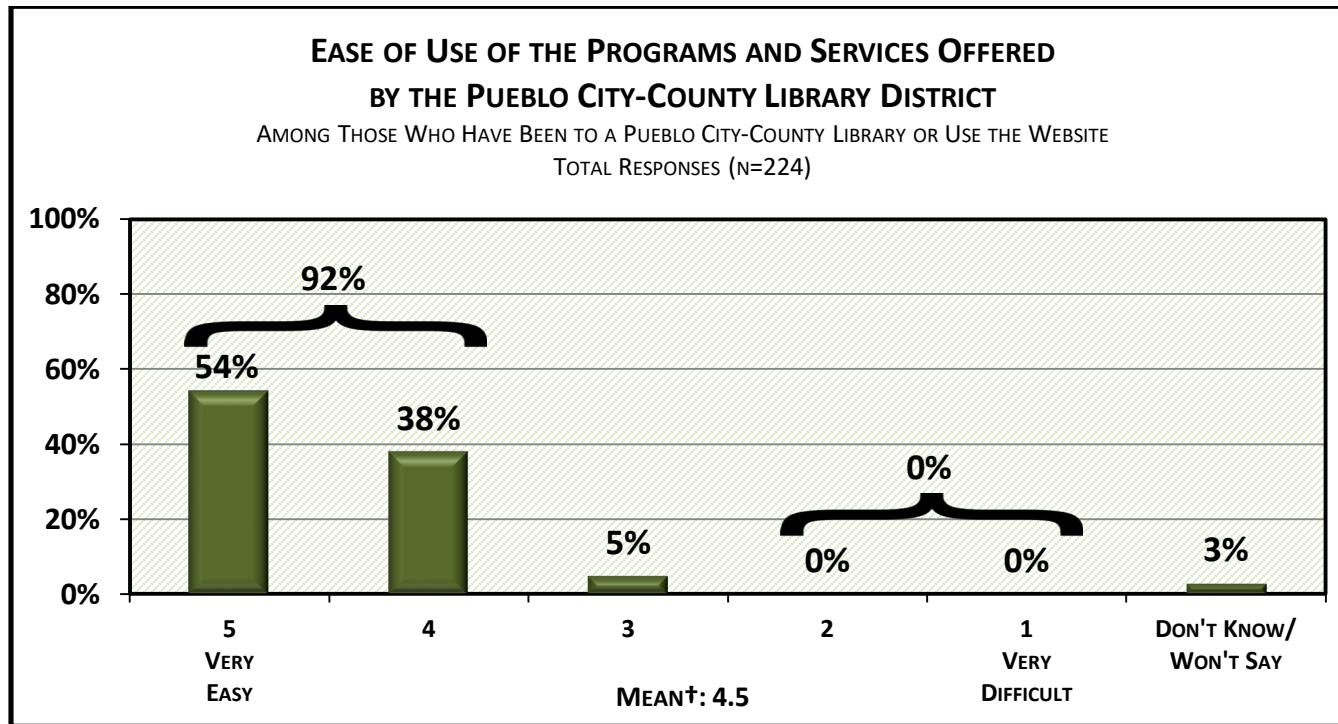
Nearly half (46%) of respondents say they use the **children's collection and services**. Two-thirds (67%) of those ages 35 to 49 and 66% of those with children under age 18 say they use the children's collection and services. Among those who use the children's collection and services, nearly all (98%) say they are satisfied.

Thirty-six percent of respondents say they use the collection of **online eBooks**. Those with a graduate degree (52%) are more likely than others to say they use the collection of online eBooks. Among those who use the collection of eBooks, nearly all (96%) say they are either *very* (65%) or *somewhat satisfied* (31%).

One-third (32%) of respondents say they use the collection of **audiobooks**. Those ages 18 to 34 (44%) are more likely than others to say they use the collection of audiobooks. Among those who use the collection of audiobooks, 51% say they are *very satisfied*, while 46% say they are *somewhat satisfied* with the collection of audiobooks. Just 4% of respondents express dissatisfaction.

Less than one-fifth (18%) of respondents say they use the collection of **streaming movies**. Those ages 18 to 49 (28%) are more likely than others to say they use the collection of streaming movies. Among those who use the collection of streaming movies, nine-in-ten express satisfaction, while 5% are dissatisfied with the collection of streaming movies.

Just 13% of respondents say they use the collection of **streaming music**. Younger respondents are more likely than others to say they use the collection of streaming music. Among those who use the collection of streaming music, 95% express satisfaction.



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Those who have been to a Pueblo City-County library in the past three years or who have visited the PCCLD website were asked, thinking of all the programs and services offered by the Pueblo City-County Library District, to **rate how easy the library is to use**, using a five-point scale, where a score of five means *very easy* and a score of one means *very difficult*.

Over nine-in-ten respondents (92%) say the library is easy to use, with over half (54%) saying it is *very easy* to use. Hispanics (65%) are more likely than others to say the library is *very easy* to use.

**AWARENESS OF VARIOUS COLLECTIONS OFFERED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT AND  
LIKELIHOOD OF UTILIZING THE VARIOUS COLLECTIONS [AMONG THOSE NOT AWARE]**

**(SUMMARY TABLE)**

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE

TOTAL RESPONSES (N=76)

RANKED BY HIGHEST PERCENTAGE "AWARE OF COLLECTION"

	AWARE OF COLLECTION	VERY LIKELY	SOMEWHAT LIKELY	SOMEWHAT UNLIKELY	VERY UNLIKELY	DON'T KNOW/ WON'T SAY
<b>THE COLLECTION OF BOOKS</b>	78%	13%	25%	25%	37%	-
<b>CHILDREN'S COLLECTION AND SERVICES</b>	73%	6%	3%	5%	81%	5%
<b>THE COLLECTION OF MOVIES</b>	59%	7%	19%	4%	58%	13%
<b>LOCAL HISTORY AND ARCHIVES</b>	58%	17%	13%	18%	43%	9%
<b>AUDIOBOOKS</b>	48%	5%	10%	21%	53%	12%
<b>ONLINE EBOOKS</b>	39%	12%	25%	1%	50%	12%
<b>STREAMING MOVIES</b>	28%	9%	15%	10%	54%	12%
<b>STREAMING MUSIC</b>	22%	3%	10%	10%	64%	13%

Those who have not been to a Pueblo City-County library in the past three years and have not visited the PCCLD website were asked if they are **aware of the various collections provided by the PCCLD**. Then, if a respondent was unaware of the collection, they were asked if they are *very likely, somewhat likely, somewhat unlikely, or very unlikely* to use the collection in the future.

Seventy-eight percent of respondents say they are aware of the **collection of books**, while 22% are unaware. Among those unaware of the collection of books, nearly two-fifths (38%) say they would be *very or somewhat likely* to use the collection of books in the future, while the majority (62%) say they are unlikely.

Seventy-three percent of respondents say they are aware of the **children's collection and services**, while 27% are unaware. Among those with children under age 18, 84% are aware. Among those unaware of the children's collection and services, just 9% say they would be *very or somewhat likely* to use the children's collection and services in the future, while 86% say they are unlikely to do so.

Over half (59%) of respondents say they are aware of the **collection of movies**, while 41% are unaware. Among those unaware of the collection of movies, 26% say they would be *very or somewhat likely* to use the collection of movies in the future, while the majority (62%) say they are unlikely.

Fifty-eight percent of respondents say they are aware of the **local history and archives**, while 42% are unaware. Among those unaware of the local history and archives, three-in-ten say they would be *very or somewhat likely* to use it in the future, while 61% say they are unlikely to do so.



Nearly half (48%) of respondents say they are aware of the collection of **audiobooks**, while 52% are unaware. Among those unaware of the collection of audiobooks, just 15% say they would be *very* or *somewhat likely* to use the collection of audiobooks in the future, while three-quarters (74%) are unlikely.

Two-fifths (39%) of respondents say they are aware of the collection of **online eBooks**, while 61% are unaware. Among those unaware of the collection of eBooks, 37% say they would be *very* or *somewhat likely* to use the collection of eBooks in the future. Half (51%) say they are unlikely to use the collection of eBooks in the future.

Twenty-eight percent of respondents say they are aware of the collection of **streaming movies**, while 72% are unaware. Among those unaware of the collection of streaming movies, one-quarter (24%) say they would be *very* or *somewhat likely* to use the collection of streaming movies in the future, while 64% say they are unlikely.

Twenty-two percent of respondents say they are aware of the collection of **streaming music**, while 78% are unaware. Among those unaware of the collection of streaming movies, just 13% say they would be *very* or *somewhat likely* to use the collection of streaming music in the future, while 74% say they are unlikely to do so.

<b>WAYS THE LIBRARY COULD BE IMPROVED</b>	
TOTAL SAMPLE (N=300)	
TOP 10 UNAIDED RESPONSES	
<b>HOURS: MORE CONVENIENT</b>	<b>6%</b>
<b>MORE ADULT PROGRAMS</b>	<b>3%</b>
<b>MORE LIBRARY COMPUTERS FOR PATRONS' USE</b>	<b>3%</b>
<b>HAVING DESIRED BOOKS OF INTEREST THERE</b>	<b>3%</b>
<b>MORE TIME TO READ/USE INTERNET</b>	<b>3%</b>
<b>MORE BOOKS</b>	<b>3%</b>
<b>MORE ADVERTISING TO PROMOTE THEIR SERVICES/PROGRAMS</b>	<b>3%</b>
<b>MORE CONVENIENT LOCATION(S)</b>	<b>3%</b>
<b>NO WAY IN PARTICULAR</b>	<b>39%</b>
<b>DON'T KNOW/WON'T SAY</b>	<b>20%</b>

County residents were asked, in an unaided, open-ended manner, how they believe **using the library could be improved**. Six percent of residents mention more convenient hours, while 3% each mention either: more adult programs, more computers for patrons' use, having desired books of interest, more time to read/use Internet, more books, more advertising to promote the libraries' services/programs, and more convenient location(s). Notable, the majority of residents (59%) did not offer a particular way in which the library could be improved.

# DATA TABLES

RESEARCH  
& POLLING  
INC



### OVERALL IMPORTANCE FOR PUEBLO COUNTY RESIDENTS TO HAVE ACCESS TO A COMPREHENSIVE LOCAL PUBLIC LIBRARY

QUESTION 1: OVERALL, HOW IMPORTANT DO YOU BELIEVE IT IS FOR PUEBLO COUNTY RESIDENTS TO HAVE ACCESS TO A COMPREHENSIVE LOCAL PUBLIC LIBRARY SYSTEM OFFERING SAFE PLACES FOR STUDY, RESEARCH, AND MEETINGS WITH ACCESS TO BOOKS AND TRADITIONAL LIBRARY MATERIALS, THE INTERNET, eBooks AND STREAMING SERVICES? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS *VERY IMPORTANT* AND A SCORE OF 1 MEANS *NOT IMPORTANT AT ALL*.

	TOTAL SAMPLE (N=300)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>5 – VERY IMPORTANT</b>	72%	63%	82%	71%	75%	68%	68%	73%	81%	74%	68%	76%	76%	68%
<b>4</b>	17%	25%	10%	18%	17%	27%	19%	13%	11%	9%	17%	21%	16%	19%
<b>3</b>	5%	7%	3%	5%	3%	5%	7%	4%	3%	5%	10%	-	6%	4%
<b>2</b>	2%	1%	3%	2%	2%	-	1%	6%	-	6%	-	-	-	4%
<b>1 – NOT IMPORTANT AT ALL</b>	3%	4%	1%	3%	2%	-	5%	4%	2%	4%	4%	1%	3%	5%
<b>DON'T KNOW/WON'T SAY</b>	1%	*	1%	2%	-	-	-	1%	3%	3%	-	1%	-	-
<b>MEAN†</b>	4.6	4.4	4.7	4.5	4.6	4.6	4.4	4.5	4.7	4.5	4.4	4.7	4.6	4.4

	TOTAL SAMPLE (N=300)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	YES	NO	YES	NO
<b>5 – VERY IMPORTANT</b>	72%	65%	74%	78%	71%	74%	72%	77%	55%
<b>4</b>	17%	23%	15%	16%	13%	20%	16%	16%	22%
<b>3</b>	5%	6%	5%	3%	2%	2%	6%	3%	10%
<b>2</b>	2%	2%	2%	-	5%	2%	2%	1%	3%
<b>1 – NOT IMPORTANT AT ALL</b>	3%	2%	3%	2%	6%	2%	3%	2%	6%
<b>DON'T KNOW/WON'T SAY</b>	1%	2%	-	1%	2%	-	1%	*	3%
<b>MEAN†</b>	4.6	4.5	4.6	4.7	4.4	4.6	4.5	4.7	4.2

\*LESS THAN 1% REPORTED.

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE VERY IMPORTANT RESPONSE IS ASSIGNED A VALUE OF 5; THE NOT IMPORTANT AT ALL RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

**MOST IMPORTANT SERVICES AND PROGRAMS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT**

TOTAL SAMPLE (N=300)

QUESTION 2: THINKING OF THE SERVICES AND PROGRAMS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT, WHICH SERVICES AND PROGRAMS ARE MOST IMPORTANT TO YOU?

SELECTION OF BOOKS	28%	ACTIVITIES: ARTS AND CRAFTS	1%
CHILDREN'S PROGRAMS	19%	CALL IN STORIES	1%
INTERNET ACCESS AT THE LIBRARY	18%	ABILITY TO RESEARCH	*
DO NOT USE THE LIBRARIES	13%	PARTIES	*
SELECTION OF EBOOKS	8%	VIDEOS	*
COMPUTER USE/RESERVATIONS	7%	WORKSPACE	*
REMOTE ACCESS TO ONLINE LIBRARY SERVICES	5%	GET INFORMATION ONLINE	*
PUBLIC MEETING ROOMS	4%	MICROFILM DIGITIZED COLLECTION	*
SELECTION OF AUDIOBOOKS	4%	FREE LEARNING BOOKS FOR HOME SCHOOL	*
VIRTUAL PROGRAMS	3%	ACCESS TO KNOWLEDGE	*
ACCESS TO NEWSPAPERS/MAGAZINES	3%	THEY ENCOURAGE READING AND ART	*
CULTURAL AND EDUCATION PROGRAMS AND EVENTS	3%	BEING ABLE TO SPEND TIME AT THE LIBRARY	*
SUMMER READING PROGRAMS	3%	THE MUSIC BOX (RECORDING STUDIO)	*
MOVIES/RENTAL	2%	ACCESS TO BOOKS	*
BOOKS IN THE PARK	2%	SUPPORT TEACHERS	*
LIBRARY ON DEMAND	2%	CAREER SERVICES	*
PRINTER/COPY SERVICES	2%	QUIET	*
ADULT LEARNER PROGRAM	2%	BEING OPEN	*
RESEARCH: ASSISTANCE AND RESOURCES	1%	LIBRARY@HOME/KANOPY	*
EVERYTHING	1%	CHECKING OUT BOOKS	*
SELECTION OF MUSIC	1%	FUNDRAISING	*
HOOPLA	1%	THE BOOK LOVER BALL	*
FREE ACCESS	1%	VARIOUS EVENTS	*
CONNECTED	1%	STORY TELLING	*
GENEALOGY RESEARCH	1%	CLASSES	*
THE APPS	1%	NONE IN PARTICULAR	6%
BOOK LOANS	1%	DON'T KNOW/WON'T SAY	3%
ALWAYS CLEAN	1%		
THEY ENCOURAGE GRADE SCHOOL STUDENTS TO USE THEIR SERVICES	1%		

\*LESS THAN 1% REPORTED.

**MOST VALUED ASPECTS OF THE PUEBLO CITY-COUNTY LIBRARY DISTRICT**

TOTAL SAMPLE (N=300)

QUESTION 3: WHAT DO YOU VALUE MOST ABOUT THE PUEBLO CITY-COUNTY LIBRARIES? ANYTHING ELSE?

CHILDREN'S PROGRAMS	16%	ARTS & CRAFTS	1%
SELECTION OF BOOKS	11%	VARIETY OF PROGRAMS	1%
INTERNET ACCESS AT THE LIBRARY	11%	EVERYTHING	1%
DO NOT USE THE LIBRARIES	10%	GENEALOGY	*
COMPUTER USE/RESERVATIONS	8%	EDUCATION PROGRAMS	*
GOOD LOCATION(S)	6%	DVDs	*
HELPFUL/COURTEOUS STAFF	5%	THAT IT'S AFFORDABLE FOR EVERYBODY	*
IT'S ACCESSIBLE	4%	IT'S CLEAN	*
CONVENIENT HOURS	4%	STUDENT RESOURCES	*
PUBLIC MEETING ROOMS	4%	PLACE FOR THE KIDS TO GO	*
CULTURAL AND EDUCATION PROGRAMS AND EVENTS	4%	THEY GIVE ACCESS TO ANYBODY WHO DOESN'T HAVE INTERNET	*
REMOTE ACCESS TO ONLINE LIBRARY SERVICES	3%	SELECTION OF MUSIC	*
QUIET ATMOSPHERE	3%	LIBRARY WEBSITE	*
SELECTION OF AUDIOBOOKS	3%	HOMEBOUND PROGRAM	*
SELECTION OF EBOOKS	3%	RENT RATHER THAN PURCHASE A BOOK	*
EASY TO FIND WHAT I WANT	2%	SAFETY OF KIDS	*
ADULT LEARNER PROGRAM	2%	ACCESS TO TAX FORMS	*
LIBRARY ON DEMAND	2%	READING ROOMS	*
IT'S FREE	2%	CAN'T USE IT MUCH DUE TO COVID	*
ACCESS TO NEWSPAPERS/MAGAZINES	2%	REFERENCE MATERIALS/RESEARCH	*
CONNECTED	2%	THE HISTORY	*
ACCESS TO KNOWLEDGE/INFORMATION	2%	THE WAY THE LIBRARIES ALL NETWORK	*
BOOKS IN THE PARK	1%	ORGANIZED	*
MOVIES	1%	SERVICE	*
PLACE FOR KIDS TO GO TO GET BOOKS	1%	GARDEN SEED EXCHANGE	*
FREE ACCESS	1%	CONVENIENCE IN GENERAL	*
VIRTUAL PROGRAMS	1%	COMMUNITY RESOURCE FOR ALL AGES	*
SUMMER READING PROGRAMS	1%	EASY TO GET TOO	*
CURBSIDE PICKUP	1%	SPECIAL EXHIBITS	*
SAFE PLACE	1%	MEETING ROOMS	*
THEY ARE OPEN	1%	EASY ACCESS	*
THE NUMBER OF BRANCHES	1%	NOTHING IN PARTICULAR	10%
LOT OF STUFF, DON'T HAVE TO WAIT ON	1%	DON'T KNOW/WON'T SAY	4%
LOANING LIBRARY/CHECK OUT BOOKS	1%		
NEW COVID SPACE RULES	1%		
QUIET PLACE	1%		

\*LESS THAN 1% REPORTED.

### OVERALL FAMILIARITY WITH THE PUEBLO CITY-COUNTY LIBRARIES

QUESTION 4: USING A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS *VERY FAMILIAR* AND A SCORE OF 1 MEANS *NOT AT ALL FAMILIAR*, HOW FAMILIAR ARE YOU WITH THE PUEBLO CITY-COUNTY LIBRARIES?

	TOTAL SAMPLE (N=300)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>5 – VERY FAMILIAR</b>	27%	22%	31%	22%	35%	29%	29%	26%	24%	31%	27%	27%	21%	27%
<b>4</b>	24%	25%	24%	24%	26%	31%	20%	23%	24%	22%	27%	31%	29%	21%
<b>3</b>	23%	22%	24%	22%	23%	20%	20%	27%	23%	19%	18%	25%	18%	40%
<b>2</b>	13%	14%	11%	17%	6%	8%	14%	11%	17%	11%	15%	12%	18%	2%
<b>1 – NOT FAMILIAR AT ALL</b>	12%	15%	10%	14%	9%	10%	17%	12%	11%	17%	12%	3%	13%	10%
<b>DON'T KNOW/WON'T SAY</b>	1%	1%	-	1%	-	2%	-	1%	1%	-	1%	2%	-	-
<b>MEAN†</b>	3.4	3.3	3.6	3.2	3.7	3.6	3.3	3.4	3.3	3.4	3.4	3.7	3.3	3.5

	TOTAL SAMPLE (N=300)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>5 – VERY FAMILIAR</b>	27%	22%	29%	29%	28%	30%	26%	34%	2%
<b>4</b>	24%	17%	18%	40%	33%	28%	23%	30%	5%
<b>3</b>	23%	23%	27%	15%	24%	23%	23%	24%	20%
<b>2</b>	13%	14%	15%	9%	4%	11%	13%	8%	28%
<b>1 – NOT FAMILIAR AT ALL</b>	12%	24%	10%	4%	9%	8%	15%	4%	45%
<b>DON'T KNOW/WON'T SAY</b>	1%	-	-	3%	2%	-	1%	1%	-
<b>MEAN†</b>	3.4	3.0	3.4	3.8	3.7	3.6	3.3	3.8	1.9

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE VERY FAMILIAR RESPONSE IS ASSIGNED A VALUE OF 5; THE NOT FAMILIAR AT ALL RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

### WAYS TO ENCOURAGE LIBRARY VISITATION

TOTAL SAMPLE (N=300)

QUESTION 5: WHAT WOULD ENCOURAGE YOU TO VISIT THE LIBRARY MORE OFTEN? ANYTHING ELSE?

MORE TIME TO READ/USE INTERNET	11%	VISITS FROM AUTHORS AND READINGS	*
COVID TO BE OVER SO WE CAN USE THE LIBRARY	7%	DELIVERY SERVICE	*
HOURS: MORE CONVENIENT	6%	MORE eBooks/NEW RELEASES	*
DO NOT USE THE LIBRARIES	5%	SNACK BAR/VENDING MACHINE	*
CULTURAL AND EDUCATION PROGRAMS AND EVENTS	4%	OFFER PROGRAMS FOR THE BLIND	*
HAVING DESIRED BOOKS OF INTEREST THERE	3%	LONGER HOURS ON WEEKEND	*
MORE BOOKS	3%	MORE INFORMATION RESOURCES TO COMMUNITY AND WHAT'S NEW	*
THE NEED TO READ	3%	OPEN TO GET BOOKS FOR KIDS	*
FINDING WHAT I WANT	3%	BOOK SALES	*
RESTRICTIONS TO BE LIFTED ON LIMITED TIME TO BE IN LIBRARY	2%	UPGRADES AND RENOVATIONS	*
MORE ADULT PROGRAMS	2%	ADS	*
THE DESIRE TO READ	2%	ART SHOW	*
MAKING IT SAFER ENVIRONMENT/DO SOMETHING ABOUT HOMELESS OUTSIDE LIBRARY	2%	MUSICAL CONCERT/CHOIR	*
MORE/BETTER ONLINE SERVICES	2%	MANAGEMENT OF KIDS BEHAVIOR	*
MORE CONVENIENT LOCATION(S)	2%	MOVIES: CLASSIC	*
MORE LIBRARY COMPUTERS FOR PATRONS' USE	2%	READ NEWSPAPER	*
LARGER MOVIE SELECTION	1%	USE VERY OFTEN	*
EASIER/LESS INTIMIDATING TO SEARCH INFORMATION	1%	NO KIDS AROUND IN NEIGHBORHOOD	*
BOOKS: NEW/NEW RELEASES/ETC.	1%	MORE ADVERTISING IN COVID TIME	*
PUBLIC MEETING ROOMS	1%	MORE TEEN STUFF	*
OUTSIDE EVENTS	1%	AUDIOBOOKS DELIVERED TO BLIND PEOPLE	*
LITERACY PROGRAMS	1%	ADVERTISE MORE ABOUT WHAT IS AVAILABLE	*
USE FOR AUTISTIC CHILDREN PROGRAMS	1%	MORE FAMILIAR ACTIVITIES	*
HELPFUL STAFF	1%	COMMUNITY NIGHT	*
WEEKEND PROGRAMS	1%	MORE BOOK FAIRS	*
WORKSHOPS	1%	MORE FREE EVENTS	*
STORE FRONT TO BUY BOOKS	1%	LECTURES	*
MORE INFORMATION ON THE OCCULT	1%	NATIONAL NEWSPAPERS	*
MORE ACTIVITIES FOR CHILDREN	1%	SUNDAY HOURS	*
ACCESS TO IT	1%	ATMOSPHERE: QUIETER	*
IF THEY HAD A CC TV FOR BLIND PEOPLE	1%	WHEN I RUN OUT OF AUDIO BOOKS	*
LANGUAGE LABS	1%	NOTHING IN PARTICULAR	32%
MORE INTERACTION WITH CHILDREN	1%	DON'T KNOW/WON'T SAY	4%
CONVENIENT MASS TRANSPORTATION	*		
BOOK SIGNING	*		
BOOK RATINGS	*		

\*LESS THAN 1% REPORTED.



### OVERALL SATISFACTION WITH LIBRARY LOCATIONS

QUESTION 6: THINKING OF THE PUEBLO CITY-COUNTY LIBRARY LOCATIONS, HOW WOULD YOU RATE YOUR SATISFACTION WITH THE LOCATION OF LIBRARIES? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS *VERY SATISFIED* AND A SCORE OF 1 MEANS *VERY DISSATISFIED*.

	TOTAL SAMPLE (N=300)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>5 - VERY SATISFIED</b>	60%	57%	62%	56%	66%	61%	55%	61%	62%	64%	53%	64%	65%	57%
<b>4</b>	24%	27%	21%	28%	20%	27%	30%	16%	23%	11%	25%	31%	21%	29%
<b>3</b>	7%	6%	8%	6%	7%	6%	3%	12%	8%	10%	15%	3%	8%	3%
<b>2</b>	2%	2%	1%	2%	2%	-	7%	1%	-	2%	5%	-	1%	-
<b>1 - VERY DISSATISFIED</b>	1%	1%	*	*	-	-	1%	2%	-	-	-	2%	-	3%
<b>DON'T KNOW/WON'T SAY</b>	7%	7%	6%	6%	4%	6%	5%	8%	7%	14%	2%	-	6%	8%
<b>MEAN †</b>	4.5	4.5	4.5	4.5	4.6	4.6	4.4	4.5	4.6	4.6	4.3	4.6	4.6	4.5

	TOTAL SAMPLE (N=300)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>5 - VERY SATISFIED</b>	60%	60%	58%	61%	63%	62%	59%	67%	34%
<b>4</b>	24%	23%	23%	26%	25%	26%	23%	22%	28%
<b>3</b>	7%	5%	10%	6%	4%	5%	8%	6%	12%
<b>2</b>	2%	4%	1%	2%	-	2%	2%	2%	3%
<b>1 - VERY DISSATISFIED</b>	1%	-	-	2%	4%	1%	1%	1%	-
<b>DON'T KNOW/WON'T SAY</b>	7%	9%	7%	4%	5%	5%	8%	2%	23%
<b>MEAN †</b>	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.6	4.2

\*LESS THAN 1% REPORTED.

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE VERY SATISFIED RESPONSE IS ASSIGNED A VALUE OF 5; THE VERY DISSATISFIED RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

**PREFERRED LOCATION FOR A NEW LIBRARY BRANCH**

QUESTION 7: THE PUEBLO CITY-COUNTY LIBRARY DISTRICT IS CONSIDERING OPENING A NEW LIBRARY BRANCH. WOULD YOU PREFER A NEW LIBRARY BRANCH?

	TOTAL SAMPLE (N=300)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>NORTH OF HIGHWAY 50, NEAR I-25</b>	39%	38%	39%	43%	37%	36%	39%	50%	27%	33%	45%	35%	52%	35%
<b>NORTH OF HIGHWAY 50 IN THE PUEBLO WEST AREA</b>	34%	32%	37%	28%	41%	43%	38%	27%	30%	33%	26%	36%	33%	49%
<b>NEITHER (VOLUNTEERED)</b>	13%	15%	10%	14%	11%	13%	8%	15%	15%	13%	7%	18%	10%	10%
<b>DEPENDS (VOLUNTEERED)</b>	6%	5%	6%	7%	3%	2%	7%	3%	11%	7%	12%	4%	1%	2%
<b>DON'T KNOW/WON'T SAY</b>	9%	10%	8%	7%	8%	6%	8%	5%	17%	13%	10%	7%	4%	4%

	TOTAL SAMPLE (N=300)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	YES	No	YES	No
<b>NORTH OF HIGHWAY 50, NEAR I-25</b>	39%	32%	38%	45%	42%	50%	33%	43%	22%
<b>NORTH OF HIGHWAY 50 IN THE PUEBLO WEST AREA</b>	34%	40%	34%	34%	23%	31%	36%	31%	46%
<b>NEITHER (VOLUNTEERED)</b>	13%	10%	12%	13%	24%	12%	13%	14%	8%
<b>DEPENDS (VOLUNTEERED)</b>	6%	6%	6%	4%	5%	2%	7%	4%	10%
<b>DON'T KNOW/WON'T SAY</b>	9%	12%	10%	4%	7%	5%	11%	7%	15%

### OVERALL SATISFACTION WITH HOURS OF OPERATION

**QUESTION 8: OVERALL, HOW WOULD YOU RATE YOUR SATISFACTION WITH THE LIBRARY'S HOURS OF OPERATION? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS *VERY SATISFIED* AND A SCORE OF 1 MEANS *VERY DISSATISFIED*.**

	TOTAL SAMPLE (N=300)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>5 - VERY SATISFIED</b>	43%	39%	48%	43%	48%	36%	37%	47%	52%	43%	39%	51%	41%	49%
<b>4</b>	24%	21%	26%	22%	24%	23%	25%	22%	24%	17%	23%	27%	26%	24%
<b>3</b>	13%	18%	9%	11%	13%	25%	17%	6%	6%	12%	18%	10%	14%	6%
<b>2</b>	3%	3%	2%	3%	3%	7%	3%	1%	1%	2%	8%	-	4%	-
<b>1 - VERY DISSATISFIED</b>	1%	1%	*	1%	1%	-	1%	2%	-	2%	-	2%	-	-
<b>DON'T KNOW/WON'T SAY</b>	16%	18%	15%	20%	12%	9%	16%	22%	17%	23%	12%	10%	13%	21%
<b>MEAN †</b>	4.3	4.1	4.4	4.3	4.3	4.0	4.1	4.4	4.5	4.3	4.1	4.4	4.2	4.5

	TOTAL SAMPLE (N=300)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>5 - VERY SATISFIED</b>	43%	36%	49%	39%	51%	46%	42%	50%	17%
<b>4</b>	24%	18%	23%	31%	26%	24%	24%	27%	13%
<b>3</b>	13%	15%	11%	16%	8%	17%	11%	12%	17%
<b>2</b>	3%	2%	3%	5%	-	3%	3%	3%	3%
<b>1 - VERY DISSATISFIED</b>	1%	2%	-	2%	-	1%	1%	1%	-
<b>DON'T KNOW/WON'T SAY</b>	16%	27%	15%	7%	15%	8%	20%	7%	50%
<b>MEAN †</b>	4.3	4.2	4.4	4.1	4.5	4.2	4.3	4.3	3.9

\*LESS THAN 1% REPORTED.

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE VERY SATISFIED RESPONSE IS ASSIGNED A VALUE OF 5; THE VERY DISSATISFIED RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

**WAYS TO IMPROVE HOURS OF OPERATION**  
AMONG THOSE DISSATISFIED WITH THE LIBRARY'S HOURS OF OPERATION

QUESTION 9: HOW COULD THE LIBRARY'S HOURS OF OPERATION BE IMPROVED?

	TOTAL RESPONSES (N=50)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>LONGER HOURS (IN GENERAL)</b>	34%	39%	25%	24%	53%	38%	43%	28%	-	46%	49%	15%	43%	-
<b>MORE/LONGER EVENING HOURS</b>	25%	22%	30%	18%	31%	30%	25%	7%	29%	-	24%	41%	25%	65%
<b>MORE/LONGER HOURS ON SUNDAYS</b>	19%	16%	23%	22%	24%	15%	23%	23%	14%	41%	15%	9%	7%	-
<b>EARLIER MORNING HOURS</b>	8%	7%	9%	10%	3%	-	16%	20%	-	-	7%	-	32%	-
<b>LONGER HOURS ON SATURDAY</b>	6%	6%	6%	13%	-	10%	-	10%	-	15%	-	-	-	-
<b>WEEKEND LONGER HOURS</b>	5%	6%	4%	-	4%	9%	4%	-	-	18%	-	-	-	35%
<b>NO COVID 19 WOULD BE IMPROVEMENT</b>	2%	4%	-	5%	-	-	-	-	27%	-	9%	-	-	-
<b>NO WAY IN PARTICULAR</b>	4%	7%	-	-	5%	-	6%	-	30%	-	10%	12%	-	-
<b>DON'T KNOW/WON'T SAY</b>	9%	9%	9%	13%	-	13%	-	20%	-	-	-	23%	-	-

	TOTAL RESPONSES (N=50)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	YES	NO	YES	NO
<b>LONGER HOURS (IN GENERAL)</b>	34%	46%	20%	37%	48%	30%	38%	37%	26%
<b>MORE/LONGER EVENING HOURS</b>	25%	13%	28%	37%	-	45%	11%	34%	-
<b>MORE/LONGER HOURS ON SUNDAYS</b>	19%	15%	21%	19%	22%	21%	17%	25%	-
<b>EARLIER MORNING HOURS</b>	8%	9%	5%	10%	-	7%	8%	7%	11%
<b>LONGER HOURS ON SATURDAY</b>	6%	-	-	19%	-	5%	6%	8%	-
<b>WEEKEND LONGER HOURS</b>	5%	14%	-	-	30%	3%	7%	2%	16%
<b>NO COVID 19 WOULD BE IMPROVED</b>	2%	8%	-	-	-	-	4%	3%	-
<b>NO WAY IN PARTICULAR</b>	4%	-	8%	5%	-	3%	6%	2%	11%
<b>DON'T KNOW/WON'T SAY</b>	9%	10%	18%	-	-	-	16%	-	35%

### DO YOU VALUE THE LIBRARY OFFERING PLACES FOR COMPUTER AND INTERNET USE?

QUESTION 10: DO YOU VALUE THE LIBRARY OFFERING PLACES FOR PEOPLE TO USE COMPUTERS AND THE INTERNET?

	TOTAL SAMPLE (N=300)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
Yes	93%	91%	94%	92%	95%	97%	96%	89%	89%	86%	94%	97%	100%	91%
No/DON'T KNOW/WON'T SAY	7%	9%	6%	8%	5%	3%	4%	11%	11%	14%	6%	3%	-	9%

	TOTAL SAMPLE (N=300)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
Yes	93%	90%	92%	97%	91%	97%	90%	94%	86%
No/DON'T KNOW/WON'T SAY	7%	10%	8%	3%	9%	3%	10%	6%	14%

**ATTENDED A LEARNING PROGRAM OR ACTIVITY AT A PUEBLO CITY-COUNTY LIBRARY**

QUESTION 11: THE LIBRARY HOSTS PUBLIC PROGRAMS AND ACTIVITIES TO HELP PEOPLE LEARN. HAVE YOU EVER ATTENDED A LEARNING PROGRAM OR ACTIVITY AT A PUEBLO CITY-COUNTY LIBRARY?

	TOTAL SAMPLE (N=300)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
Yes	39%	31%	46%	34%	45%	41%	42%	39%	33%	43%	45%	45%	29%	31%
No/DON'T KNOW/WON'T SAY	61%	69%	54%	66%	55%	59%	58%	61%	67%	57%	55%	55%	71%	69%

	TOTAL SAMPLE (N=300)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
Yes	39%	33%	41%	38%	51%	46%	35%	47%	10%
No/DON'T KNOW/WON'T SAY	61%	67%	59%	62%	49%	54%	65%	53%	90%

**PREFERRED LEARNING PROGRAMS AND ACTIVITIES AT THE PUEBLO CITY-COUNTY LIBRARIES**

AMONG THOSE WHO EVER ATTENDED A LEARNING PROGRAM OR ACTIVITY

TOTAL RESPONSES (N=116)

QUESTION 12: WHICH LEARNING PROGRAMS OR ACTIVITIES AT THE PUEBLO CITY LIBRARIES DO YOU PREFER TO ATTEND?

CHILDREN'S PROGRAMS	28%	MINE CRAFT	1%
CULTURAL AND EDUCATION PROGRAMS AND EVENTS	25%	NUTRITION	1%
ADULT LEARNER PROGRAM	12%	SELF-HELP	1%
ARTS & CRAFTS (BRACELET MAKING/PAINT ROCKS/SOAP MAKING/ETC.)	7%	HOLISTIC INFORMATION	1%
SUMMER READING PROGRAMS	6%	ZERO SCAPE GARDENING	1%
BOOKS IN THE PARK	4%	DIGITAL MEMORY LAB	1%
SOCIAL GATHERING (BRIDAL SHOWERS/BABY SHOWERS/CLUB SCOUTS/SEWING/ETC.)	3%	ANY READS AND ANY PROGRAMS THAT HELP POLITICS	1%
COMPUTER SEMINARS/CLASSES	3%	PUEBLO HISTORY	1%
COOKING	2%	READING PROGRAMS	1%
GENEALOGY CLASSES	2%	GET TAXES DONE	1%
VIRTUAL PROGRAMS	2%	TOAST MASTERS MEETING	1%
BOOK CLUB	2%	ALL COMMUNITY READS	1%
ADULT COMPUTER PROGRAM	2%	YOGA	1%
MUSIC	2%	FEATURED ARTIST	1%
STORY TIME	2%	HOMEBOUND PROGRAM	1%
SEMINARS	2%	ASTROLOGY PROGRAMS	1%
MOVIES/ENTERTAINMENT	1%	DAY TO DAY LIVING PROGRAMS	*
CRAFT FRIDAY	1%	MEETING ROOMS	*
HISTORY	1%	DEMOS OF THINGS PEOPLE LIKE TO DO	*
EXERCISE	1%	LECTURES	*
SUPPORT GROUP FOR DIALYSIS PATIENTS	1%	CLASSES	*
FESTIVALS	1%	HEALTHCARE: DIABETES	*
COLLECTIONS	1%	LLAMAS	*
IDEA FACTORY	1%	NONE IN PARTICULAR	14%
CONNECTED	1%	DON'T KNOW/WON'T SAY	5%
LIBRARY ON DEMAND	1%		

\*LESS THAN 1% REPORTED.

### OVERALL RATING OF THE LIBRARIES IN PUEBLO AS A PLACE FOR HOMEWORK AND RESEARCH

QUESTION 13: HOW WOULD YOU RATE THE LIBRARIES IN PUEBLO AS A PLACE FOR HOMEWORK AND RESEARCH? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS *EXCELLENT* AND A SCORE OF 1 MEANS *VERY POOR*.

	TOTAL SAMPLE (N=300)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>5 - EXCELLENT</b>	50%	42%	57%	42%	63%	47%	53%	52%	47%	62%	38%	60%	43%	40%
<b>4</b>	24%	29%	18%	26%	22%	38%	21%	15%	22%	12%	32%	23%	27%	41%
<b>3</b>	9%	8%	10%	10%	3%	12%	7%	9%	10%	9%	10%	4%	12%	4%
<b>2</b>	1%	1%	-	-	-	-	-	1%	1%	-	1%	-	-	3%
<b>1 - VERY POOR</b>	1%	1%	-	*	1%	-	2%	-	-	-	-	-	2%	2%
<b>DON'T KNOW/WON'T SAY</b>	16%	19%	14%	21%	11%	3%	18%	24%	20%	16%	19%	12%	17%	9%
<b>MEAN †</b>	4.5	4.3	4.5	4.4	4.7	4.4	4.5	4.5	4.4	4.6	4.3	4.6	4.3	4.3

	TOTAL SAMPLE (N=300)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>5 - EXCELLENT</b>	50%	40%	60%	47%	41%	52%	49%	56%	27%
<b>4</b>	24%	27%	18%	29%	23%	29%	21%	23%	26%
<b>3</b>	9%	11%	10%	6%	13%	7%	10%	9%	11%
<b>2</b>	1%	-	1%	-	4%	-	1%	*	1%
<b>1 - VERY POOR</b>	1%	-	-	1%	3%	1%	*	1%	-
<b>DON'T KNOW/WON'T SAY</b>	16%	23%	12%	17%	17%	11%	19%	11%	35%
<b>MEAN †</b>	4.5	4.4	4.6	4.5	4.1	4.5	4.4	4.5	4.2

\*LESS THAN 1% REPORTED.

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE EXCELLENT RESPONSE IS ASSIGNED A VALUE OF 5; THE VERY POOR RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.



### OVERALL SATISFACTION WITH THE PUEBLO CITY-COUNTY LIBRARY DISTRICT

QUESTION 14: OVERALL, HOW WOULD YOU RATE YOUR SATISFACTION WITH THE PUEBLO CITY-COUNTY LIBRARY DISTRICT? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS *VERY SATISFIED* AND A SCORE OF 1 MEANS *VERY DISSATISFIED*.

	TOTAL SAMPLE (N=300)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>5 - VERY SATISFIED</b>	54%	44%	64%	53%	64%	44%	52%	58%	62%	58%	48%	61%	53%	57%
<b>4</b>	29%	35%	24%	28%	30%	40%	32%	22%	22%	20%	38%	33%	30%	30%
<b>3</b>	9%	12%	7%	13%	1%	11%	7%	10%	10%	13%	8%	-	5%	8%
<b>2</b>	1%	1%	-	-	-	2%	-	1%	-	-	-	3%	-	-
<b>1 - VERY DISSATISFIED</b>	1%	1%	*	*	1%	-	-	3%	-	-	-	-	3%	3%
<b>DON'T KNOW/WON'T SAY</b>	6%	7%	5%	6%	5%	3%	9%	6%	6%	9%	6%	2%	10%	2%
<b>MEAN †</b>	4.4	4.3	4.6	4.4	4.6	4.3	4.5	4.4	4.6	4.5	4.4	4.6	4.4	4.4

	TOTAL SAMPLE (N=300)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>5 - VERY SATISFIED</b>	54%	51%	56%	52%	59%	58%	52%	60%	32%
<b>4</b>	29%	26%	29%	35%	21%	27%	30%	29%	30%
<b>3</b>	9%	16%	7%	6%	10%	8%	10%	6%	21%
<b>2</b>	1%	-	-	3%	-	1%	*	1%	-
<b>1 - VERY DISSATISFIED</b>	1%	-	1%	1%	4%	-	1%	1%	-
<b>DON'T KNOW/WON'T SAY</b>	6%	7%	7%	3%	6%	5%	6%	3%	17%
<b>MEAN †</b>	4.4	4.4	4.5	4.4	4.4	4.5	4.4	4.5	4.1

\*LESS THAN 1% REPORTED.

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE VERY SATISFIED RESPONSE IS ASSIGNED A VALUE OF 5; THE VERY DISSATISFIED RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

**VISITED A PUEBLO CITY-COUNTY LIBRARY IN THE PAST THREE YEARS**

QUESTION 15: HAVE YOU VISITED A PUEBLO CITY-COUNTY LIBRARY IN THE PAST THREE YEARS?

	TOTAL SAMPLE (N=300)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>YES</b>	73%	69%	77%	71%	78%	77%	71%	74%	69%	63%	78%	86%	68%	74%
<b>NO/DON'T KNOW/WON'T SAY</b>	27%	31%	23%	29%	22%	23%	29%	26%	31%	37%	22%	14%	32%	26%

	TOTAL SAMPLE (N=300)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	YES	NO	YES	NO
<b>YES</b>	73%	60%	73%	86%	80%	84%	67%	84%	30%
<b>NO/DON'T KNOW/WON'T SAY</b>	27%	40%	27%	14%	20%	16%	33%	16%	70%

**NUMBER OF TIMES YOU VISITED A PUEBLO CITY-COUNTY LIBRARY IN THE TYPICAL YEAR**  
AMONG THOSE WHO HAVE VISITED IN THE PAST THREE YEARS

QUESTION 16. IN A TYPICAL YEAR, HOW MANY TIMES DO YOU VISIT A PUEBLO CITY-COUNTY LIBRARY?

	TOTAL RESPONSES (N=218)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
NONE	2%	2%	1%	3%	-	-	1%	1%	4%	1%	-	-	-	3%
1 - 3 TIMES	16%	16%	16%	17%	17%	14%	15%	19%	14%	3%	9%	18%	32%	21%
4 - 6 TIMES	22%	27%	19%	20%	23%	18%	24%	19%	30%	29%	26%	21%	17%	25%
7 - 10 TIMES	14%	12%	16%	15%	9%	12%	13%	19%	11%	11%	18%	16%	10%	6%
11 - 19 TIMES	12%	12%	12%	11%	13%	13%	16%	10%	10%	7%	9%	16%	15%	11%
20 OR MORE TIMES	34%	32%	35%	33%	37%	43%	30%	31%	31%	49%	38%	29%	24%	34%
DON'T KNOW/WON'T SAY	1%	-	1%	1%	1%	-	1%	1%	-	-	-	1%	2%	-

	TOTAL RESPONSES (N=218)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
NONE	2%	3%	-	1%	6%	1%	2%	2%	-
1 - 3 TIMES	16%	20%	16%	15%	8%	10%	19%	12%	55%
4 - 6	22%	23%	22%	25%	18%	21%	23%	22%	24%
7 - 10 TIMES	14%	11%	17%	13%	10%	15%	13%	14%	15%
11 - 19 TIMES	12%	5%	16%	9%	19%	14%	11%	13%	6%
20 OR MORE TIMES	34%	39%	30%	35%	35%	39%	31%	37%	-
DON'T KNOW/WON'T SAY	1%	-	-	1%	3%	-	1%	1%	-

### LIBRARY/LIBRARIES USED MOST OFTEN

AMONG THOSE WHO HAVE VISITED IN THE PAST THREE YEARS

QUESTION 17. WHICH LIBRARY OR LIBRARIES DO YOU USE MOST OFTEN?

	TOTAL RESPONSES (N=218)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
RAWLINGS LIBRARY	47%	45%	48%	39%	57%	56%	43%	49%	37%	50%	54%	51%	40%	27%
PUEBLO WEST LIBRARY	23%	23%	23%	26%	19%	23%	22%	22%	23%	19%	17%	25%	20%	38%
LAMB LIBRARY (SOUTH SIDE)	21%	18%	23%	22%	18%	5%	21%	22%	36%	15%	17%	25%	27%	22%
BARKMAN LIBRARY (BELMONT)	12%	9%	14%	10%	14%	5%	17%	18%	5%	15%	13%	13%	11%	8%
GIODONE LIBRARY (ST. CHARLES MESA)	8%	5%	10%	7%	10%	12%	11%	5%	2%	8%	5%	7%	5%	10%
GREENHORN VALLEY LIBRARY (COLORADO CITY)	5%	8%	3%	5%	6%	8%	2%	7%	3%	7%	8%	3%	-	2%
LIBRARY AT THE Y	3%	5%	2%	1%	6%	6%	4%	-	4%	5%	12%	-	-	-
LUCERO LIBRARY (EAST SIDE)	3%	4%	1%	1%	5%	3%	-	4%	3%	6%	2%	3%	1%	-
McCLELLAN	*	-	1%	-	1%	-	1%	-	1%	-	-	1%	2%	-
ON GLENN	*	-	1%	-	1%	-	2%	-	-	-	-	-	4%	-
NONE IN PARTICULAR	3%	5%	2%	2%	5%	8%	-	3%	3%	3%	3%	4%	6%	-
DON'T KNOW/WON'T SAY	2%	1%	2%	1%	3%	3%	3%	1%	-	-	-	-	5%	11%

	TOTAL RESPONSES (N=218)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
RAWLINGS LIBRARY	47%	33%	50%	47%	63%	50%	45%	49%	24%
PUEBLO WEST LIBRARY	23%	19%	24%	27%	14%	20%	24%	23%	21%
LAMB LIBRARY (SOUTH SIDE)	21%	19%	18%	23%	28%	17%	23%	21%	13%
BARKMAN LIBRARY (BELMONT)	12%	9%	13%	13%	8%	12%	11%	12%	6%
GIODONE LIBRARY (ST. CHARLES MESA)	8%	9%	7%	8%	7%	10%	6%	7%	16%
GREENHORN VALLEY LIBRARY (COLORADO CITY)	5%	11%	4%	3%	3%	6%	4%	5%	6%
LIBRARY AT THE Y	3%	6%	3%	2%	2%	3%	4%	3%	8%
LUCERO LIBRARY (EAST SIDE)	3%	3%	4%	-	2%	3%	2%	3%	-
McCLELLAN	*	-	-	1%	2%	1%	-	1%	-
ON GLENN	*	-	1%	-	-	1%	-	*	-
DON'T KNOW/WON'T SAY	2%	3%	2%	1%	-	2%	2%	*	17%
NONE IN PARTICULAR	3%	7%	1%	5%	-	4%	3%	4%	-

\*LESS THAN 1% REPORTED.

**SIZE OF MOST OFTEN VISITED LIBRARY**  
AMONG THOSE WHO HAVE VISITED IN THE PAST THREE YEARS

QUESTION 18. IS THE PUEBLO CITY-COUNTY LIBRARY YOU VISIT MOST OFTEN TOO LARGE, TOO SMALL, OR ABOUT RIGHT?

	TOTAL RESPONSES (N=218)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>TOO LARGE</b>	1%	-	2%	1%	-	3%	-	1%	1%	4%	-	-	1%	-
<b>TOO SMALL</b>	11%	10%	11%	6%	15%	4%	29%	7%	5%	13%	11%	6%	17%	12%
<b>ABOUT RIGHT</b>	85%	87%	84%	90%	83%	91%	68%	90%	91%	83%	83%	94%	77%	88%
<b>DON'T KNOW/WON'T SAY</b>	3%	2%	3%	3%	2%	2%	3%	1%	4%	-	5%	-	5%	-

	TOTAL RESPONSES (N=218)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	YES	NO	YES	NO
<b>TOO LARGE</b>	1%	3%	-	2%	-	-	2%	1%	-
<b>TOO SMALL</b>	11%	10%	11%	11%	10%	15%	8%	11%	7%
<b>ABOUT RIGHT</b>	85%	82%	88%	84%	86%	82%	88%	85%	88%
<b>DON'T KNOW/WON'T SAY</b>	3%	5%	1%	3%	4%	3%	2%	2%	4%

### OVERALL SATISFACTION WITH THE LIBRARIES' CLEANLINESS AND MAINTENANCE

AMONG THOSE WHO HAVE VISITED IN THE PAST THREE YEARS

QUESTION 19. HOW WOULD YOU RATE YOUR SATISFACTION WITH THE LIBRARIES' CLEANLINESS AND FOR BEING WELL-MAINTAINED? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS VERY SATISFIED AND A SCORE OF 1 MEANS VERY DISSATISFIED.

	TOTAL RESPONSES (N=218)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>5 – VERY SATISFIED</b>	71%	70%	71%	71%	70%	62%	71%	74%	75%	88%	64%	63%	76%	64%
<b>4</b>	23%	20%	26%	23%	23%	28%	25%	20%	18%	12%	30%	31%	13%	24%
<b>3</b>	4%	8%	1%	4%	5%	8%	4%	3%	3%	-	3%	6%	12%	9%
<b>2</b>	1%	1%	1%	1%	1%	2%	-	-	1%	-	-	-	-	2%
<b>1 – VERY DISSATISFIED</b>	*	-	1%	1%	-	-	-	1%	-	-	-	-	-	-
<b>DON'T KNOW/WON'T SAY</b>	1%	1%	1%	1%	1%	-	-	2%	2%	-	2%	-	-	-
<b>MEAN†</b>	4.6	4.6	4.7	4.6	4.6	4.5	4.7	4.7	4.7	4.9	4.6	4.6	4.6	4.5

	TOTAL RESPONSES (N=218)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>5 – VERY SATISFIED</b>	71%	79%	64%	75%	67%	59%	78%	72%	61%
<b>4</b>	23%	13%	30%	19%	27%	30%	19%	22%	32%
<b>3</b>	4%	6%	5%	3%	4%	9%	2%	4%	7%
<b>2</b>	1%	-	-	2%	3%	-	1%	1%	-
<b>1 – VERY DISSATISFIED</b>	*	-	-	1%	-	-	*	*	-
<b>DON'T KNOW/WON'T SAY</b>	1%	2%	1%	-	-	3%	-	1%	-
<b>MEAN†</b>	4.6	4.8	4.6	4.6	4.6	4.5	4.7	4.7	4.5

\*LESS THAN 1% REPORTED.

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE VERY SATISFIED RESPONSE IS ASSIGNED A VALUE OF 5; THE VERY DISSATISFIED RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

## OVERALL RATING OF THE STAFF MEMBERS: HELPFULNESS

AMONG THOSE WHO HAVE VISITED IN THE PAST THREE YEARS

QUESTION 20. NOW, THINKING OF THE STAFF MEMBERS AT PUEBLO CITY-COUNTY LIBRARIES, HOW WOULD YOU RATE THEM ON THE FOLLOWING USING A 5-POINT SCALE, WHERE 5 MEANS EXCELLENT AND 1 MEANS VERY POOR: **HELPFULNESS**.

	TOTAL RESPONSES (N=218)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>5 – EXCELLENT</b>	70%	66%	73%	69%	72%	61%	69%	74%	74%	83%	60%	76%	79%	47%
<b>4</b>	24%	27%	20%	24%	21%	35%	22%	17%	21%	14%	33%	18%	17%	45%
<b>3</b>	4%	5%	3%	3%	5%	4%	8%	3%	2%	3%	1%	5%	1%	8%
<b>2</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>1 – VERY POOR</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DON'T KNOW/WON'T SAY</b>	3%	2%	3%	4%	2%	-	1%	6%	3%	-	5%	1%	2%	-
<b>MEAN†</b>	4.7	4.6	4.7	4.7	4.7	4.6	4.6	4.8	4.7	4.8	4.6	4.7	4.8	4.4

	TOTAL RESPONSES (N=218)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>5 – EXCELLENT</b>	70%	58%	77%	70%	67%	58%	77%	72%	48%
<b>4</b>	24%	29%	19%	25%	26%	33%	17%	22%	36%
<b>3</b>	4%	8%	3%	2%	5%	6%	3%	3%	10%
<b>2</b>	-	-	-	-	-	-	-	-	-
<b>1 – VERY POOR</b>	-	-	-	-	-	-	-	-	-
<b>DON'T KNOW/WON'T SAY</b>	3%	5%	1%	3%	2%	3%	2%	2%	6%
<b>MEAN†</b>	4.7	4.5	4.7	4.7	4.6	4.5	4.8	4.7	4.4

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE EXCELLENT RESPONSE IS ASSIGNED A VALUE OF 5; THE VERY POOR RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

## OVERALL RATING OF THE STAFF MEMBERS: FRIENDLINESS

AMONG THOSE WHO HAVE VISITED IN THE PAST THREE YEARS

QUESTION 21. NOW, THINKING OF THE STAFF MEMBERS AT PUEBLO CITY-COUNTY LIBRARIES, HOW WOULD YOU RATE THEM ON THE FOLLOWING USING A 5-POINT SCALE, WHERE 5 MEANS EXCELLENT AND 1 MEANS VERY POOR: **FRIENDLINESS**.

	TOTAL RESPONSES (N=218)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>5 – EXCELLENT</b>	74%	72%	76%	75%	77%	67%	69%	81%	79%	82%	64%	78%	83%	56%
<b>4</b>	20%	22%	19%	18%	18%	26%	23%	16%	17%	18%	34%	20%	14%	24%
<b>3</b>	3%	4%	3%	4%	2%	8%	7%	-	-	-	-	1%	-	20%
<b>2</b>	-	-	-	-	-	-	-	-	1%	-	-	-	1%	-
<b>1 – VERY POOR</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DON'T KNOW/WON'T SAY</b>	2%	2%	2%	3%	2%	-	1%	4%	3%	-	2%	1%	2%	-
<b>MEAN†</b>	4.7	4.7	4.7	4.7	4.8	4.6	4.6	4.8	4.8	4.8	4.7	4.8	4.8	4.4

	TOTAL RESPONSES (N=218)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>5 – EXCELLENT</b>	74%	72%	81%	67%	71%	63%	81%	76%	57%
<b>4</b>	20%	22%	16%	23%	27%	29%	15%	20%	17%
<b>3</b>	3%	4%	2%	7%	-	5%	3%	1%	26%
<b>2</b>	-	-	-	1%	-	-	-	-	-
<b>1 – VERY POOR</b>	-	-	-	-	-	-	-	-	-
<b>DON'T KNOW/WON'T SAY</b>	2%	2%	1%	3%	2%	3%	1%	2%	-
<b>MEAN†</b>	4.7	4.7	4.8	4.6	4.7	4.6	4.8	4.8	4.3

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE EXCELLENT RESPONSE IS ASSIGNED A VALUE OF 5; THE VERY POOR RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.



## OVERALL RATING OF THE STAFF MEMBERS: KNOWLEDGEABLE

AMONG THOSE WHO HAVE VISITED IN THE PAST THREE YEARS

QUESTION 22. NOW, THINKING OF THE STAFF MEMBERS AT PUEBLO CITY-COUNTY LIBRARIES, HOW WOULD YOU RATE THEM ON THE FOLLOWING USING A 5-POINT SCALE, WHERE 5 MEANS EXCELLENT AND 1 MEANS VERY POOR: **KNOWLEDGEABLE**.

	TOTAL RESPONSES (N=218)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>5 – EXCELLENT</b>	71%	67%	75%	74%	69%	56%	74%	79%	76%	86%	65%	74%	69%	51%
<b>4</b>	23%	25%	21%	17%	27%	40%	16%	16%	20%	14%	31%	24%	26%	34%
<b>3</b>	2%	3%	1%	3%	1%	-	8%	1%	1%	-	1%	-	1%	11%
<b>2</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>1 – VERY POOR</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DON'T KNOW/WON'T SAY</b>	4%	5%	3%	5%	3%	4%	3%	5%	3%	-	2%	1%	4%	4%
<b>MEAN†</b>	4.7	4.7	4.8	4.7	4.7	4.6	4.7	4.8	4.8	4.9	4.7	4.8	4.7	4.4

	TOTAL RESPONSES (N=218)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>5 – EXCELLENT</b>	71%	74%	73%	67%	71%	59%	79%	72%	60%
<b>4</b>	23%	16%	25%	26%	21%	32%	17%	22%	27%
<b>3</b>	2%	4%	1%	1%	6%	1%	3%	1%	10%
<b>2</b>	-	-	-	-	-	-	-	-	-
<b>1 – VERY POOR</b>	-	-	-	-	-	-	-	-	-
<b>DON'T KNOW/WON'T SAY</b>	4%	6%	1%	6%	2%	7%	2%	4%	3%
<b>MEAN†</b>	4.7	4.7	4.7	4.7	4.7	4.6	4.8	4.7	4.5

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE EXCELLENT RESPONSE IS ASSIGNED A VALUE OF 5; THE VERY POOR RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

### DO YOU READ BOOKS, NEWSPAPERS, OR MAGAZINES AT THE LIBRARY?

AMONG THOSE WHO HAVE VISITED IN THE PAST THREE YEARS

QUESTION 23. DO YOU GO TO THE LIBRARY TO READ BOOKS, NEWSPAPERS, OR MAGAZINES?

	TOTAL RESPONSES (N=218)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>YES</b>	46%	50%	43%	40%	52%	49%	43%	50%	40%	56%	46%	47%	35%	39%
<b>SOMETIMES (VOLUNTEERED)</b>	11%	13%	9%	9%	14%	12%	9%	15%	7%	7%	15%	9%	27%	6%
<b>NO/DON'T KNOW/WON'T SAY</b>	43%	37%	48%	52%	34%	38%	48%	35%	53%	37%	39%	44%	38%	55%

	TOTAL RESPONSES (N=218)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>YES</b>	46%	47%	45%	47%	47%	55%	40%	50%	6%
<b>SOMETIMES (VOLUNTEERED)</b>	11%	2%	12%	17%	13%	8%	13%	11%	10%
<b>NO/DON'T KNOW/WON'T SAY</b>	43%	51%	44%	37%	40%	37%	47%	39%	84%

### HAS COVID-19 CHANGED YOUR USE OF THE LIBRARY?

AMONG THOSE WHO HAVE VISITED IN THE PAST THREE YEARS

QUESTION 24. HAS COVID-19/CORONAVIRUS CHANGED YOUR USE OF THE LIBRARY?

	TOTAL RESPONSES (N=218)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
Yes	75%	70%	80%	77%	74%	83%	72%	74%	73%	81%	84%	75%	65%	70%
No/DON'T KNOW/WON'T SAY	25%	30%	20%	23%	26%	17%	28%	26%	27%	19%	16%	25%	35%	30%

	TOTAL RESPONSES (N=218)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
Yes	75%	70%	79%	74%	75%	77%	75%	78%	48%
No/DON'T KNOW/WON'T SAY	25%	30%	21%	26%	25%	23%	25%	22%	52%

### DO YOU USE THE PUEBLO CITY-COUNTY LIBRARY DISTRICT'S WEBSITE?

QUESTION 25. DO YOU USE THE PUEBLO CITY-COUNTY LIBRARY DISTRICT'S WEBSITE?

	TOTAL SAMPLE (N=300)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
Yes	34%	31%	37%	34%	38%	41%	42%	31%	23%	36%	39%	35%	30%	26%
No/DON'T KNOW/WON'T SAY	66%	69%	63%	66%	62%	59%	58%	69%	77%	64%	61%	65%	70%	74%

	TOTAL SAMPLE (N=300)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
Yes	34%	22%	35%	44%	42%	42%	30%	43%	3%
No/DON'T KNOW/WON'T SAY	66%	78%	65%	56%	58%	58%	70%	57%	97%

**EASE OF USE OF WEBSITE**  
AMONG THOSE WHO USE THE LIBRARY WEBSITE

QUESTION 26. OVERALL, HOW EASY IS THE WEBSITE TO USE? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS VERY EASY AND A SCORE OF 1 MEANS VERY DIFFICULT.

	TOTAL RESPONSES (N=102)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>5 – VERY EASY</b>	37%	34%	39%	30%	49%	24%	41%	53%	26%	41%	36%	48%	19%	34%
<b>4</b>	34%	37%	32%	36%	30%	31%	46%	22%	41%	33%	22%	46%	44%	59%
<b>3</b>	19%	14%	22%	22%	16%	32%	14%	15%	8%	21%	38%	-	37%	-
<b>2</b>	5%	5%	5%	1%	5%	10%	-	5%	4%	-	-	6%	-	7%
<b>1 – VERY DIFFICULT</b>	4%	8%	2%	8%	-	4%	-	-	21%	5%	5%	-	-	-
<b>DON'T KNOW/WON'T SAY</b>	1%	3%	-	2%	-	-	-	5%	-	-	-	-	-	-
<b>MEAN†</b>	4.0	3.9	4.0	3.8	4.2	3.6	4.3	4.3	3.5	4.1	3.8	4.4	3.8	4.2

	TOTAL RESPONSES (N=102)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>5 – VERY EASY</b>	37%	38%	44%	27%	34%	34%	38%	36%	59%
<b>4</b>	34%	36%	24%	45%	45%	37%	33%	34%	41%
<b>3</b>	19%	20%	21%	20%	5%	22%	16%	19%	-
<b>2</b>	5%	-	4%	4%	17%	7%	3%	5%	-
<b>1 – VERY DIFFICULT</b>	4%	7%	5%	4%	-	-	7%	4%	-
<b>DON'T KNOW/WON'T SAY</b>	1%	-	3%	-	-	-	2%	1%	-
<b>MEAN†</b>	4.0	4.0	4.0	3.9	3.9	4.0	3.9	3.9	4.6

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE VERY EASY RESPONSE IS ASSIGNED A VALUE OF 5; THE VERY DIFFICULT RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

## USAGE OF VARIOUS COLLECTIONS AT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: COLLECTION OF BOOKS

AMONG THOSE WHO HAVE BEEN TO A PUEBLO CITY-COUNTY LIBRARY OR USE THE WEBSITE

QUESTION 27. PLEASE TELL ME IF YOU HAVE USED EACH OF THE COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT. **THE COLLECTION OF BOOKS.**

	TOTAL RESPONSES (N=224)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	84%	82%	85%	84%	85%	97%	74%	81%	84%	87%	83%	86%	71%	91%
<b>No</b>	16%	18%	15%	16%	15%	3%	26%	19%	16%	13%	17%	14%	29%	9%

	TOTAL RESPONSES (N=224)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	84%	79%	88%	83%	81%	88%	81%	87%	51%
<b>No</b>	16%	21%	12%	17%	19%	12%	19%	13%	49%

## OVERALL SATISFACTION WITH COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: COLLECTION OF BOOKS

AMONG THOSE WHO HAVE USED THE COLLECTION OF BOOKS

QUESTION 28. IF YOU USED **THE COLLECTION OF BOOKS**, PLEASE TELL ME IF YOU ARE VERY SATISFIED, SOMEWHAT SATISFIED, SOMEWHAT DISSATISFIED, OR VERY DISSATISFIED.

	TOTAL RESPONSES (N=188)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>VERY SATISFIED</b>	72%	74%	70%	70%	80%	60%	76%	79%	73%	74%	69%	70%	81%	68%
<b>SOMEWHAT SATISFIED</b>	26%	25%	27%	27%	20%	38%	24%	15%	27%	20%	31%	27%	19%	32%
<b>SOMEWHAT DISSATISFIED</b>	2%	2%	2%	3%	-	2%	-	5%	-	6%	-	3%	-	-
<b>VERY DISSATISFIED</b>	*	-	1%	1%	-	-	-	1%	-	-	-	-	-	-

	TOTAL RESPONSES (N=188)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	YES	NO	YES	NO
<b>VERY SATISFIED</b>	72%	70%	70%	73%	79%	64%	76%	73%	49%
<b>SOMEWHAT SATISFIED</b>	26%	30%	27%	23%	21%	32%	22%	25%	51%
<b>SOMEWHAT DISSATISFIED</b>	2%	-	3%	3%	-	3%	1%	2%	-
<b>VERY DISSATISFIED</b>	*	-	-	1%	-	-	1%	*	-

\*LESS THAN 1% REPORTED.

## USAGE OF VARIOUS COLLECTIONS AT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: THE COLLECTION OF MOVIES

AMONG THOSE WHO HAVE BEEN TO A PUEBLO CITY-COUNTY LIBRARY OR USE THE WEBSITE

QUESTION 29. PLEASE TELL ME IF YOU HAVE USED EACH OF THE COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT. **THE COLLECTION OF MOVIES.**

	TOTAL RESPONSES (N=224)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	51%	58%	45%	46%	57%	63%	56%	57%	23%	63%	55%	56%	36%	47%
<b>No</b>	49%	42%	55%	54%	43%	37%	44%	43%	77%	37%	45%	44%	64%	53%

	TOTAL RESPONSES (N=224)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	51%	47%	53%	48%	60%	60%	45%	55%	13%
<b>No</b>	49%	53%	47%	52%	40%	40%	55%	45%	87%



## OVERALL SATISFACTION WITH COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: THE COLLECTION OF MOVIES

AMONG THOSE WHO HAVE USED THE COLLECTION OF MOVIES

QUESTION 30. IF YOU USED **THE COLLECTION OF MOVIES**, PLEASE TELL ME IF YOU ARE VERY SATISFIED, SOMEWHAT SATISFIED, SOMEWHAT DISSATISFIED, OR VERY DISSATISFIED.

	TOTAL RESPONSES (N=114)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>VERY SATISFIED</b>	63%	59%	68%	52%	78%	48%	76%	64%	69%	71%	62%	62%	70%	70%
<b>SOMEWHAT SATISFIED</b>	29%	34%	24%	40%	16%	41%	24%	23%	31%	22%	24%	34%	30%	19%
<b>SOMEWHAT DISSATISFIED</b>	4%	3%	5%	4%	6%	8%	-	5%	-	4%	9%	-	-	11%
<b>VERY DISSATISFIED</b>	3%	2%	3%	3%	-	4%	-	5%	-	3%	-	4%	-	-
<b>DON'T KNOW/WON'T SAY</b>	1%	2%	-	2%	-	-	-	3%	-	-	4%	-	-	-

	TOTAL RESPONSES (N=114)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>VERY SATISFIED</b>	63%	68%	69%	48%	64%	59%	66%	63%	74%
<b>SOMEWHAT SATISFIED</b>	29%	32%	21%	39%	36%	28%	30%	30%	-
<b>SOMEWHAT DISSATISFIED</b>	4%	-	5%	7%	-	8%	1%	4%	26%
<b>VERY DISSATISFIED</b>	3%	-	2%	7%	-	3%	3%	3%	-
<b>DON'T KNOW/WON'T SAY</b>	1%	-	2%	-	-	2%	-	1%	-

## USAGE OF VARIOUS COLLECTIONS AT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: ONLINE EBOOKS

AMONG THOSE WHO HAVE BEEN TO A PUEBLO CITY-COUNTY LIBRARY OR USE THE WEBSITE

QUESTION 31. PLEASE TELL ME IF YOU HAVE USED EACH OF THE COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT. **ONLINE EBOOKS.**

	TOTAL RESPONSES (N=224)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	36%	35%	37%	36%	34%	42%	44%	35%	23%	36%	31%	48%	28%	45%
<b>No</b>	64%	65%	63%	64%	66%	58%	56%	65%	77%	64%	69%	52%	72%	55%

	TOTAL RESPONSES (N=224)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	36%	23%	40%	36%	52%	38%	35%	38%	22%
<b>No</b>	64%	77%	60%	64%	48%	62%	65%	62%	78%

## OVERALL SATISFACTION WITH COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: ONLINE EBOOKS

AMONG THOSE WHO HAVE USED THE COLLECTION OF ONLINE EBOOKS

QUESTION 32. IF YOU USED **ONLINE EBOOKS**, PLEASE TELL ME IF YOU ARE VERY SATISFIED, SOMEWHAT SATISFIED, SOMEWHAT DISSATISFIED, OR VERY DISSATISFIED.

	TOTAL RESPONSES (N=81)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>VERY SATISFIED</b>	65%	57%	71%	70%	63%	46%	74%	68%	81%	50%	64%	67%	85%	81%
<b>SOMEWHAT SATISFIED</b>	31%	39%	24%	24%	37%	48%	21%	28%	19%	50%	36%	23%	15%	19%
<b>SOMEWHAT DISSATISFIED</b>	4%	4%	5%	5%	-	5%	5%	5%	-	-	-	9%	-	-
<b>VERY DISSATISFIED</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	TOTAL RESPONSES (N=81)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	YES	NO	YES	NO
<b>VERY SATISFIED</b>	65%	62%	62%	64%	79%	67%	63%	64%	75%
<b>SOMEWHAT SATISFIED</b>	31%	38%	32%	30%	21%	29%	32%	31%	25%
<b>SOMEWHAT DISSATISFIED</b>	4%	-	6%	6%	-	4%	4%	5%	-
<b>VERY DISSATISFIED</b>	-	-	-	-	-	-	-	-	-

## USAGE OF VARIOUS COLLECTIONS AT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: AUDIOBOOKS

AMONG THOSE WHO HAVE BEEN TO A PUEBLO CITY-COUNTY LIBRARY OR USE THE WEBSITE

QUESTION 33. PLEASE TELL ME IF YOU HAVE USED EACH OF THE COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT. **AUDIOBOOKS.**

	TOTAL RESPONSES (N=224)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	32%	33%	32%	27%	35%	44%	30%	30%	24%	37%	27%	37%	17%	49%
<b>No</b>	68%	67%	68%	73%	65%	56%	70%	70%	76%	63%	73%	63%	83%	51%

	TOTAL RESPONSES (N=224)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	32%	29%	30%	38%	35%	34%	31%	32%	31%
<b>No</b>	68%	71%	70%	62%	65%	66%	69%	68%	69%

## OVERALL SATISFACTION WITH COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: AUDIOBOOKS

AMONG THOSE WHO HAVE USED THE COLLECTION OF AUDIOBOOKS

QUESTION 34. IF YOU USED **AUDIOBOOKS**, PLEASE TELL ME IF YOU ARE VERY SATISFIED, SOMEWHAT SATISFIED, SOMEWHAT DISSATISFIED, OR VERY DISSATISFIED.

	TOTAL RESPONSES (N=72)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>VERY SATISFIED</b>	51%	54%	48%	57%	51%	24%	59%	66%	70%	50%	31%	60%	57%	51%
<b>SOMEWHAT SATISFIED</b>	46%	46%	45%	41%	44%	70%	41%	31%	25%	41%	69%	40%	30%	49%
<b>SOMEWHAT DISSATISFIED</b>	4%	-	7%	2%	6%	7%	-	3%	5%	9%	-	-	13%	-
<b>VERY DISSATISFIED</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	TOTAL RESPONSES (N=72)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	YES	NO	YES	NO
<b>VERY SATISFIED</b>	51%	40%	39%	62%	81%	47%	53%	51%	41%
<b>SOMEWHAT SATISFIED</b>	46%	60%	55%	36%	12%	53%	40%	44%	59%
<b>SOMEWHAT DISSATISFIED</b>	4%	-	6%	3%	7%	-	6%	4%	-
<b>VERY DISSATISFIED</b>	-	-	-	-	-	-	-	-	-

## USAGE OF VARIOUS COLLECTIONS AT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: STREAMING MOVIES

AMONG THOSE WHO HAVE BEEN TO A PUEBLO CITY-COUNTY LIBRARY OR USE THE WEBSITE

QUESTION 35. PLEASE TELL ME IF YOU HAVE USED EACH OF THE COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT. **STREAMING MOVIES.**

	TOTAL RESPONSES (N=224)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	18%	16%	19%	13%	23%	26%	30%	10%	4%	14%	25%	24%	13%	14%
<b>No</b>	82%	84%	81%	87%	77%	74%	70%	90%	96%	86%	75%	76%	87%	86%

	TOTAL RESPONSES (N=224)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	18%	12%	22%	19%	8%	23%	14%	18%	10%
<b>No</b>	82%	88%	78%	81%	92%	77%	86%	82%	90%

## OVERALL SATISFACTION WITH COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: STREAMING MOVIES

AMONG THOSE WHO HAVE USED THE COLLECTION OF STREAMING MOVIES

QUESTION 36. IF YOU USED **STREAMING MOVIES**, PLEASE TELL ME IF YOU ARE VERY SATISFIED, SOMEWHAT SATISFIED, SOMEWHAT DISSATISFIED, OR VERY DISSATISFIED.

	TOTAL RESPONSES (N=36)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>VERY SATISFIED</b>	69%	66%	72%	48%	85%	59%	81%	69%	54%	91%	57%	86%	63%	20%
<b>SOMEWHAT SATISFIED</b>	21%	26%	18%	40%	7%	25%	19%	9%	46%	9%	21%	10%	37%	56%
<b>SOMEWHAT DISSATISFIED</b>	4%	-	6%	-	8%	10%	-	-	-	-	13%	-	-	-
<b>VERY DISSATISFIED</b>	1%	3%	-	-	-	-	-	8%	-	-	-	4%	-	-
<b>DON'T KNOW/WON'T SAY</b>	4%	5%	4%	12%	-	6%	-	13%	-	-	8%	-	-	25%

	TOTAL RESPONSES (N=39)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>VERY SATISFIED</b>	69%	67%	76%	59%	65%	82%	56%	73%	-
<b>SOMEWHAT SATISFIED</b>	21%	33%	17%	21%	35%	10%	32%	17%	100%
<b>SOMEWHAT DISSATISFIED</b>	4%	-	7%	-	-	8%	-	4%	-
<b>VERY DISSATISFIED</b>	1%	-	-	5%	-	-	3%	1%	-
<b>DON'T KNOW/WON'T SAY</b>	4%	-	-	16%	-	-	9%	5%	-

## USAGE OF VARIOUS COLLECTIONS AT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: STREAMING MUSIC

AMONG THOSE WHO HAVE BEEN TO A PUEBLO CITY-COUNTY LIBRARY OR USE THE WEBSITE

QUESTION 37. PLEASE TELL ME IF YOU HAVE USED EACH OF THE COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT. **STREAMING MUSIC.**

	TOTAL RESPONSES (N=224)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	13%	17%	10%	9%	14%	20%	20%	7%	6%	18%	21%	13%	4%	11%
<b>No</b>	87%	83%	90%	91%	86%	80%	80%	93%	94%	82%	79%	87%	96%	89%

	TOTAL RESPONSES (N=224)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	13%	11%	17%	12%	7%	15%	12%	14%	10%
<b>No</b>	87%	89%	83%	88%	93%	85%	88%	86%	90%



## OVERALL SATISFACTION WITH COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: STREAMING MUSIC

AMONG THOSE WHO HAVE USED THE COLLECTION OF STREAMING MUSIC

QUESTION 38. IF YOU USED **STREAMING MUSIC**, PLEASE TELL ME IF YOU ARE VERY SATISFIED, SOMEWHAT SATISFIED, SOMEWHAT DISSATISFIED, OR VERY DISSATISFIED.

	TOTAL RESPONSES (N=30)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>VERY SATISFIED</b>	71%	65%	80%	72%	80%	50%	82%	100%	67%	67%	60%	100%	100%	31%
<b>SOMEWHAT SATISFIED</b>	24%	35%	8%	28%	8%	38%	18%	-	33%	33%	25%	-	-	69%
<b>SOMEWHAT DISSATISFIED</b>	5%	-	12%	-	12%	13%	-	-	-	-	15%	-	-	-
<b>VERY DISSATISFIED</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	TOTAL RESPONSES (N=30)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	YES	NO	YES	NO
<b>VERY SATISFIED</b>	71%	27%	76%	85%	100%	89%	57%	76%	-
<b>SOMEWHAT SATISFIED</b>	24%	73%	14%	15%	-	-	43%	19%	100%
<b>SOMEWHAT DISSATISFIED</b>	5%	-	9%	-	-	11%	-	5%	-
<b>VERY DISSATISFIED</b>	-	-	-	-	-	-	-	-	-

## USAGE OF VARIOUS COLLECTIONS AT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: CHILDREN'S COLLECTION AND SERVICES

AMONG THOSE WHO HAVE BEEN TO A PUEBLO CITY-COUNTY LIBRARY OR USE THE WEBSITE

QUESTION 39. PLEASE TELL ME IF YOU HAVE USED EACH OF THE COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT. **CHILDREN'S COLLECTION AND SERVICES.**

	TOTAL RESPONSES (N=224)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	46%	41%	49%	39%	48%	56%	67%	38%	20%	40%	49%	42%	48%	49%
<b>No</b>	54%	59%	51%	61%	52%	44%	33%	62%	80%	60%	51%	58%	52%	51%

	TOTAL RESPONSES (N=224)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	46%	43%	46%	51%	36%	66%	33%	48%	19%
<b>No</b>	54%	57%	54%	49%	64%	34%	67%	52%	81%

## OVERALL SATISFACTION WITH COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: CHILDREN'S COLLECTION AND SERVICES

AMONG THOSE WHO HAVE USED THE CHILDREN'S COLLECTION AND SERVICES

QUESTION 40. IF YOU USED CHILDREN'S COLLECTION AND SERVICES, PLEASE TELL ME IF YOU ARE VERY SATISFIED, SOMEWHAT SATISFIED, SOMEWHAT DISSATISFIED, OR VERY DISSATISFIED.

	TOTAL RESPONSES (N=102)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>VERY SATISFIED</b>	79%	90%	71%	83%	77%	68%	87%	74%	93%	66%	73%	83%	92%	88%
<b>SOMEWHAT SATISFIED</b>	19%	10%	25%	15%	23%	26%	13%	24%	7%	26%	27%	17%	8%	12%
<b>SOMEWHAT DISSATISFIED</b>	2%	-	3%	-	-	5%	-	-	-	8%	-	-	-	-
<b>VERY DISSATISFIED</b>	1%	-	1%	1%	-	-	-	3%	-	-	-	-	-	-

	TOTAL RESPONSES (N=102)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	YES	NO	YES	NO
<b>VERY SATISFIED</b>	79%	69%	81%	79%	94%	75%	84%	78%	100%
<b>SOMEWHAT SATISFIED</b>	19%	24%	19%	19%	6%	25%	11%	20%	-
<b>SOMEWHAT DISSATISFIED</b>	2%	8%	-	-	-	-	4%	2%	-
<b>VERY DISSATISFIED</b>	1%	-	-	2%	-	-	1%	1%	-

## USAGE OF VARIOUS COLLECTIONS AT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: LOCAL HISTORY AND ARCHIVES

AMONG THOSE WHO HAVE BEEN TO A PUEBLO CITY-COUNTY LIBRARY OR USE THE WEBSITE

QUESTION 41. PLEASE TELL ME IF YOU HAVE USED EACH OF THE COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT. **LOCAL HISTORY AND ARCHIVES.**

	TOTAL RESPONSES (N=224)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	48%	54%	44%	46%	48%	41%	57%	46%	49%	59%	50%	45%	46%	58%
<b>No</b>	52%	46%	56%	54%	52%	59%	43%	54%	51%	41%	50%	55%	54%	42%

	TOTAL RESPONSES (N=224)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	48%	41%	47%	51%	61%	47%	49%	49%	37%
<b>No</b>	52%	59%	53%	49%	39%	53%	51%	51%	63%

**OVERALL SATISFACTION WITH COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT:  
LOCAL HISTORY AND ARCHIVES**

AMONG THOSE WHO HAVE USED THE LOCAL HISTORY AND ARCHIVES

QUESTION 42. IF YOU USED **LOCAL HISTORY AND ARCHIVES**, PLEASE TELL ME IF YOU ARE VERY SATISFIED, SOMEWHAT SATISFIED, SOMEWHAT DISSATISFIED, OR VERY DISSATISFIED.

	TOTAL RESPONSES (N=108)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>VERY SATISFIED</b>	72%	74%	69%	70%	78%	74%	72%	73%	67%	78%	66%	75%	69%	74%
<b>SOMEWHAT SATISFIED</b>	22%	20%	24%	28%	13%	6%	24%	27%	27%	9%	20%	25%	27%	26%
<b>SOMEWHAT DISSATISFIED</b>	3%	6%	-	-	8%	13%	-	-	-	4%	9%	-	-	-
<b>VERY DISSATISFIED</b>	4%	1%	7%	2%	1%	7%	4%	-	6%	9%	5%	-	4%	-

	TOTAL RESPONSES (N=108)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	YES	NO	YES	NO
<b>VERY SATISFIED</b>	72%	68%	72%	74%	67%	70%	72%	72%	66%
<b>SOMEWHAT SATISFIED</b>	22%	18%	23%	19%	29%	24%	20%	21%	34%
<b>SOMEWHAT DISSATISFIED</b>	3%	-	4%	4%	-	-	4%	3%	-
<b>VERY DISSATISFIED</b>	4%	14%	-	3%	4%	5%	3%	4%	-

## EASE OF USE OF THE PROGRAMS AND SERVICES OFFERED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT

AMONG THOSE WHO HAVE BEEN TO A PUEBLO CITY-COUNTY LIBRARY OR USE THE WEBSITE

QUESTION 43. THINKING OF ALL THE PROGRAMS AND SERVICES OFFERED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT, HOW EASY IS THE LIBRARY TO USE? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS VERY EASY AND A SCORE OF 1 MEANS VERY DIFFICULT.

	TOTAL RESPONSES (N=224)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>5 - VERY EASY</b>	54%	51%	56%	51%	65%	46%	50%	60%	59%	61%	44%	52%	59%	60%
<b>4</b>	38%	42%	34%	39%	29%	49%	40%	32%	30%	34%	41%	44%	32%	40%
<b>3</b>	5%	4%	7%	5%	4%	5%	7%	3%	8%	4%	12%	2%	2%	-
<b>2</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>1 - VERY DIFFICULT</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DON'T KNOW/WON'T SAY</b>	3%	3%	3%	4%	2%	-	4%	5%	3%	1%	3%	2%	7%	-
<b>MEAN †</b>	4.5	4.5	4.5	4.5	4.6	4.4	4.4	4.6	4.5	4.6	4.3	4.5	4.6	4.6

	TOTAL RESPONSES (N=224)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>5 - VERY EASY</b>	54%	54%	53%	53%	57%	54%	54%	55%	38%
<b>4</b>	38%	35%	39%	38%	37%	40%	37%	39%	30%
<b>3</b>	5%	3%	8%	4%	4%	5%	5%	5%	13%
<b>2</b>	-	-	-	-	-	-	-	-	-
<b>1 - VERY DIFFICULT</b>	-	-	-	-	-	-	-	-	-
<b>DON'T KNOW/WON'T SAY</b>	3%	7%	-	4%	2%	1%	4%	2%	18%
<b>MEAN †</b>	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.3

† THE MEAN SCORE IS DERIVED BY TAKING THE AVERAGE SCORE BASED ON THE 5-POINT SCALE. THE VERY EASY RESPONSE IS ASSIGNED A VALUE OF 5; THE VERY DIFFICULT RESPONSE IS ASSIGNED A VALUE OF 1. THE DON'T KNOW/WON'T SAY RESPONSES ARE EXCLUDED FROM THE CALCULATION OF THE MEAN.

## AWARENESS OF VARIOUS COLLECTIONS OFFERED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: THE COLLECTION OF BOOKS

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE

QUESTION 44. PLEASE TELL ME IF YOU ARE AWARE THAT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT HAS EACH OF THE FOLLOWING TYPES OF COLLECTIONS: **THE COLLECTION OF BOOKS.**

	TOTAL RESPONSES (N=76)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	78%	79%	76%	78%	77%	56%	93%	69%	88%	85%	87%	61%	74%	67%
<b>No</b>	22%	21%	24%	22%	23%	44%	7%	31%	12%	15%	13%	39%	26%	33%

	TOTAL RESPONSES (N=76)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	78%	68%	94%	70%	59%	67%	81%	75%	80%
<b>No</b>	22%	32%	6%	30%	41%	33%	19%	25%	20%

## LIKELIHOOD OF UTILIZING THE VARIOUS COLLECTIONS: THE COLLECTION OF BOOKS

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE AND ARE NOT AWARE OF THE COLLECTION

QUESTION 45. THEN, PLEASE TELL ME IF YOU WOULD BE VERY LIKELY, SOMEWHAT LIKELY, SOMEWHAT UNLIKELY, OR UNLIKELY TO USE **THE COLLECTION OF BOOKS** IN THE NEAR FUTURE.

	TOTAL RESPONSES (N=17)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>VERY LIKELY</b>	13%	-	30%	25%	-	-	100%	16%	-	-	-	-	41%	-
<b>SOMEWHAT LIKELY</b>	25%	-	56%	24%	41%	33%	-	32%	-	100%	-	-	-	-
<b>SOMEWHAT UNLIKELY</b>	25%	33%	14%	26%	36%	-	-	37%	70%	-	45%	-	22%	65%
<b>VERY UNLIKELY</b>	37%	67%	-	25%	23%	67%	-	15%	30%	-	55%	100%	37%	35%

	TOTAL RESPONSES (N=17)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	YES	NO	YES	NO
<b>VERY LIKELY</b>	13%	12%	58%	-	-	-	20%	28%	-
<b>SOMEWHAT LIKELY</b>	25%	37%	-	19%	-	80%	-	25%	25%
<b>SOMEWHAT UNLIKELY</b>	25%	29%	-	42%	-	-	36%	7%	41%
<b>VERY UNLIKELY</b>	37%	22%	42%	39%	100%	20%	44%	39%	34%



## AWARENESS OF VARIOUS COLLECTIONS OFFERED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: THE COLLECTION OF MOVIES

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE

QUESTION 46. PLEASE TELL ME IF YOU ARE AWARE THAT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT HAS EACH OF THE FOLLOWING TYPES OF COLLECTIONS: **THE COLLECTION OF MOVIES.**

	TOTAL RESPONSES (N=76)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	59%	58%	59%	54%	74%	61%	75%	58%	43%	68%	64%	66%	38%	43%
<b>No</b>	41%	42%	41%	46%	26%	39%	25%	42%	57%	32%	36%	34%	62%	57%

	TOTAL RESPONSES (N=76)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	59%	57%	68%	58%	13%	64%	57%	66%	53%
<b>No</b>	41%	43%	32%	42%	87%	36%	43%	34%	47%

## LIKELIHOOD OF UTILIZING THE VARIOUS COLLECTIONS: THE COLLECTION OF MOVIES

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE AND ARE NOT AWARE OF THE COLLECTION

QUESTION 47. THEN, PLEASE TELL ME IF YOU WOULD BE VERY LIKELY, SOMEWHAT LIKELY, SOMEWHAT UNLIKELY, OR UNLIKELY TO USE THE COLLECTION OF MOVIES IN THE NEAR FUTURE.

	TOTAL RESPONSES (N=31)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
VERY LIKELY	7%	-	16%	11%	-	-	-	23%	-	13%	-	-	-	-
SOMEWHAT LIKELY	19%	18%	20%	25%	20%	26%	71%	7%	4%	-	-	-	48%	15%
SOMEWHAT UNLIKELY	4%	3%	6%	7%	-	-	-	-	11%	-	-	-	20%	-
VERY UNLIKELY	58%	72%	38%	46%	80%	74%	-	63%	68%	61%	65%	100%	32%	72%
DON'T KNOW/WON'T SAY	13%	7%	20%	10%	-	-	29%	7%	16%	26%	35%	-	-	13%

	TOTAL RESPONSES (N=31)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
VERY LIKELY	7%	-	22%	-	-	-	8%	10%	5%
SOMEWHAT LIKELY	19%	9%	29%	32%	12%	70%	7%	30%	12%
SOMEWHAT UNLIKELY	4%	-	9%	14%	-	-	5%	5%	4%
VERY UNLIKELY	58%	76%	27%	55%	74%	30%	64%	56%	59%
DON'T KNOW/WON'T SAY	13%	15%	14%	-	15%	-	15%	-	19%

## AWARENESS OF VARIOUS COLLECTIONS OFFERED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: ONLINE EBOOKS

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE

QUESTION 48. PLEASE TELL ME IF YOU ARE AWARE THAT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT HAS EACH OF THE FOLLOWING TYPES OF COLLECTIONS: **ONLINE EBOOKS.**

	TOTAL RESPONSES (N=76)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	39%	44%	32%	47%	25%	47%	49%	37%	29%	31%	45%	49%	50%	36%
<b>No</b>	61%	56%	68%	53%	75%	53%	51%	63%	71%	69%	55%	51%	50%	64%

	TOTAL RESPONSES (N=76)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	39%	21%	51%	64%	37%	36%	40%	36%	42%
<b>No</b>	61%	79%	49%	36%	63%	64%	60%	64%	58%

## LIKELIHOOD OF UTILIZING THE VARIOUS COLLECTIONS: ONLINE EBOOKS

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE AND ARE NOT AWARE OF THE COLLECTION

QUESTION 49. THEN, PLEASE TELL ME IF YOU WOULD BE VERY LIKELY, SOMEWHAT LIKELY, SOMEWHAT UNLIKELY, OR UNLIKELY TO USE **ONLINE EBOOKS** IN THE FUTURE.

	TOTAL RESPONSES (N=46)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>VERY LIKELY</b>	12%	6%	19%	22%	7%	19%	24%	8%	6%	6%	33%	-	49%	-
<b>SOMEWHAT LIKELY</b>	25%	14%	36%	31%	29%	28%	-	50%	16%	44%	-	29%	21%	-
<b>SOMEWHAT UNLIKELY</b>	1%	-	3%	-	4%	-	6%	-	-	-	-	-	10%	-
<b>VERY UNLIKELY</b>	50%	68%	30%	44%	49%	54%	48%	37%	60%	38%	67%	53%	20%	51%
<b>DON'T KNOW/WON'T SAY</b>	12%	12%	12%	3%	13%	-	22%	5%	18%	12%	-	18%	-	49%

	TOTAL RESPONSES (N=46)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>VERY LIKELY</b>	12%	5%	31%	-	-	25%	9%	18%	8%
<b>SOMEWHAT LIKELY</b>	25%	20%	39%	16%	-	41%	20%	31%	20%
<b>SOMEWHAT UNLIKELY</b>	1%	-	-	16%	-	5%	-	3%	-
<b>VERY UNLIKELY</b>	50%	58%	24%	68%	80%	29%	56%	38%	59%
<b>DON'T KNOW/WON'T SAY</b>	12%	16%	5%	-	20%	-	15%	10%	13%

## AWARENESS OF VARIOUS COLLECTIONS OFFERED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: AUDIOBOOKS

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE

QUESTION 50. PLEASE TELL ME IF YOU ARE AWARE THAT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT HAS EACH OF THE FOLLOWING TYPES OF COLLECTIONS: **AUDIOBOOKS**.

	TOTAL RESPONSES (N=76)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	48%	49%	47%	50%	47%	64%	47%	48%	38%	39%	39%	80%	60%	36%
<b>No</b>	52%	51%	53%	50%	53%	36%	53%	52%	62%	61%	61%	20%	40%	64%

	TOTAL RESPONSES (N=76)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	48%	34%	55%	78%	37%	42%	50%	42%	53%
<b>No</b>	52%	66%	45%	22%	63%	58%	50%	58%	47%

## LIKELIHOOD OF UTILIZING THE VARIOUS COLLECTIONS: AUDIOBOOKS

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE AND ARE NOT AWARE OF THE COLLECTION

QUESTION 51 THEN, PLEASE TELL ME IF YOU WOULD BE VERY LIKELY, SOMEWHAT LIKELY, SOMEWHAT UNLIKELY, OR UNLIKELY TO USE **AUDIOBOOKS** IN THE FUTURE.

	TOTAL RESPONSES (N=39)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>VERY LIKELY</b>	5%	-	11%	-	17%	-	11%	-	7%	6%	16%	-	-	-
<b>SOMEWHAT LIKELY</b>	10%	5%	16%	10%	15%	-	-	34%	-	7%	-	-	26%	-
<b>SOMEWHAT UNLIKELY</b>	21%	19%	23%	34%	11%	41%	26%	12%	16%	24%	39%	-	22%	-
<b>VERY UNLIKELY</b>	53%	67%	35%	53%	39%	59%	42%	48%	62%	50%	44%	100%	52%	51%
<b>DON'T KNOW/WON'T SAY</b>	12%	9%	16%	3%	18%	-	21%	6%	15%	13%	-	-	-	49%

	TOTAL RESPONSES (N=39)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>VERY LIKELY</b>	5%	-	14%	-	-	21%	-	10%	-
<b>SOMEWHAT LIKELY</b>	10%	-	24%	27%	-	6%	11%	20%	-
<b>SOMEWHAT UNLIKELY</b>	21%	16%	28%	45%	-	42%	14%	18%	23%
<b>VERY UNLIKELY</b>	53%	64%	34%	28%	80%	32%	60%	40%	65%
<b>DON'T KNOW/WON'T SAY</b>	12%	20%	-	-	20%	-	16%	11%	13%

## AWARENESS OF VARIOUS COLLECTIONS OFFERED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: STREAMING MOVIES

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE

QUESTION 52. PLEASE TELL ME IF YOU ARE AWARE THAT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT HAS EACH OF THE FOLLOWING TYPES OF COLLECTIONS: **STREAMING MOVIES**.

	TOTAL RESPONSES (N=76)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	28%	34%	19%	33%	10%	47%	41%	12%	18%	25%	45%	42%	14%	-
<b>No</b>	72%	66%	81%	67%	90%	53%	59%	88%	82%	75%	55%	58%	86%	100%

	TOTAL RESPONSES (N=76)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	28%	26%	35%	18%	10%	22%	29%	22%	32%
<b>No</b>	72%	74%	65%	82%	90%	78%	71%	78%	68%

## LIKELIHOOD OF UTILIZING THE VARIOUS COLLECTIONS: STREAMING MOVIES

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE AND ARE NOT AWARE OF THE COLLECTION

QUESTION 53. THEN, PLEASE TELL ME IF YOU WOULD BE VERY LIKELY, SOMEWHAT LIKELY, SOMEWHAT UNLIKELY, OR UNLIKELY TO USE **STREAMING MOVIES** IN THE FUTURE.

	TOTAL RESPONSES (N=55)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>VERY LIKELY</b>	9%	5%	14%	9%	13%	19%	10%	14%	-	14%	18%	-	16%	-
<b>SOMEWHAT LIKELY</b>	15%	8%	22%	22%	12%	14%	29%	18%	3%	6%	-	50%	25%	9%
<b>SOMEWHAT UNLIKELY</b>	10%	13%	7%	12%	12%	-	-	18%	13%	7%	15%	-	36%	-
<b>VERY UNLIKELY</b>	54%	63%	43%	51%	52%	67%	42%	41%	68%	62%	67%	35%	23%	60%
<b>DON'T KNOW/WON'T SAY</b>	12%	10%	14%	6%	11%	-	19%	9%	16%	11%	-	15%	-	32%

	TOTAL RESPONSES (N=55)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>VERY LIKELY</b>	9%	7%	19%	-	-	32%	2%	16%	3%
<b>SOMEWHAT LIKELY</b>	15%	5%	11%	61%	-	20%	14%	25%	7%
<b>SOMEWHAT UNLIKELY</b>	10%	-	26%	6%	-	12%	10%	19%	3%
<b>VERY UNLIKELY</b>	54%	71%	35%	33%	86%	36%	59%	32%	72%
<b>DON'T KNOW/WON'T SAY</b>	12%	17%	9%	-	14%	-	15%	8%	15%



## AWARENESS OF VARIOUS COLLECTIONS OFFERED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT: STREAMING MUSIC

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE

QUESTION 54. PLEASE TELL ME IF YOU HAVE USED EACH OF THE COLLECTIONS PROVIDED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT. **STREAMING MUSIC.**

	TOTAL RESPONSES (N=76)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	22%	27%	16%	27%	2%	47%	21%	15%	13%	14%	27%	50%	19%	-
<b>No</b>	78%	73%	84%	73%	98%	53%	79%	85%	87%	86%	73%	50%	81%	100%

	TOTAL RESPONSES (N=76)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	22%	21%	28%	16%	10%	20%	23%	19%	24%
<b>No</b>	78%	79%	72%	84%	90%	80%	77%	81%	76%

## LIKELIHOOD OF UTILIZING THE VARIOUS COLLECTIONS: STREAMING MUSIC

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE AND ARE NOT AWARE OF THE COLLECTION

QUESTION 55. THEN, PLEASE TELL ME IF YOU WOULD BE VERY LIKELY, SOMEWHAT LIKELY, SOMEWHAT UNLIKELY, OR UNLIKELY TO USE **STREAMING MUSIC** IN THE FUTURE.

	TOTAL RESPONSES (N=59)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
VERY LIKELY	3%	-	7%	-	9%	-	7%	-	5%	4%	14%	-	-	-
SOMEWHAT LIKELY	10%	4%	18%	9%	15%	14%	4%	23%	-	12%	-	41%	-	-
SOMEWHAT UNLIKELY	10%	16%	3%	13%	11%	-	9%	19%	8%	6%	28%	-	30%	-
VERY UNLIKELY	64%	68%	58%	69%	55%	86%	59%	49%	72%	68%	58%	41%	70%	57%
DON'T KNOW/WON'T SAY	13%	12%	14%	9%	10%	-	21%	9%	15%	10%	-	18%	-	43%

	TOTAL RESPONSES (N=59)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
VERY LIKELY	3%	-	9%	-	-	15%	-	7%	-
SOMEWHAT LIKELY	10%	-	16%	28%	-	9%	10%	11%	9%
SOMEWHAT UNLIKELY	10%	-	26%	7%	-	7%	11%	19%	4%
VERY UNLIKELY	64%	84%	40%	53%	86%	69%	62%	56%	70%
DON'T KNOW/WON'T SAY	13%	16%	9%	12%	14%	-	16%	8%	17%

**AWARENESS OF VARIOUS COLLECTIONS OFFERED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT:  
CHILDREN'S COLLECTION AND SERVICES**

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE

QUESTION 56. PLEASE TELL ME IF YOU ARE AWARE THAT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT HAS EACH OF THE FOLLOWING TYPES OF COLLECTIONS: **CHILDREN'S COLLECTION AND SERVICES.**

	TOTAL RESPONSES (N=76)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	73%	79%	66%	68%	86%	69%	93%	78%	54%	88%	79%	38%	65%	89%
<b>No</b>	27%	21%	34%	32%	14%	31%	7%	22%	46%	12%	21%	62%	35%	11%

	TOTAL RESPONSES (N=76)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	73%	74%	77%	77%	39%	84%	70%	64%	80%
<b>No</b>	27%	26%	23%	23%	61%	16%	30%	36%	20%

## LIKELIHOOD OF UTILIZING THE VARIOUS COLLECTIONS: CHILDREN'S COLLECTION AND SERVICES

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE AND ARE NOT AWARE OF THE COLLECTION

QUESTION 57. THEN, PLEASE TELL ME IF YOU WOULD BE VERY LIKELY, SOMEWHAT LIKELY, SOMEWHAT UNLIKELY, OR UNLIKELY TO USE CHILDREN'S COLLECTION AND SERVICES IN THE FUTURE.

	TOTAL RESPONSES (N=20)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
VERY LIKELY	6%	-	11%	9%	-	-	100%	-	-	-	-	-	31%	-
SOMEWHAT LIKELY	3%	-	5%	-	19%	-	-	12%	-	-	-	-	-	-
SOMEWHAT UNLIKELY	5%	-	10%	8%	-	-	-	22%	-	-	-	-	-	-
VERY UNLIKELY	81%	100%	64%	75%	81%	100%	-	43%	100%	100%	100%	100%	69%	100%
DON'T KNOW/WON'T SAY	5%	-	10%	8%	-	-	-	22%	-	-	-	-	-	-

	TOTAL RESPONSES (N=20)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
VERY LIKELY	6%	15%	-	-	-	-	7%	11%	-
SOMEWHAT LIKELY	3%	-	-	26%	-	23%	-	5%	-
SOMEWHAT UNLIKELY	5%	-	15%	-	-	-	6%	9%	-
VERY UNLIKELY	81%	85%	70%	74%	100%	77%	81%	75%	88%
DON'T KNOW/WON'T SAY	5%	-	15%	-	-	-	6%	-	12%

**AWARENESS OF VARIOUS COLLECTIONS OFFERED BY THE PUEBLO CITY-COUNTY LIBRARY DISTRICT:  
LOCAL HISTORY AND ARCHIVES**

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE

QUESTION 58. PLEASE TELL ME IF YOU ARE AWARE THAT THE PUEBLO CITY-COUNTY LIBRARY DISTRICT HAS EACH OF THE FOLLOWING TYPES OF COLLECTIONS: **LOCAL HISTORY AND ARCHIVES.**

	TOTAL RESPONSES (N=76)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
<b>Yes</b>	58%	65%	48%	62%	52%	70%	60%	59%	45%	55%	53%	63%	60%	67%
<b>No</b>	42%	35%	52%	38%	48%	30%	40%	41%	55%	45%	47%	37%	40%	33%

	TOTAL RESPONSES (N=76)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
<b>Yes</b>	58%	53%	64%	54%	59%	43%	62%	55%	60%
<b>No</b>	42%	47%	36%	46%	41%	57%	38%	45%	40%

## LIKELIHOOD OF UTILIZING THE VARIOUS COLLECTIONS: LOCAL HISTORY AND ARCHIVES

AMONG THOSE WHO HAVE NOT BEEN TO A PUEBLO CITY-COUNTY LIBRARY AND DO NOT USE THE WEBSITE AND ARE NOT AWARE OF THE COLLECTION

QUESTION 59. THEN, PLEASE TELL ME IF YOU WOULD BE VERY LIKELY, SOMEWHAT LIKELY, SOMEWHAT UNLIKELY, OR UNLIKELY TO USE LOCAL HISTORY AND ARCHIVES IN THE FUTURE.

	TOTAL RESPONSES (N=32)	GENDER		ETHNICITY		AGE				HOUSEHOLD INCOME				
		MALE	FEMALE	ANGLO	HISPANIC	18 TO 34 YEARS	35 TO 49 YEARS	50 TO 64 YEARS	65 YEARS OR OLDER	UNDER \$35,000	\$35,000 - \$49,999	\$50,000 - \$79,999	\$80,000 - \$99,999	\$100,000 OR MORE
VERY LIKELY	17%	-	32%	28%	10%	50%	15%	24%	-	30%	21%	-	-	-
SOMEWHAT LIKELY	13%	16%	11%	24%	6%	-	33%	7%	11%	-	24%	40%	27%	-
SOMEWHAT UNLIKELY	18%	24%	13%	26%	17%	26%	26%	7%	18%	-	27%	36%	49%	-
VERY UNLIKELY	43%	55%	32%	22%	67%	24%	26%	62%	47%	51%	28%	-	24%	100%
DON'T KNOW/WON'T SAY	9%	5%	12%	-	-	-	-	-	24%	18%	-	24%	-	-

	TOTAL RESPONSES (N=32)	EDUCATION				CHILDREN UNDER 18 LIVING IN HOME		HOUSEHOLD MEMBER HAS LIBRARY CARD	
		HIGH SCHOOL GRADUATE OR LESS	SOME COLLEGE/ ASSOCIATE	COLLEGE GRADUATE	GRADUATE DEGREE	Yes	No	Yes	No
VERY LIKELY	17%	15%	29%	-	-	35%	9%	14%	19%
SOMEWHAT LIKELY	13%	17%	11%	13%	-	19%	11%	20%	7%
SOMEWHAT UNLIKELY	18%	8%	12%	74%	-	11%	21%	19%	18%
VERY UNLIKELY	43%	47%	40%	13%	100%	34%	47%	47%	40%
DON'T KNOW/WON'T SAY	9%	14%	7%	-	-	-	12%	-	16%

## WAYS THE LIBRARY COULD BE IMPROVED

TOTAL SAMPLE (N=300)

### QUESTION 60: HOW COULD USING THE LIBRARY BE IMPROVED? ANYTHING ELSE?

HOURS: MORE CONVENIENT	6%	WEBSITE INFORMATION	*
MORE ADULT PROGRAMS	3%	MORE "WIPE-OFF" SCHOOL BOOKS	*
MORE LIBRARY COMPUTERS FOR PATRONS' USE	3%	THERE WAS A TIME WHEN THEY TAUGHT KIDS HOW TO USE THE LIBRARY	*
HAVING DESIRED BOOKS OF INTEREST THERE	3%	USE LOCAL INTERVIEWERS	*
MORE TIME TO READ/USE INTERNET	3%	OUTSIDE PROGRAMS	*
MORE BOOKS	3%	LOAN BOOK USE FOR 3 WEEKS WITHOUT PAYING \$50 CHARGE	*
MORE ADVERTISING TO PROMOTE THEIR SERVICES/PROGRAMS	3%	MORE AUTOMATION	*
MORE CONVENIENT LOCATION(S)	3%	MORE LOCAL HISTORY	*
MORE CHILDREN'S PROGRAMS	2%	MORE INFORMATION ON STATUS OF COVID	*
HOMELESS PEOPLE: OUTSIDE LIBRARY/IN RESTROOMS/TOO MANY/GHETTO	2%	AVAILABLE READING ROOMS	*
EASIER/LESS INTIMIDATING TO SEARCH INFORMATION	2%	MORE ADULT ONLY SELECTIONS	*
LITERACY PROGRAMS	2%	CLOSING DOWN AND USING THE MONEY FOR WHAT THE COMMUNITY NEEDS	*
EXTEND WEEKEND HOURS (FRIDAY, SATURDAY AND SUNDAY)	2%	STRICT RESTRICTING ON WHO'S ALLOWED IN THE CHILDREN'S ARE/SAFETY OF KIDS	*
MORE HELPFUL STAFF	1%	SOMETIMES THE SCANNING OF BARCODES IS DIFFICULT	*
PUBLIC MEETING ROOMS	1%	IMPROVE AND UPGRADE THE PUEBLO WEST LOCATION	*
CULTURAL AND EDUCATION PROGRAMS AND EVENTS	1%	MORE USER FRIENDLY	*
MORE COURTEOUS STAFF	1%	MORE REFERENCE BOOKS	*
MORE/BETTER ONLINE SERVICES	1%	CHANGE COVID RESTRICTIONS	*
GET RID OF COVID AND THINGS WILL GO BACK TO NORMAL	1%	BULLDOZE THAT HORRIBLE MAIN BRANCH - IT'S OFFENSIVE AND GHETTO	*
ASSISTING BLIND PEOPLE: HOW TO USE SERVICE/AUDIO BOOKS/ETC.	1%	DISINFECT EVERY BOOK, TABLE, DOOR, BATHROOM, ETC.	*
MORE STAFF	1%	MORE MOVIE SELECTION	*
STUDY ROOMS TO OPEN MORE HOURS	1%	BRING BACK THE COFFEE SHOP IN LIBRARY	*
ACCESS: MORE/EASIER	1%	WEBSITE MORE CHILD FRIENDLY	*
ELIMINATE A FEW LIBRARIES AND USE TAXPAYER MONEY ON SCHOOLING	1%	ATMOSPHERE: QUIETER	*
ADULT AREA SHOULD BE BROUGHT BACK TO MEET WITH OTHER PARENTS	1%	EMAIL MONTHLY EVENT CALENDAR TO MEMBERS	*
LESS PEOPLE THERE	*	BETTER CHAIRS	*
DON'T REQUIRE TO WEAR MASKS	*	HAVE A SET OF BOOKS IN ONE PLACE TO USE FOR READING ON SITE	*
REARRANGE SECTIONS A LOT, MAKING IT HARD TO FIND THINGS	*	NO WAY IN PARTICULAR	39%
MORE STAFF FOR ASSISTING YOUTH	*	DON'T KNOW/WON'T SAY	20%
MORE APPEALING	*		
KEEP STRANGERS AWAY FROM THE KIDS	*		
MORE COMMUNICATION BETWEEN THE LIBRARIES	*		

\*LESS THAN 1% REPORTED.

# DEMOGRAPHICS

RESEARCH  
& POLLING  
INC





**DEMOGRAPHICS**  
 ADULT RESIDENTS IN PUEBLO COUNTY  
 TOTAL SAMPLE (N=300)

<b>GENDER</b>		<b>HOUSEHOLD INCOME</b>	
MALE	49%	UNDER \$35,000	24%
FEMALE	51%	\$35,000 - \$49,999	18%
<b>AGE</b>		\$50,000 - \$79,999	20%
18 TO 34 YEARS	24%	\$80,000 - \$99,999	13%
35 TO 49 YEARS	24%	\$100,000 OR MORE	11%
50 TO 64 YEARS	28%	WON'T SAY	13%
65 YEARS OR OLDER	23%	<b>CHILDREN UNDER THE AGE OF 18 IN THE HOUSEHOLD</b>	
<b>ETHNICITY</b>		YES	33%
ANGLO	52%	NO	67%
HISPANIC	35%	<b>YOU OR HOUSEHOLD MEMBER HAVE A LIBRARY CARD</b>	
OTHER	5%	YES	79%
BLACK/AFRICAN-AMERICAN	3%	NO	21%
NATIVE AMERICAN INDIAN	2%		
WON'T SAY	3%		
<b>EDUCATION</b>			
HIGH SCHOOL GRADUATE OR LESS	27%		
SOME COLLEGE/ASSOCIATE DEGREE/VOCATIONAL CERTIFICATE	41%		
COLLEGE GRADUATE (4 YEARS)	23%		
GRADUATE WORK OR DEGREE	9%		

# QUESTIONNAIRE

RESEARCH  
& POLLING  
INC



**PUEBLO CITY COUNTY LIBRARY DISTRICT  
SEPTEMBER 2020  
FINAL  
N = 300 ADULT RESIDENTS IN PUEBLO COUNTY**

**HELLO, MY NAME IS YOUR NAME FROM AN INDEPENDENT RESEARCH COMPANY. WE ARE CONDUCTING AN IMPORTANT SURVEY ON BEHALF OF THE PUEBLO CITY COUNTY LIBRARY DISTRICT ABOUT LIBRARY SERVICES. I ASSURE YOU I AM NOT SELLING ANYTHING. YOUR PHONE NUMBER WAS SELECTED AT RANDOM, AND WE WOULD GREATLY APPRECIATE A FEW MINUTES OF YOUR TIME.**

**A. WHAT IS THE ZIP CODE AT YOUR RESIDENCE?**

- |           |           |                                    |
|-----------|-----------|------------------------------------|
| 01. 81001 | 07. 81008 | 13. 81023                          |
| 02. 81003 | 08. 81009 | 14. 81025                          |
| 03. 81004 | 09. 81010 | 15. 81069                          |
| 04. 81005 | 10. 81011 | -- ANY OTHER (THANK AND TERMINATE) |
| 05. 81006 | 11. 81012 |                                    |
| 06. 81007 | 12. 81022 |                                    |

**1. OVERALL, HOW IMPORTANT DO YOU BELIEVE IT IS FOR PUEBLO COUNTY RESIDENTS TO HAVE ACCESS TO A COMPREHENSIVE LOCAL PUBLIC LIBRARY SYSTEM OFFERING SAFE PLACES FOR STUDY, RESEARCH, AND MEETINGS WITH ACCESS TO BOOKS AND TRADITIONAL LIBRARY MATERIALS, THE INTERNET, EBOOKS AND STREAMING SERVICES? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS VERY IMPORTANT AND A SCORE OF 1 MEANS NOT IMPORTANT AT ALL.**

VERY <u>IMPORTANT</u>	NOT IMPORTANT <u>AT ALL</u>	DON'T KNOW/ <u>WON'T SAY</u>
5.....4.....3.....2.....1.....6		

**2. THINKING OF THE SERVICES AND PROGRAMS PROVIDED BY THE PUEBLO CITY COUNTY LIBRARY DISTRICT, WHICH SERVICES AND PROGRAMS ARE MOST IMPORTANT TO YOU? (DO NOT READ CATEGORIES) (TAKE UP TO 3 RESPONSES)**

- |  |  |
|--|--|
| 001. SUMMER READING PROGRAMS<br>002. LIBRARY ON DEMAND<br>003. VIRTUAL PROGRAMS<br>004. SELECTION OF EBOOKS<br>005. SELECTION OF BOOKS<br>006. SELECTION OF AUDIOBOOKS<br>007. SELECTION OF MUSIC<br>008. ADULT LEARNER PROGRAM<br>009. INTERNET ACCESS AT THE LIBRARY<br>010. REMOTE ACCESS TO ONLINE LIBRARY SERVICES<br>011. ACCESS TO NEWSPAPERS/MAGAZINES<br>012. CONNECTED | 013. CHILDREN'S PROGRAMS<br>014. BOOKS IN THE PARK<br>015. PUBLIC MEETING ROOMS<br>016. CULTURAL AND EDUCATION PROGRAMS AND EVENTS<br>017. DIGITAL MEMORY LAB<br>018. HOMEBOUND PROGRAM<br>019. THE MUSIC BOX (RECORDING STUDIO)<br>020. COMPUTER USE/RESERVATIONS<br>997. DO NOT USE THE LIBRARIES<br>998. NONE IN PARTICULAR<br>999. DON'T KNOW/WON'T SAY<br>OTHER (SPECIFY) |
|--|--|

**3. WHAT DO YOU VALUE MOST ABOUT THE PUEBLO CITY COUNTY LIBRARIES? ANYTHING ELSE? (DO NOT READ CATEGORIES) (TAKE UP TO 3 RESPONSES)**

- |   |   |
|---|---|
| 001. ACCESS TO NEWSPAPERS/MAGAZINES             | 016. REMOTE ACCESS TO ONLINE LIBRARY SERVICES |
| 002. ADULT LEARNER PROGRAM                      | 017. SUMMER READING PROGRAMS                  |
| 003. BOOKS IN THE PARK                          | 018. SELECTION OF EBOOKS                      |
| 004. CHILDREN’S PROGRAMS                        | 019. SELECTION OF BOOKS                       |
| 005. COMPUTER USE/RESERVATIONS                  | 020. SELECTION OF AUDIOBOOKS                  |
| 006. CONNECTED                                  | 021. SELECTION OF MUSIC                       |
| 007. CONVENIENT HOURS                           | 022. PUBLIC MEETING ROOMS                     |
| 008. CULTURAL AND EDUCATION PROGRAMS AND EVENTS | 023. THE MUSIC BOX (RECORDING STUDIO)         |
| 009. DIGITAL MEMORY LAB                         | 024. QUIET ATMOSPHERE                         |
| 010. EASY TO FIND WHAT I WANT                   | 025. VIRTUAL PROGRAMS                         |
| 011. GOOD LOCATION(S)                           | 997. DO NOT USE THE LIBRARIES                 |
| 012. HELPFUL/COURTEOUS STAFF                    | 998. NOTHING IN PARTICULAR                    |
| 013. HOMEBOUND PROGRAM                          | 999. DON’T KNOW/WON’T SAY                     |
| 014. INTERNET ACCESS AT THE LIBRARY             | OTHER (SPECIFY) _____                         |
| 015. LIBRARY ON DEMAND                          |   |

**4. USING A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS VERY FAMILIAR AND A SCORE OF 1 MEANS NOT AT ALL FAMILIAR, HOW FAMILIAR ARE YOU WITH THE PUEBLO CITY COUNTY LIBRARIES?**

VERY <u>FAMILIAR</u>		NOT AT ALL <u>FAMILIAR</u>		DON’T KNOW/ <u>WON’T SAY</u>
5.....	4.....	3.....	2.....	1.....6

**5. WHAT WOULD ENCOURAGE YOU TO VISIT THE LIBRARY MORE OFTEN? ANYTHING ELSE? (DO NOT READ CATEGORIES) (TAKE UP TO 3 RESPONSES)**

- |   |   |
|---|---|
| 001. ATMOSPHERE: QUIETER                            | 013. CONVENIENT MASS TRANSPORTATION             |
| 002. HOURS: MORE CONVENIENT                         | 014. HELPFUL STAFF                              |
| 003. HAVING DESIRED BOOKS OF INTEREST THERE         | 015. COURTEOUS STAFF                            |
| 004. FINDING WHAT I WANT                            | 016. MORE TIME TO READ/USE INTERNET             |
| 005. LITERACY PROGRAMS                              | 017. MORE/BETTER ONLINE SERVICES                |
| 006. MORE CONVENIENT LOCATION(S)                    | 018. PUBLIC MEETING ROOMS                       |
| 007. THE NEED TO READ                               | 019. CULTURAL AND EDUCATION PROGRAMS AND EVENTS |
| 008. THE DESIRE TO READ                             | 997. DO NOT USE THE LIBRARIES                   |
| 009. MORE BOOKS                                     | 998. NOTHING IN PARTICULAR                      |
| 010. MORE LIBRARY COMPUTERS FOR PATRONS’ USE        | 999. DON’T KNOW/WON’T SAY                       |
| 011. MORE ADULT PROGRAMS                            | OTHER (SPECIFY) _____                           |
| 012. EASIER/LESS INTIMIDATING TO SEARCH INFORMATION |   |

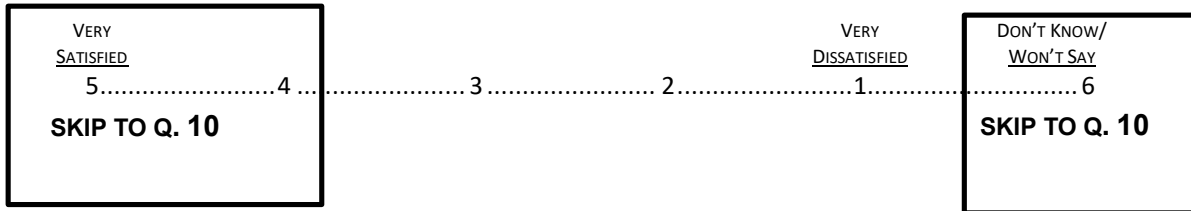
**6. THINKING OF THE PUEBLO CITY COUNTY LIBRARY LOCATIONS, HOW WOULD YOU RATE YOUR SATISFACTION WITH THE LOCATION OF LIBRARIES? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS VERY SATISFIED AND A SCORE OF 1 MEANS VERY DISSATISFIED.**

VERY <u>SATISFIED</u>		VERY <u>DISSATISFIED</u>		DON’T KNOW/ <u>WON’T SAY</u>
5.....	4.....	3.....	2.....	1.....6

7. THE PUEBLO CITY COUNTY LIBRARY DISTRICT IS CONSIDERING OPENING A NEW LIBRARY BRANCH. WOULD YOU PREFER A NEW LIBRARY BRANCH...(READ AND ROTATE 1 AND 2) (TAKE ONE RESPONSE ONLY)

1. NORTH OF HIGHWAY 50, NEAR I-25
- OR
2. NORTH OF HIGHWAY 50 IN THE PUEBLO WEST AREA
3. NEITHER (VOLUNTEERED)
4. DEPENDS (VOLUNTEERED)
5. DON'T KNOW/WON'T SAY (DO NOT READ)

8. OVERALL, HOW WOULD YOU RATE YOUR SATISFACTION WITH THE LIBRARY'S HOURS OF OPERATION? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS VERY SATISFIED AND A SCORE OF 1 MEANS VERY DISSATISFIED.



9. HOW COULD THE LIBRARY'S HOURS OF OPERATION BE IMPROVED? (DO NOT READ CATEGORIES) (TAKE UP TO 3 RESPONSES)

01. MORE/LONGER EVENING HOURS
02. MORE/LONGER HOURS ON SUNDAYS
03. EARLIER MORNING HOURS
04. LONGER HOURS (IN GENERAL)
98. NO WAY IN PARTICULAR
99. DON'T KNOW/WON'T SAY
- OTHER (SPECIFY) \_\_\_\_\_

10. DO YOU VALUE THE LIBRARY OFFERING PLACES FOR PEOPLE TO USE COMPUTERS AND THE INTERNET?

1. YES
2. NO/DON'T KNOW/WON'T SAY

11. THE LIBRARY HOSTS PUBLIC PROGRAMS AND ACTIVITIES TO HELP PEOPLE LEARN. HAVE YOU EVER ATTENDED A LEARNING PROGRAM OR ACTIVITY AT A PUEBLO CITY COUNTY LIBRARY?

1. YES
2. NO/DON'T KNOW/WON'T SAY (SKIP TO Q.13)

**12. WHICH LEARNING PROGRAMS OR ACTIVITIES AT THE PUEBLO CITY LIBRARIES DO YOU PREFER TO ATTEND? (DO NOT READ CATEGORIES) (TAKE UP TO 3 RESPONSES)**

- 001. ADULT LEARNER PROGRAM
- 002. BOOKS IN THE PARK
- 003. CHILDREN'S PROGRAMS
- 004. CONNECTED
- 005. CULTURAL AND EDUCATION PROGRAMS AND EVENTS
- 006. DIGITAL MEMORY LAB
- 007. HOMEBOUND PROGRAM
- 008. LIBRARY ON DEMAND
- 009. SUMMER READING PROGRAMS
- 010. THE MUSIC BOX (RECORDING STUDIO)
- 011. VIRTUAL PROGRAMS
- 499. NONE IN PARTICULAR
- 500. DON'T KNOW/WON'T SAY
- OTHER (SPECIFY) \_\_\_\_\_

**13. HOW WOULD YOU RATE THE LIBRARIES IN PUEBLO AS A PLACE FOR HOMEWORK AND RESEARCH? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS EXCELLENT AND A SCORE OF 1 MEANS VERY POOR.**

<u>EXCELLENT</u>					<u>VERY POOR</u>	<u>DON'T KNOW/ WON'T SAY</u>
5.....	4.....	3.....	2.....	1.....	6.....	6.....

**14. OVERALL, HOW WOULD YOU RATE YOUR SATISFACTION WITH THE PUEBLO CITY COUNTY LIBRARY DISTRICT? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS VERY SATISFIED AND A SCORE OF 1 MEANS VERY DISSATISFIED.**

<u>VERY SATISFIED</u>					<u>VERY DISSATISFIED</u>	<u>DON'T KNOW/ WON'T SAY</u>
5.....	4.....	3.....	2.....	1.....	6.....	6.....

**15. HAVE YOU VISITED A PUEBLO CITY COUNTY LIBRARY IN THE PAST THREE YEARS?**

- 1. YES
- 2. NO/DON'T KNOW/WON'T SAY (SKIP TO Q.25)

**16. IN A TYPICAL YEAR, HOW MANY TIMES DO YOU VISIT A PUEBLO CITY COUNTY LIBRARY?**

- 000. NONE
- \_\_\_\_\_ (EXACT RESPONSE, PLEASE USE 3 DIGITS E.G., 001)
- 999. DON'T KNOW/WON'T SAY

**17. WHICH LIBRARY OR LIBRARIES DO YOU USE MOST OFTEN? (DO NOT READ CATEGORIES) (TAKE UP TO 3 RESPONSES)**

- 001. BARKMAN LIBRARY (BELMONT)
- 002. GIODONE LIBRARY (ST. CHARLES MESA)
- 003. GREENHORN VALLEY LIBRARY (COLORADO CITY)
- 004. LAMB LIBRARY (SOUTH SIDE)
- 005. LIBRARY AT THE Y
- 006. LUCERO LIBRARY (EAST SIDE)
- 007. PUEBLO WEST LIBRARY
- 008. RAWLINGS LIBRARY
- 499. NONE IN PARTICULAR
- 500. DON'T KNOW/WON'T SAY
- OTHER (SPECIFY) \_\_\_\_\_

**18. IS THE PUEBLO CITY COUNTY LIBRARY YOU VISIT MOST OFTEN TOO LARGE, TOO SMALL, OR ABOUT RIGHT?**

- 1. TOO LARGE
- 2. TOO SMALL
- 3. ABOUT RIGHT
- 4. DON'T KNOW/WON'T SAY

**19. HOW WOULD YOU RATE YOUR SATISFACTION WITH THE LIBRARIES CLEANLINESS AND FOR BEING WELL-MAINTAINED? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS VERY SATISFIED AND A SCORE OF 1 MEANS VERY DISSATISFIED.**

VERY SATISFIED ..... 5 ..... 4 ..... 3 ..... 2 ..... 1 ..... 6  
 VERY DISSATISFIED ..... 1 ..... 2 ..... 3 ..... 4 ..... 5  
 DON'T KNOW/WON'T SAY ..... 6 ..... 5 ..... 4 ..... 3 ..... 2 ..... 1

**NOW, THINKING OF THE STAFF MEMBERS AT PUEBLO CITY COUNTY LIBRARIES, HOW WOULD YOU RATE THEM ON THE FOLLOWING USING A 5-POINT RATING SCALE, WHERE 5 MEANS EXCELLENT AND 1 MEANS VERY POOR:**

(RANDOMIZE)

	EXCELLENT	VERY POOR	DK/WS
<b>20. HELPFULNESS</b> .....	5	4	3
<b>21. FRIENDLINESS</b> .....	5	4	3
<b>22. KNOWLEDGEABLE</b> .....	5	4	3

**23. DO YOU GO TO THE LIBRARY TO READ BOOKS, NEWSPAPERS, OR MAGAZINES?**

- 1. YES
- 2. SOMETIMES (VOLUNTEERED)
- 3. NO/DON'T KNOW/WON'T SAY

**24. HAS COVID-19/CORONAVIRUS CHANGED YOUR USE OF THE LIBRARY?**

- 1. YES
- 2. NO/DON'T KNOW/WON'T SAY

**25. DO YOU USE THE PUEBLO CITY COUNTY LIBRARY DISTRICT’S WEBSITE?**

1. YES
2. NO/DON’T KNOW/WON’T SAY (SKIP TO POLLER NOTE AFTER Q.26)

**26. OVERALL, HOW EASY IS THE WEBSITE TO USE? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS VERY EASY AND A SCORE OF 1 MEANS VERY DIFFICULT.**

VERY <u>EASY</u>	VERY <u>DIFFICULT</u>	DON’T KNOW/ <u>WON’T SAY</u>
5.....4	.....3	.....2
	.....1	.....6

**NOTE TO POLLER: HOW DID RESPONDENT ANSWER QUESTIONS 15 AND 25?**

1. ANSWERED “YES” TO Q.15 OR Q.25 (CONTINUE TO INTRO TO Q. 27 FOR USERS, PG 8)
2. ANSWERED “NO” TO BOTH Q.15 AND Q. 25 (SKIP TO INTRO TO Q. 44 FOR NON-USERS PG 9)

**EXPLANATION:**

(IF RESPONDENT HAS VISITED A LIBRARY IN THE LAST 3 YEARS OR USED THE WEBSITE, GO TO INTRO TO Q.27)  
IF THE RESPONDENT HAS NOT VISITED A LIBRARY IN THE LAST 3 YEARS AND HAS NOT USED THE WEBSITE  
GO TO INTRO TO Q.44)

**USERS**

PLEASE TELL ME IF YOU HAVE USED EACH OF THE COLLECTIONS PROVIDED BY THE PUEBLO CITY COUNTY LIBRARY DISTRICT. IF YOU USE EACH COLLECTION, PLEASE TELL ME IF YOU ARE VERY SATISFIED, SOMEWHAT SATISFIED, SOMEWHAT DISSATISFIED, OR VERY DISSATISFIED.

	<u>CURRENTLY USE?</u>		<u>SATISFIED WITH EACH COLLECTION?</u>				
	→ <u>YES</u>	↓ <u>NO</u>	VERY <u>SATISFIED</u>	SOMEWHAT <u>SATISFIED</u>	SOMEWHAT <u>DISSATISFIED</u>	VERY <u>DISSATISFIED</u>	DK/ <u>WS</u>
<b>27. THE COLLECTION OF BOOKS</b> .....	1	2	<b>28.</b> .....4	.....3	.....2	.....1	.....5
<b>29. THE COLLECTION OF MOVIES</b> .....	1	2	<b>30.</b> .....4	.....3	.....2	.....1	.....5
<b>31. ONLINE EBOOKS</b> .....	1	2	<b>32.</b> .....4	.....3	.....2	.....1	.....5
<b>33. AUDIOBOOKS</b> .....	1	2	<b>34.</b> .....4	.....3	.....2	.....1	.....5
<b>35. STREAMING MOVIES</b> .....	1	2	<b>36.</b> .....4	.....3	.....2	.....1	.....5
<b>37. STREAMING MUSIC</b> .....	1	2	<b>38.</b> .....4	.....3	.....2	.....1	.....5
<b>39. CHILDREN’S COLLECTION AND SERVICES</b> .....	1	2	<b>40.</b> .....4	.....3	.....2	.....1	.....5
<b>41. LOCAL HISTORY AND ARCHIVES</b> .....	1	2	<b>42.</b> .....4	.....3	.....2	.....1	.....5



**43. THINKING OF ALL THE PROGRAMS AND SERVICES OFFERED BY THE PUEBLO CITY COUNTY LIBRARY DISTRICT, HOW EASY IS THE LIBRARY TO USE? PLEASE USE A 5-POINT SCALE, WHERE A SCORE OF 5 MEANS VERY EASY AND A SCORE OF 1 MEANS VERY DIFFICULT.**

VERY EASY ..... 5 ..... 4 ..... 3 ..... 2 ..... 1 ..... 6  
 VERY DIFFICULT ..... 1 ..... 6  
 DON'T KNOW/WON'T SAY ..... 6

**NOTE: ALL RESPONSES HERE SKIP TO Q. 60**

		<u>AWARE?</u>		<u>LIKELY TO USE IN THE FUTURE?</u>					
		→	↓	VERY	SOMEWHAT	SOMEWHAT	VERY	DK/	
		<u>YES</u>	<u>NO</u>	<u>LIKELY</u>	<u>LIKELY</u>	<u>LIKELY</u>	<u>LIKELY</u>	<u>WS</u>	
44.	THE COLLECTION OF BOOKS .....	1	2	45.....	4	3	2	1	5
46.	THE COLLECTION OF MOVIES.....	1	2	47.....	4	3	2	1	5
48..	ONLINE EBOOKS.....	1	2	49.....	4	3	2	1	5
50.	AUDIOBOOKS .....	1	2	51.....	4	3	2	1	5
52.	STREAMING MOVIES.....	1	2	53.....	4	3	2	1	5
54.	STREAMING MUSIC .....	1	2	55.....	4	3	2	1	5
56.	CHILDREN'S COLLECTION AND SERVICES.....	1	2	57.....	4	3	2	1	5
58.	LOCAL HISTORY AND ARCHIVES.....	1	2	59.....	4	3	2	1	5

**60. HOW COULD USING THE LIBRARY BE IMPROVED? ANYTHING ELSE? (DO NOT READ CATEGORIES) (TAKE UP TO 3 RESPONSES)**

- |   |   |
|---|---|
| 001. ATMOSPHERE: QUIETER                            | 011. MORE HELPFUL STAFF                         |
| 002. HOURS: MORE CONVENIENT                         | 012. MORE COURTEOUS STAFF                       |
| 003. HAVING DESIRED BOOKS OF INTEREST THERE         | 013. MORE TIME TO READ/USE INTERNET             |
| 004. LITERACY PROGRAMS                              | 014. PUBLIC MEETING ROOMS                       |
| 005. MORE CONVENIENT LOCATION(S)                    | 015. CULTURAL AND EDUCATION PROGRAMS AND EVENTS |
| 006. MORE BOOKS                                     | 016. MORE CHILDREN'S PROGRAMS                   |
| 007. MORE LIBRARY COMPUTERS FOR PATRONS' USE        | 017. MORE/BETTER ONLINE SERVICES                |
| 008. MORE ADULT PROGRAMS                            | 998. NO WAY IN PARTICULAR                       |
| 009. EASIER/LESS INTIMIDATING TO SEARCH INFORMATION | 999. DON'T KNOW/WON'T SAY                       |
| 010. CONVENIENT MASS TRANSPORTATION                 | OTHER (SPECIFY) _____                           |

**THANK YOU FOR YOUR PATIENCE; WE ARE ALMOST DONE. NOW, I WOULD LIKE TO ASK SOME QUESTIONS FOR STATISTICAL PURPOSES ONLY.**

**61. DO YOU OR ANOTHER HOUSEHOLD MEMBER HAVE A PUBLIC LIBRARY CARD?**

1. YES
2. NO/DON'T KNOW/WON'T SAY

**62. INTO WHICH AGE CATEGORY DO YOU FIT? (READ CATEGORIES)**

1. 18 TO 34 YEARS
2. 35 TO 49 YEARS
3. 50 TO 64 YEARS
4. 65 YEARS OR OLDER
5. WON'T SAY (DO NOT READ)

**63. DO YOU CONSIDER YOURSELF TO BE ANGLO, HISPANIC, BLACK/AFRICAN AMERICAN, NATIVE AMERICAN INDIAN OR OF OTHER DESCENT?**

1. ANGLO/CAUCASIAN
2. HISPANIC
3. BLACK/AFRICAN AMERICAN
4. NATIVE AMERICAN INDIAN
5. OTHER
6. WON'T SAY

**64. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE HAD AN OPPORTUNITY TO COMPLETE? (READ CATEGORIES)**

1. SOME HIGH SCHOOL
2. HIGH SCHOOL GRADUATE
3. SOME COLLEGE/ASSOCIATE DEGREE/VOCATIONAL CERTIFICATE
4. COLLEGE GRADUATE (4 YEARS)
5. GRADUATE DEGREE (MD, PHD, J.D., MASTERS)
6. WON'T SAY (DO NOT READ)

**65. WHICH OF THE FOLLOWING CATEGORIES DOES YOUR TOTAL HOUSEHOLD INCOME FIT INTO? (READ CATEGORIES)**

1. UNDER \$20,000
2. \$20,000 - \$34,999
3. \$35,000 - \$49,999
4. \$50,000 - \$79,999
5. \$80,000 TO \$99,999
6. \$100,000 OR MORE
7. WON'T SAY (DO NOT READ)

**66. DO YOU HAVE ANY CHILDREN UNDER 18 YEARS OF AGE LIVING IN YOUR HOME?**

1. YES
2. NO/DON'T KNOW/WON'T SAY

**THIS CONCLUDES OUR SURVEY. THANK YOU FOR YOUR TIME. HAVE A GOOD DAY.**

**NOTE TO INTERVIEWER, WAS RESPONDENT:**

1. MALE
2. FEMALE

**RESPONDENT'S PHONE NUMBER** \_\_\_\_\_

**INTERVIEWER NAME** \_\_\_\_\_

**INTERVIEWER CODE** \_\_\_\_\_

**WHICH PHONE LIST?** \_\_\_\_\_

1. LANDLINE
2. CELL PHONE

# COMMUNITY AND INTERNAL DISTRICT DATA REPORT

Prepared by Nick Potter, PCCLD Community Relations Director

## Executive summary

As part of its strategic planning initiative, the Pueblo City-County Library District (PCCLD) performed an extensive review of external and internal data. Several resources were used to gather community data including tools from the Environmental Systems Research Institute (ESRI), Pueblo County Geographic Information Systems (GIS), the U.S. Census, the American Community Survey, U.S. Bureau of Labor Statistics, and Broadband Now. This report includes

1. Overview of population data and tapestry segmentation for Pueblo County
2. Demographic profiles and five-year projections for each branch library service area
3. Five-year review of internal district performance data
4. Appendices and other findings

Key findings include:

- Pueblo County Data: Population - 170,798, Households - 67,264, Average Household Size - 2.47, Median Age: 39.7, Median Household Income - \$48,942
- Diversity of Pueblo County: White - 52%, Hispanic/Latino - 43.10%, Other - 5%
- Educational Attainment: High School or equivalent - 89.4%, Bachelor's Degree - 22%
- Poverty Rate: 17.2%
- Age: Nearly one-third of residents are under 18 years of age
- ESRI Tapestry segmentation: Midlife Constants (14.7%), Traditional Living (14.1%), Hardscrabble Road (13.7%), Rustbelt Traditions (9/7%), Small Town Simplicity (9.0%)
- Branch comparisons: Population growth is projected between 2020-2025 in all branch service areas, while there is a projected decrease in library card holders. There are noticeable differences between branches in age distributions, income profiles and education attainment data and projections 2020-2025.
- Key Performance Data: District circulation and library visits have decreased. District program attendance continues to increase and surpasses peer libraries. PCCLD computer use has remained flat since 2018. Meeting room use remained consistent 2015-2019, but dropped in 2019-2020.
- Public Transportation: Evaluation of bus routes indicates that public transit to library locations is limited and may pose challenges to access.
- Internet and Computer Access: Pueblo County is the 60th most connected city in Colorado. 85.4% of the population has home internet access, while 30% purchased a computer in the last four years.

# COMMUNITY DATA REVIEW

## Pueblo at a Glance

Pueblo, Colorado is a high-need community. Pueblo County currently has a very diverse population, comprised of 52% identifying as white alone, 43.10% of individuals identifying as Hispanic or Latino, and nearly 5% identifying as an ethnicity other than white or Hispanic/Latino. Of the 170,798 people living in Pueblo, 89.4% are high school (or equivalent) graduates and 22% have a bachelor's degree. In 2018, the median household income of Pueblo County residents was \$48,942 (national household income \$61,937), however, 17.2% of Pueblo County residents live in poverty (national poverty rate 11.8%). Nearly one-third of Pueblo County residents are under 18 years of age. <sup>1</sup>

The Pueblo economy has seen turbulent times for decades; however, pre-pandemic, the community was making strides to grow its economy. In 2013, the community's unemployment rate was 11.5% with steady job growth year-after-year until the job losses due to COVID-19. Before the pandemic, unemployment was at a historic low of 3.4%. However, post-pandemic, we hit a ten-year high of 11.7% unemployment. Pueblo experienced a ten-year low of 2,654 unemployed at the end of December 2019, however this jumped to 8,465 in April 2020, roughly increasing 310% in a four-month period. Within the Pueblo economy, 11,552 or 17.46% of individuals are employed within service occupations. Due to Stay-At-Home orders, this industry has been hit hard and it can be inferred that this sector of the workforce took the brunt of this economic hit.

*City of Pueblo Population: 111,750*

*Pueblo County Population: 170,798*

*Number of Households: 67,264*

*Average Household Size: 2.47*

*Median Age: 39.7*

- *Median age of US population: 38.4*

- *Median age of Colorado population: 37*

*Median Household Income: \$48,942*

*Median household income in US: \$61,937*

*Median household income in Colorado: \$68,811*

## OVERVIEW OF PUEBLO, CO TAPESTRY SEGMENTATION

ESRI data breaks the city of Pueblo into five ESRI specific categories; in order, the tapestry segments that comprise more than 60% of the overall population are as follows:

1. **Midlife Constants** *“residents are seniors, at or approaching retirement, with below average labor force participation and above average net worth. Although located in predominantly metropolitan areas, they live outside the central cities in smaller communities. Their lifestyle is more country than urban. They are generous but not spendthrifts.” This group comprises 14.7% of Pueblo’s population, but only makes up 2.5% of the U.S. household cumulative percentage.*

2. **Traditional Living:** *“These households are a mix of married-couple families and singles. Many families encompass two generations who have lived and worked in the community; their children are likely to follow suit. The manufacturing, retail trade, and health care sectors are the primary sources of employment for these residents. This is a younger market – beginning householders who are juggling the responsibilities of living on their own or a new marriage, while retaining their youthful interests in style and fun.” This group comprises 14.1% of the area’s population, but only makes up 1.9% of the percentage of U.S. households.*
3. **Hardscrabble Road:** *“This market is primarily a family market, married couples (with and without children) and single parents. Younger, highly diverse (with higher proportions of black, multiracial, and Hispanic populations), and less educated, they work mainly in service, manufacturing, and retail trade industries. Unemployment is high (almost twice the U.S. rate), and median household income is half the U.S. median. Almost one in three householders are renters, living primarily in single-family homes, with a higher proportion of dwellings in 2-4 unit buildings. This market is struggling to get by.” This group comprises 13.7% of Pueblo’s population, but only makes up 2.5% of the U.S. household cumulative percentage.*
4. **Rustbelt Traditions:** *“The backbone of older industrial cities in states... residents are a mix of married-couple families and singles living in older developments of single-family homes. While varied, the work force is primarily white collar, with a higher concentration of skilled workers in manufacturing retail trade, and health care. Rustbelt Traditions represent a large market of stable, hard-working consumers with modest incomes but an average net worth of nearly \$400,000. Family oriented, they value time spent at home. Most have lived, worked, and played in the same area for years.” This group comprises 9.7% of the area’s population but only makes up 2.2% of the percentage of U.S. households.*
5. **Small Town Simplicity:** *“includes young families and senior householders that are bound by community ties. The lifestyle is down-to-earth and semirural, with television for entertainment and news, and emphasis on convenience for both young parents and senior citizens. Since one in four households (within this tapestry segment) is below poverty level, residents also keep their finances simple – paying bills in person and avoiding debt. This group comprises 9.0% of the overall community population while it only encompasses 1.8% of the overall population in the U.S.*

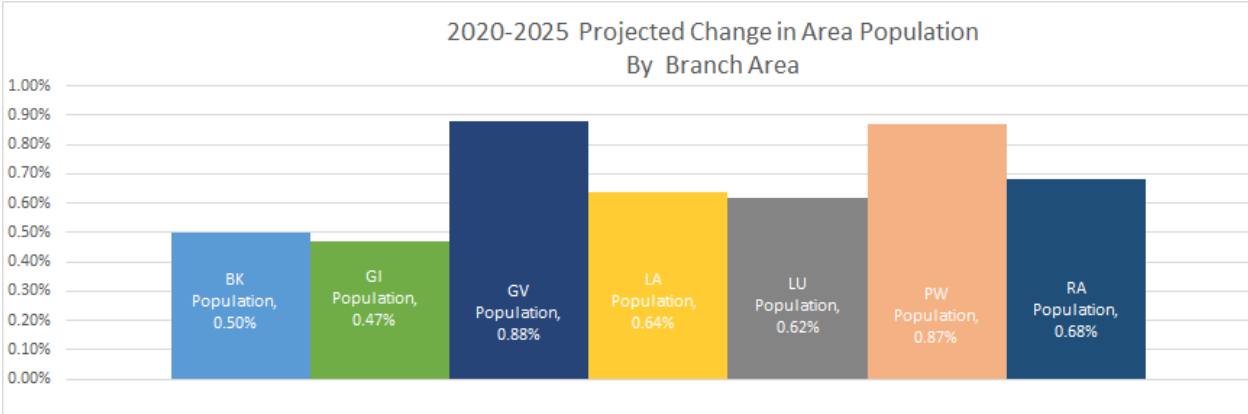
The groups identified above comprise 61.2% of the county. These tapestry segments seem to suggest an economy built on industry and a community experiencing long-term economic hardship. While some groups traditionally do well because of previous generation’s success, the tapestry segments and populations within suggest that not many households move from first-time homebuyer status to other tapestry segments.

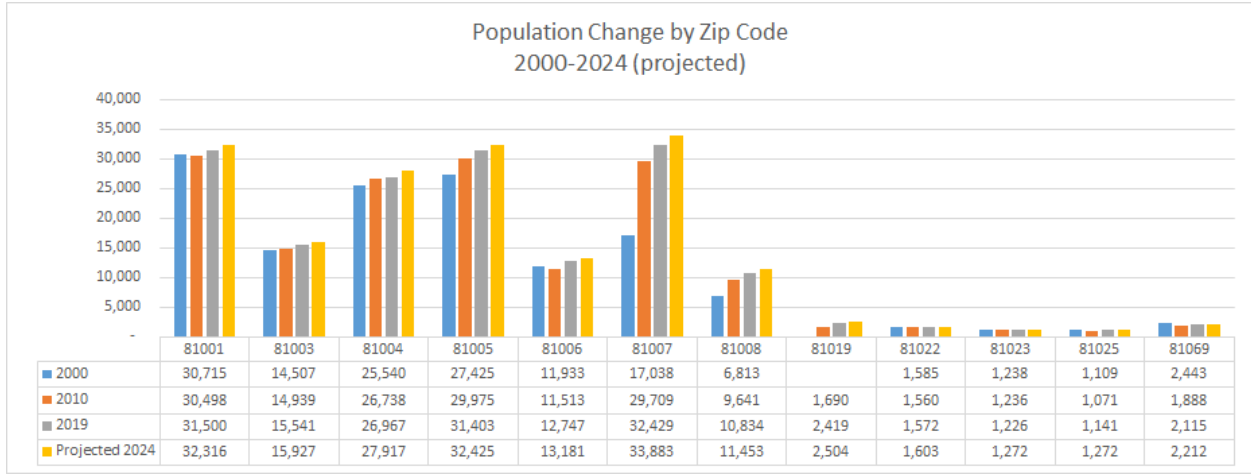
Tapestry segments that fall secondary to those mentioned above display upward mobility in younger groups working to gain an education and pursue an advanced degree but are not currently homeowners (Set to Impress 6.9% of the overall population). In addition to this group are individuals just out of a university or trade school setting beginning their career in a chosen field (Bright Young Professionals 4.4%). These groups are juxtaposed with an older segment of the populations. Retirement communities comprise 3.2% of the overall population; individuals relying on Social Security as a sole source of income comprise 2.5%.

# PUEBLO'S COMMUNITIES IN REVIEW

For purposes of this report, communities have been developed to reflect the service areas for each Pueblo City-County Library District branch location. These service areas reflect all current PCCLD branches as well as a theoretical northside branch service area. For comparison purposes later in the report, a primary zip code for each location is included. Each service area includes multiple zip codes, but the primary zip code served will allow this report to compare other aspects and make further inferences.

ESRI data suggests Pueblo County's household income will grow by an average of 11% between 2020 and 2025. This figure is offset by cost of living and increased minimum wage. The income of the county is moderate but is just slightly above that of cost of living.





**Barkman Library Service Area:**

**Primary Zip Code:** 81001  
**2020 Population:** 16,741  
**2025 Population:** 17,162  
**Average Household Size:** 2.3  
**Owner Occupied Homes 2020:** 3,360  
**Renter Occupied Homes 2020:** 3,311  
**Owner Occupied Homes 2025:** 3,503  
**Renter Occupied Homes 2025:** 3,339  
**Housing Growth:** (2000) 6,002; (2010) 6,396; (2020) 6,670; (2025) 6,842  
**2020 Per Capita Income:** \$26,245  
**2020 Average Household Income:** \$64,727  
**2025 Per Capita Income:** \$28,970  
**2025 Average Household Income:** \$71,474

5-Year Summary

Owner occupation  
 rising about .8%.  
 2.6% housing  
 growth  
 10% household

**Giodone Library Service Area:**

**Primary Zip Code:** 81006  
**2020 Population:** 14,321  
**2025 Population:** 14,763  
**Average Household Size:** 2.6  
**Owner Occupied Homes 2020:** 4,173  
**Renter Occupied Homes 2020:** 1,328  
**Owner Occupied Homes 2025:** 4,315  
**Renter Occupied Homes 2025:** 1,347  
**Family Housing Growth:** (2000) 5,246; (2010) 5,210; (2020) 5,501; (2025) 5,663  
**2020 Per Capita Income:** \$26,966  
**2020 Average Household Income:** \$70,137  
**2025 Per Capita Income:** \$30,309  
**2025 Average Household Income:** \$78,942

5-Year Summary

Owner occupation  
 rising about 2.2%.  
 Rental growth  
 1.6%  
 2.9% housing  
 growth



Greenhorn Library Service Area:

**Primary Zip Code:** 81004  
**2020 Population:** 4,367  
**2025 Population:** 4,555  
**Average Household Size:** 2.5  
**Owner Occupied Homes 2020:** 1,379  
**Renter Occupied Homes 2020:** 351  
**Owner Occupied Homes 2025:** 1,439  
**Renter Occupied Homes 2025:** 362  
**Family Housing Growth:** (2000) 1,262; (2010) 1,591 (2020) 1,730; (2025) 1,802  
**2020 Per Capita Income:** \$32,472  
**2020 Average Household Income:** \$81,482  
**2025 Per Capita Income:** \$37,374  
**2025 Average Household Income:** \$93,889

5-Year Summary

Owner occupation rising about 2.2%.  
Rental growth 1.6%  
4% housing growth  
15.2% household income growth.

Lamb Library Service Area:

**Primary Zip Code:** 81005/81004  
**2020 Population:** 39,366  
**2025 Population:** 40,643  
**Average Household Size:** 2.5  
**Owner Occupied Homes 2020:** 10,208  
**Renter Occupied Homes 2020:** 5,451  
**Owner Occupied Homes 2025:** 10,565  
**Renter Occupied Homes 2025:** 5,581  
**Family Housing Growth:** (2000) 13,419; (2010) 14,729 (2020) 15,659; (2025) 16,146  
**2020 Per Capita Income:** \$23,071  
**2020 Average Household Income:** \$57,546  
**2025 Per Capita Income:** \$25,382  
**2025 Average Household Income:** \$63,420

5-Year Summary

Owner occupation rising about .2%.  
Rental growth -.2%  
3..1% housing growth  
3% household income growth.

Library @ The Y Service Area:

**Primary Zip Code:** 81008  
**2020 Population:** 7,600  
**2025 Population:** 7,971  
**Average Household Size:** 2.5  
**Owner Occupied Homes 2020:** 1,682  
**Renter Occupied Homes 2020:** 1,341  
**Owner Occupied Homes 2025:** 1,768  
**Renter Occupied Homes 2025:** 1,399  
**Family Housing Growth:** (2000) 1,893; (2010) 2,781 (2020) 3,024; (2025) 3,167  
**2020 Per Capita Income:** \$26,120  
**2020 Average Household Income:** \$63,014  
**2025 Per Capita Income:** \$28,663  
**2025 Average Household Income:** \$69,206

5-Year Summary

Owner occupation rising about 0%.  
Rental growth (-.2%)  
4.7% housing growth  
9.8% household income growth.

Lucero Library Service Area:

**Primary Zip Code:** 81001  
**2020 Population:** 14,837  
**2025 Population:** 15,210  
**Average Household Size:** 2.6  
**Owner Occupied Homes 2020:** 2,606  
**Renter Occupied Homes 2020:** 2,982  
**Owner Occupied Homes 2025:** 2,694  
**Renter Occupied Homes 2025:** 3,026  
**Family Housing Growth:** (2000) 5,466; (2010) 5,369 (2020) 5,588; (2025) 5,720  
**2020 Per Capita Income:** \$32,472  
**2020 Average Household Income:** \$81,482  
**2025 Per Capita Income:** \$37,374  
**2025 Average Household Income:** \$93,889

5-Year Summary

Owner occupation rising about 0.5%.  
Rental growth (-.5%)  
2.4% housing growth  
9.8% household income growth.

Pueblo West Library Service Area:

**Primary Zip Code:** 81007  
**2020 Population:** 32,737  
**2025 Population:** 34,185  
**Owner Occupied Homes 2020:** 9,354  
**Renter Occupied Homes 2020:** 2,439  
**Owner Occupied Homes 2025:** 9,800  
**Renter Occupied Homes 2025:** 2,496  
**Housing Growth:** (2000) 6,062; (2010) 10,641; (2020) 11,632; (2025) 12,128  
**2020 Per Capita Income:** \$28,979  
**2020 Average Household Income:** \$80,433  
**2025 Per Capita Income:** \$32,186  
**2025 Average Household Income:** \$89,390

5-Year Summary

Owner occupation rising about 0.2%.  
Rental growth (.2%)  
8% housing growth  
11.5% household income growth.

Rawlings Library Service Area:

**Primary Zip Code:** 81003  
**2020 Population:** 43,670  
**2025 Population:** 45,172  
**Average Household Size:** 2.3  
**Owner Occupied Homes 2020:** 9,645  
**Renter Occupied Homes 2020:** 8,699  
**Owner Occupied Homes 2025:** 10,041  
**Renter Occupied Homes 2025:** 8,931  
**Family Housing Growth:** (2000) 15,589; (2010) 17,090 (2020) 18,343; (2025) 18,973

5-Year Summary

Owner occupation rising about 0.3%.  
Rental growth (-.3%)  
3.4% housing growth  
9.4% household income growth.

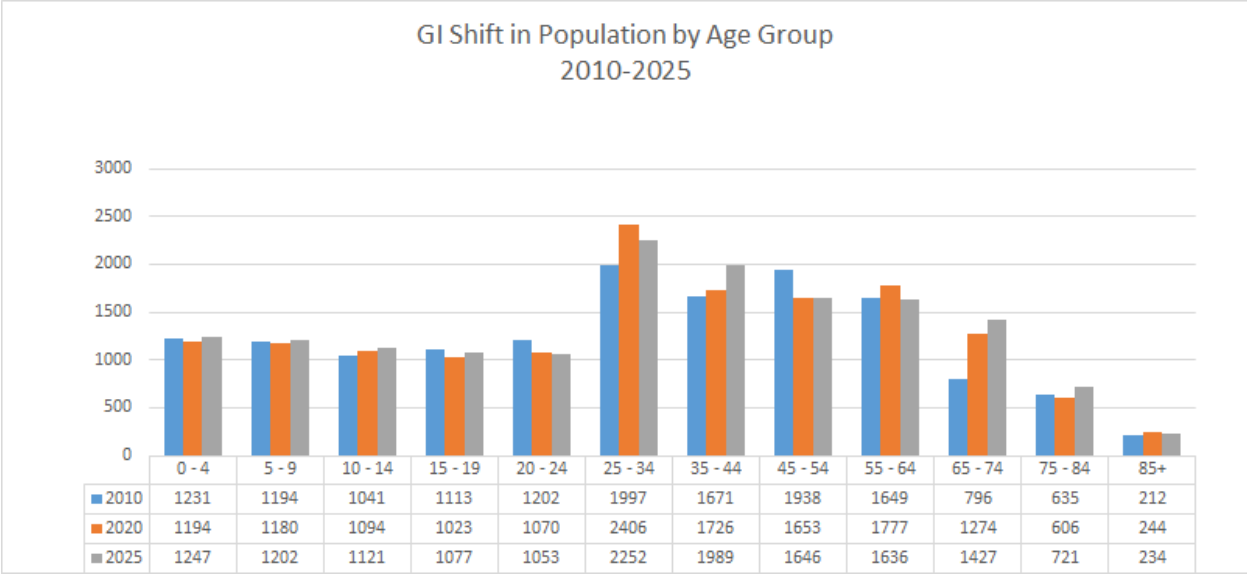
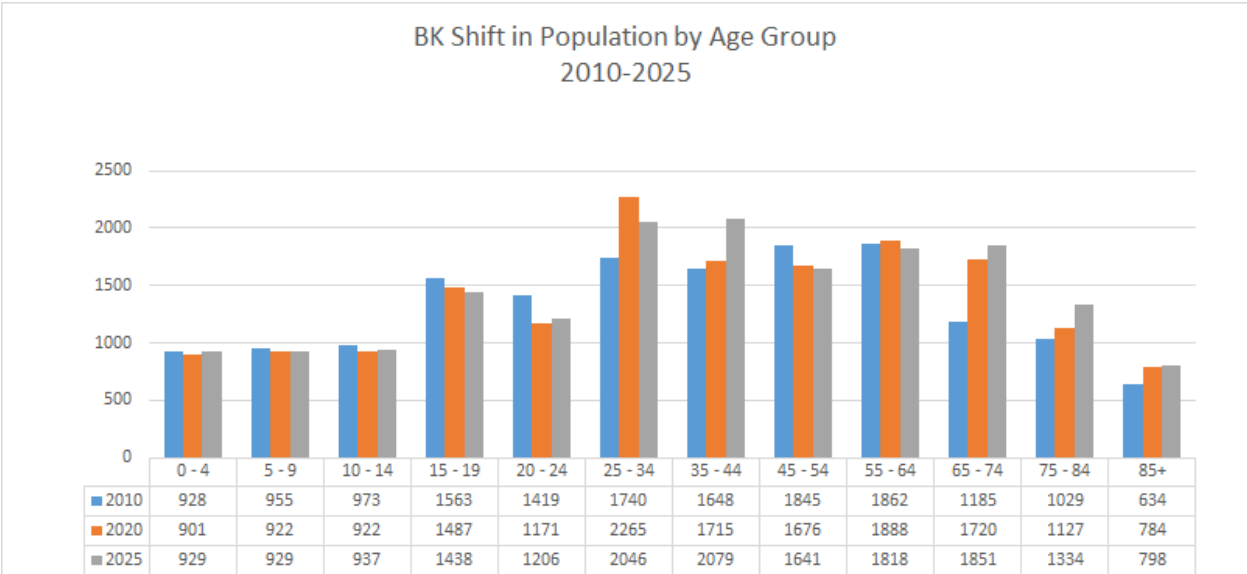
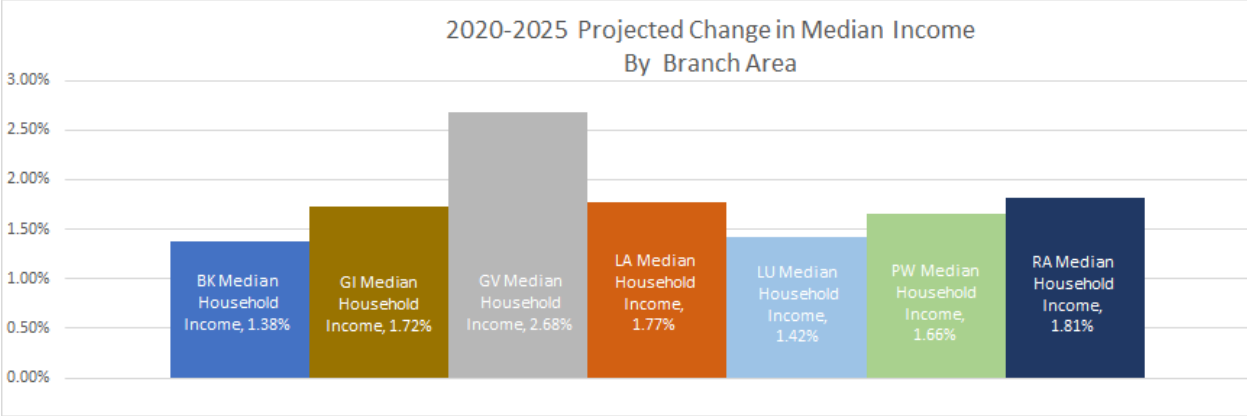
**2020 Per Capita Income: \$23,914**  
**2020 Average Household Income: \$40,924**  
**2025 Per Capita Income: \$26,233**  
**2025 Average Household Income: \$44,768**

**Population/Card Holders by Zip Code and Associated Branch**

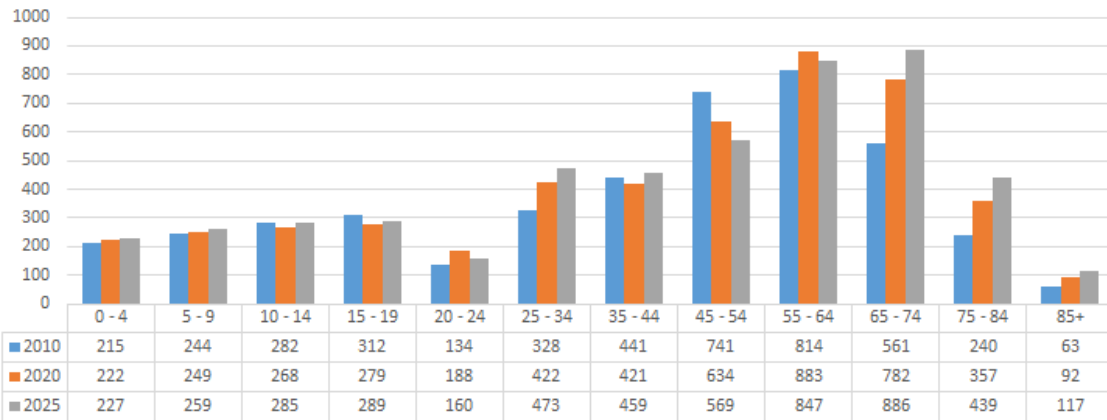
<b>Library Zone</b>	<b>Zip Code</b>	<b>w/ Lib Card</b>	<b>Population 2019</b>	<b>Projected Pop 2024</b>	<b>% Of 2019 Pop.with Lib Card</b>	<b>Est % of 2024 Pop with Lib Card</b>	<b>Est. Change in % Lib Card Holders</b>	<b>Projected % Change in Pop.</b>
<b>Barkman</b>	<b>81001</b>	29,563	31,500	32,316	93.9%	91.5%	-3%	3%
<b>Rawlings</b>	<b>81003</b>	12,018	15,541	15,927	77.3%	75.5%	-2%	2%
<b>Lamb/GHVRawlings</b>	<b>81004</b>	25,377	26,967	27,917	94.1%	90.9%	-3%	4%
<b>Lamb</b>	<b>81005</b>	25,520	31,403	32,425	81.3%	78.7%	-3%	3%
<b>Giodone</b>	<b>81006</b>	9,223	12,747	13,181	72.4%	70.0%	-3%	3%
<b>PW</b>	<b>81007</b>	29,074	32,429	33,883	89.7%	85.8%	-4%	4%
<b>Lib@Y</b>	<b>81008</b>	8,646	10,834	11,453	79.8%	75.5%	-5%	6%
<b>GHV</b>	<b>81019</b>	2,171	2,419	2,504	89.7%	86.7%	-3%	4%
<b>AV</b>	<b>81022</b>	1,303	1,572	1,603	82.9%	81.3%	-2%	2%
<b>Lamb?</b>	<b>81023</b>	985	1,226	1,272	80.3%	77.4%	-4%	4%
<b>Giodone/Barkman</b>	<b>81025</b>	718	1,141	1,272	62.9%	56.4%	-10%	11%
<b>GHV</b>	<b>81069</b>	1,863	2,115	2,212	88.1%	84.2%	-4%	5%

# COMMUNITY DATA VISUAL SUMMARY

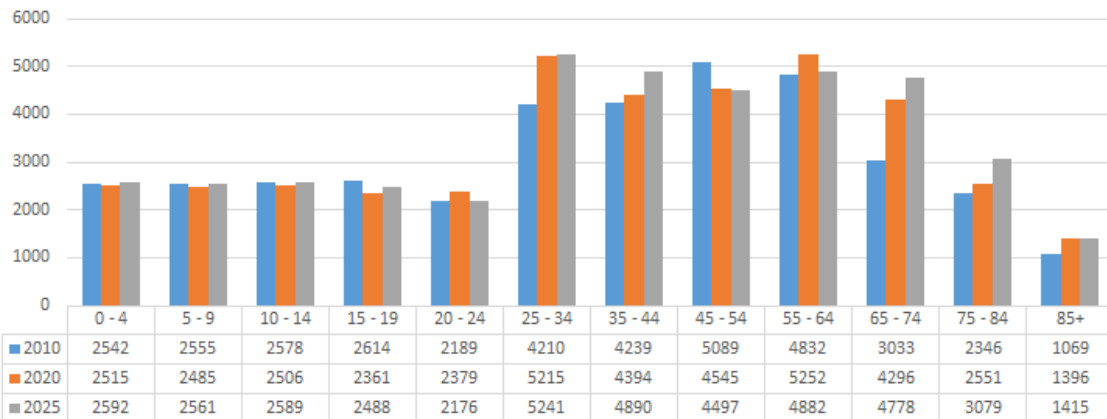
## Age Distribution by Location



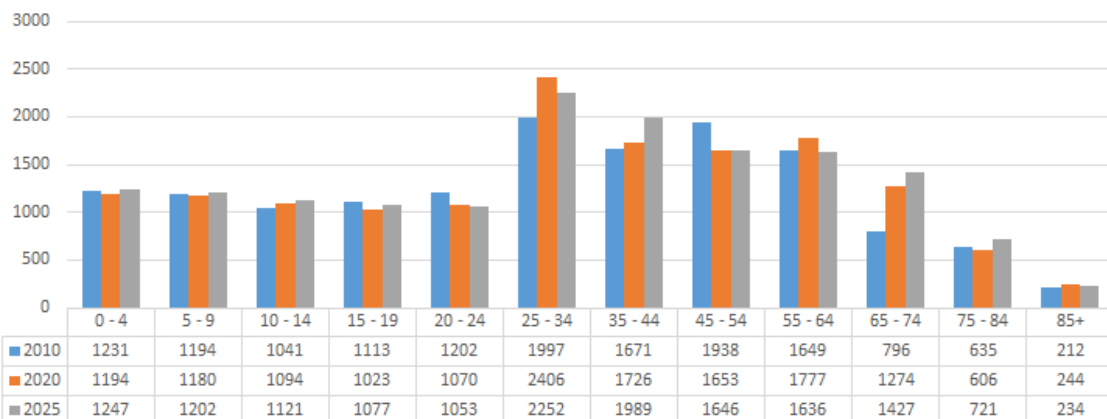
GV Shift in Population by Age Group  
2010-2025



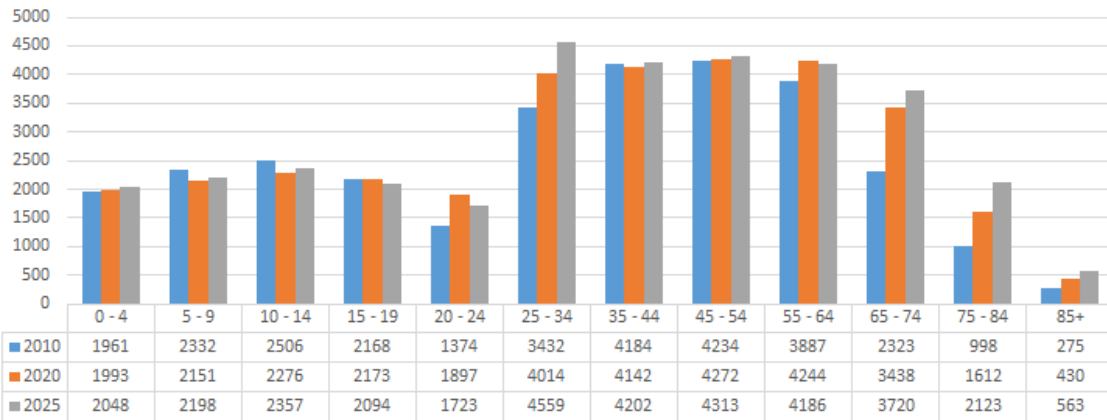
LA Shift in Population by Age Group  
2010-2025



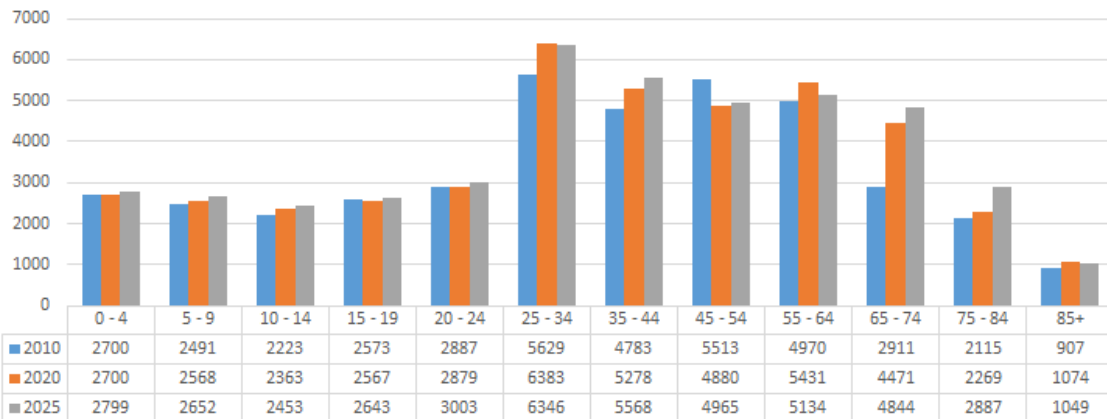
LU Shift in Population by Age Group  
2010-2025



PW Shift in Population by Age Group  
2010-2025

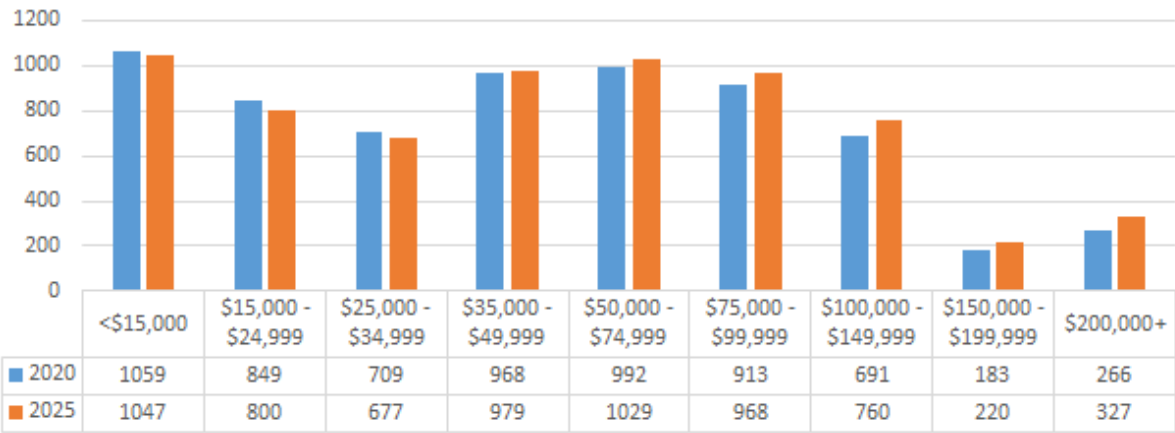


RA Shift in Population by Age Group  
2010-2025

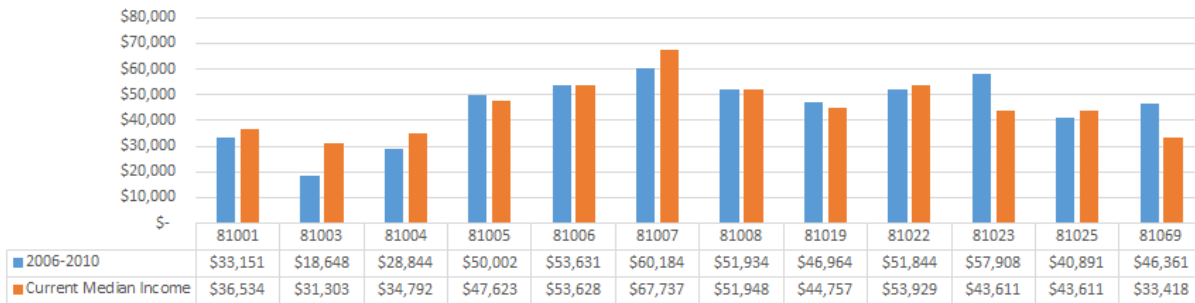


**Income Change by Branch Location**

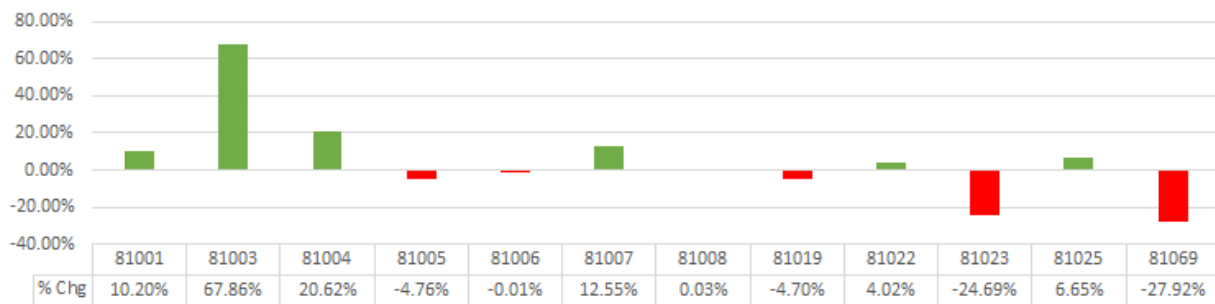
### BK Change in Income Profile By Income Group



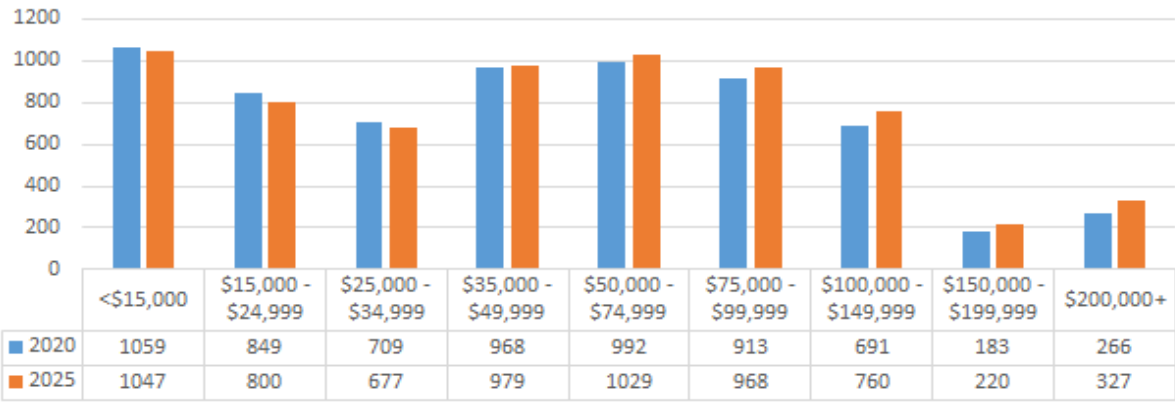
### Change in Income by Zip Code



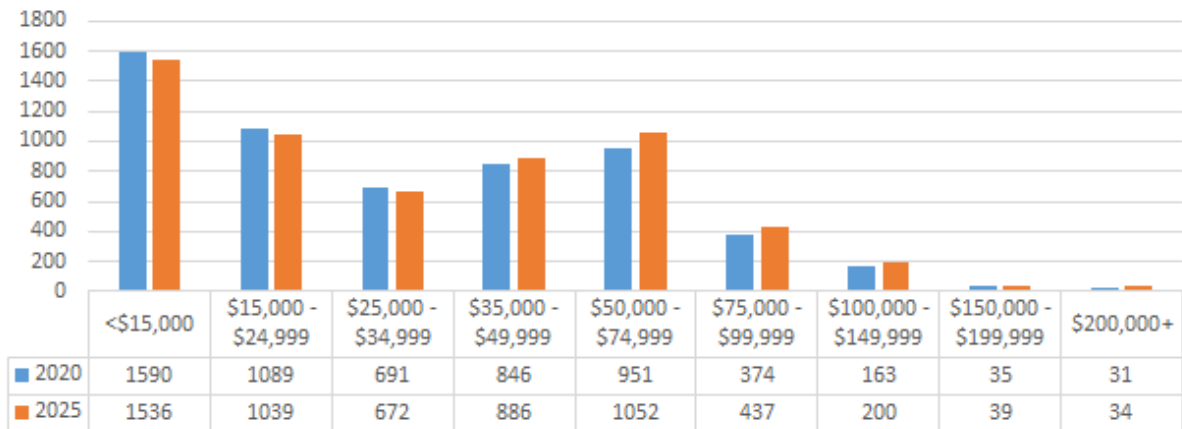
### % Change in Income by Zip Code



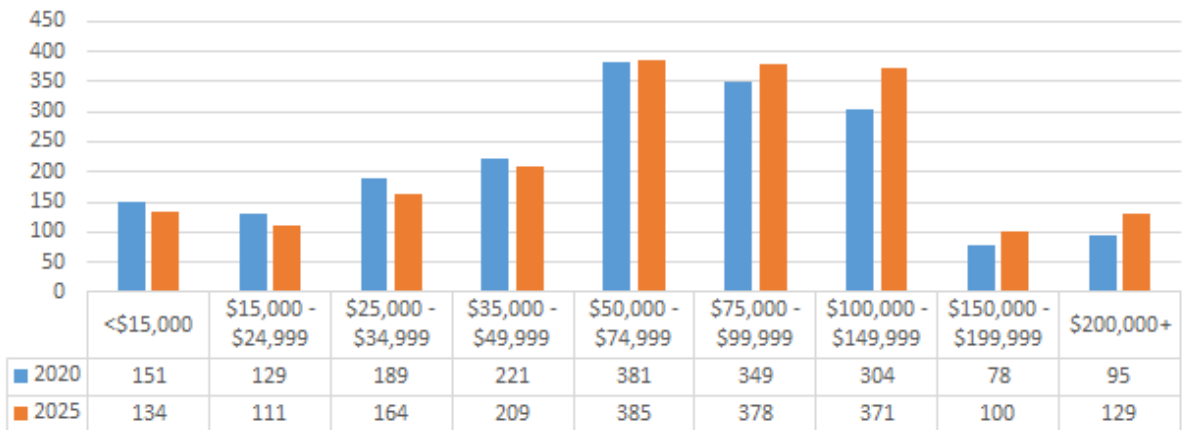
### BK Change in Income Profile By Income Group



### GI Change in Income Profile By Income Group

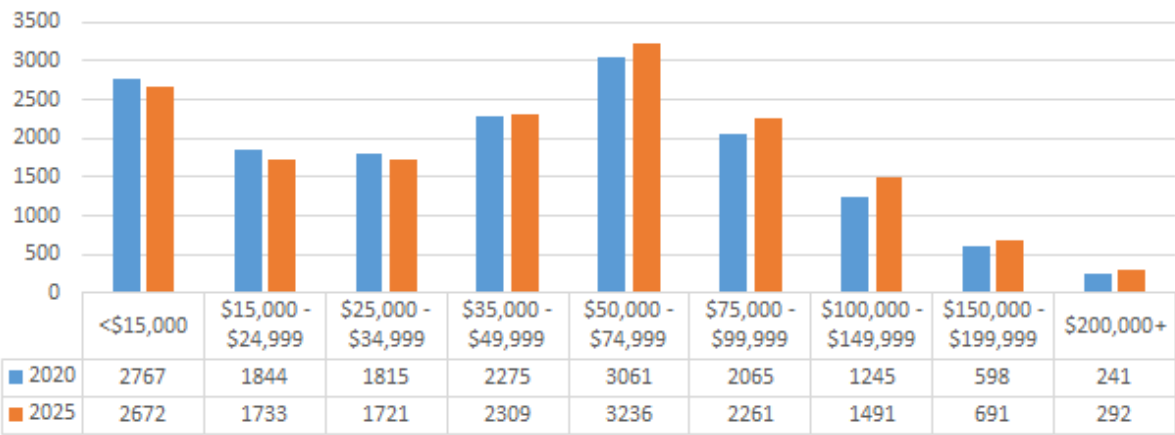


### GV Change in Income Profile By Income Group

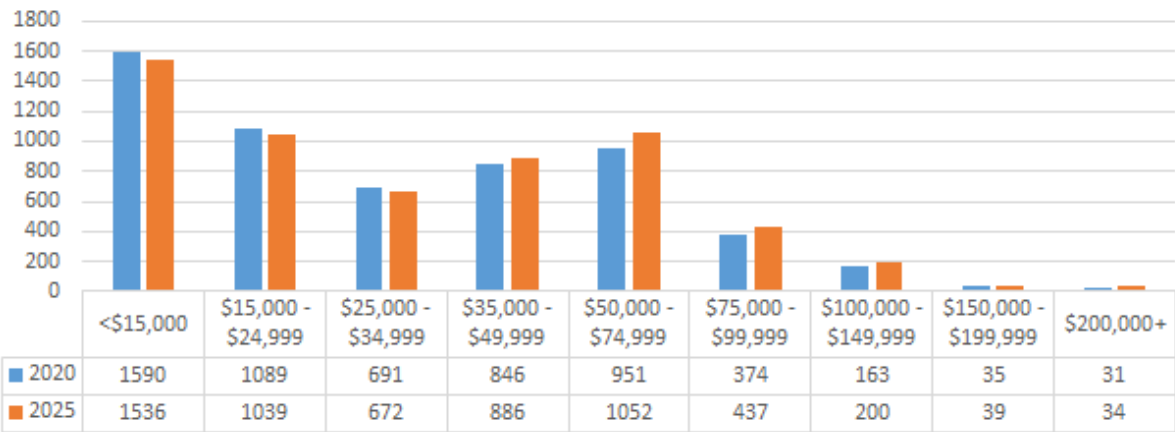




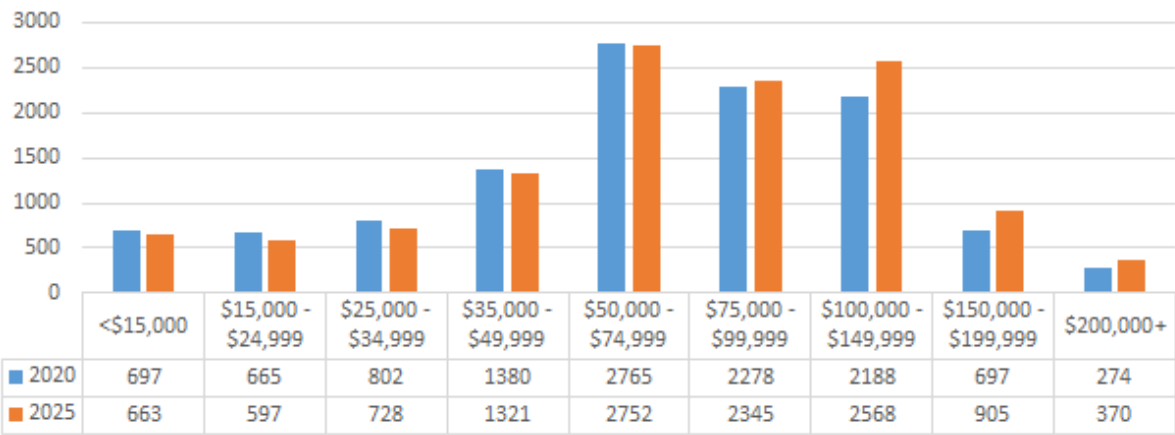
### LA Change in Income Profile By Income Group



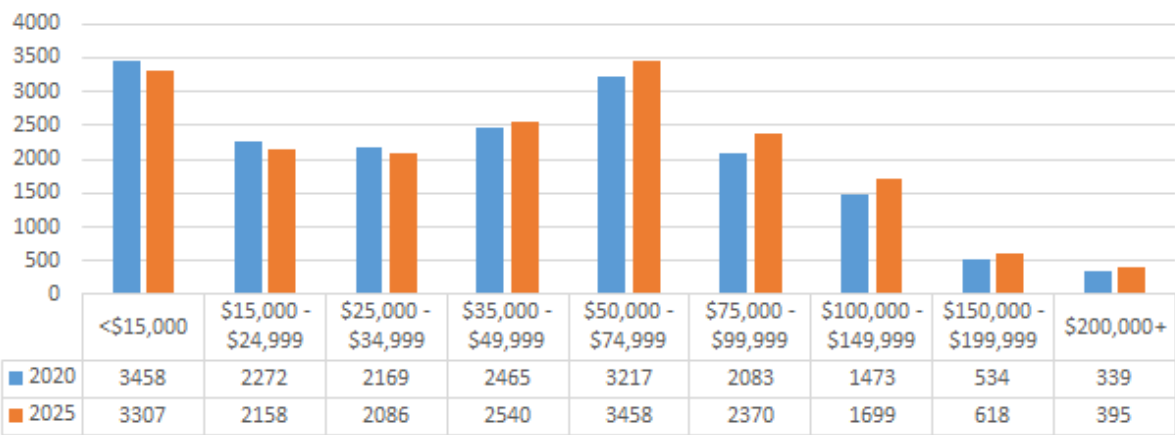
### LU Change in Income Profile By Income Group



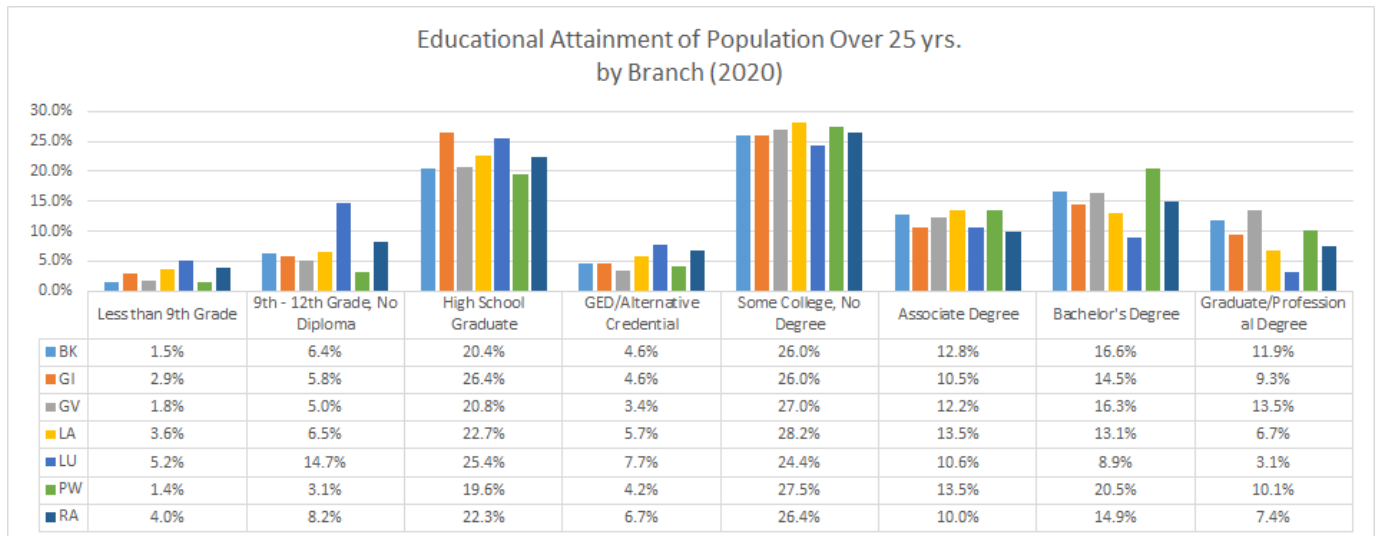
PW Change in Income Profile  
By Income Group



RA Change in Income Profile  
By Income Group

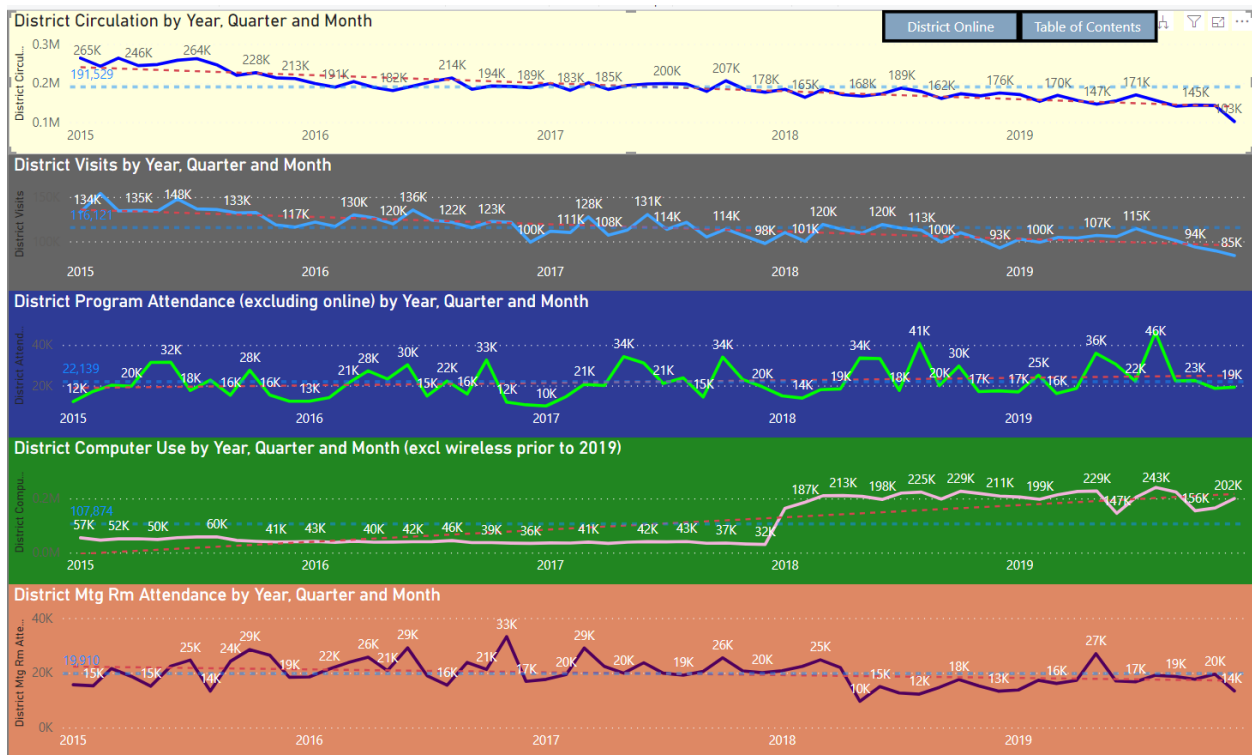


## Education attainment

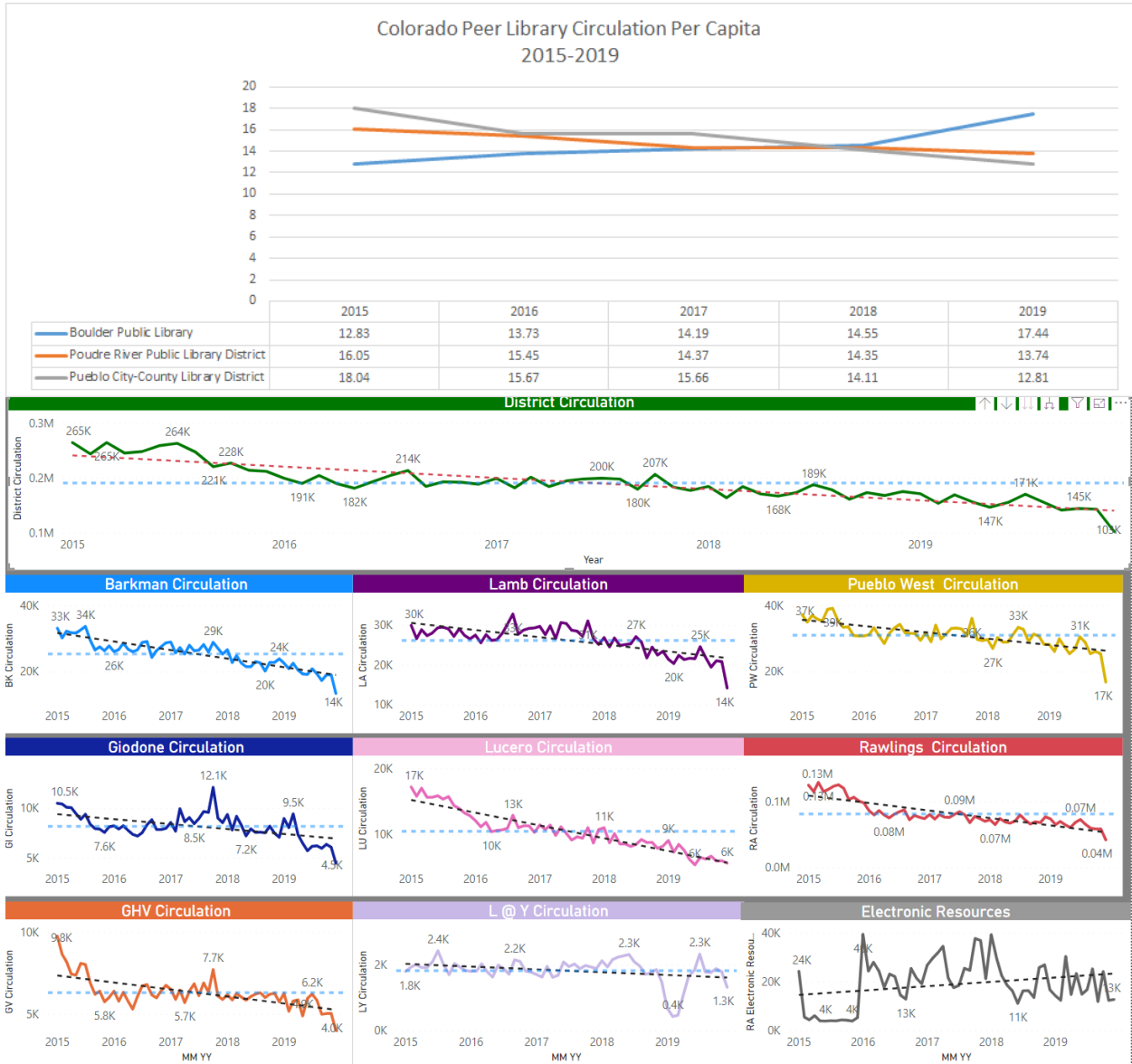


# INTERNAL DISTRICT DATA AT A GLANCE

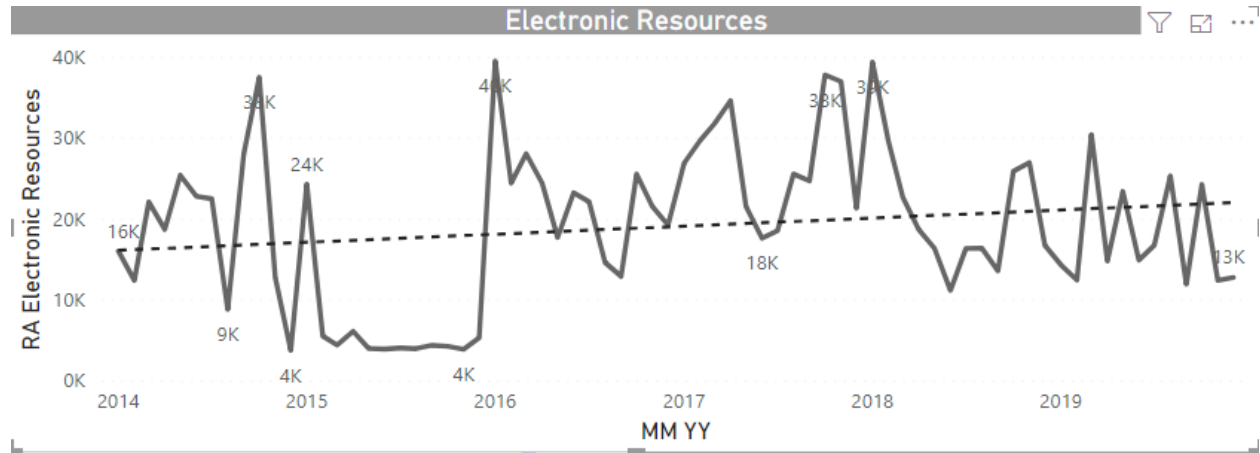
Pueblo City-County Library District measures its performance on several key indicators; the areas of measure are circulation, library visits, program attendance, and meeting room usage. Below, please find a five-year review of each metric and its performance. This data displays the performance of each key metric since the last strategic plan.



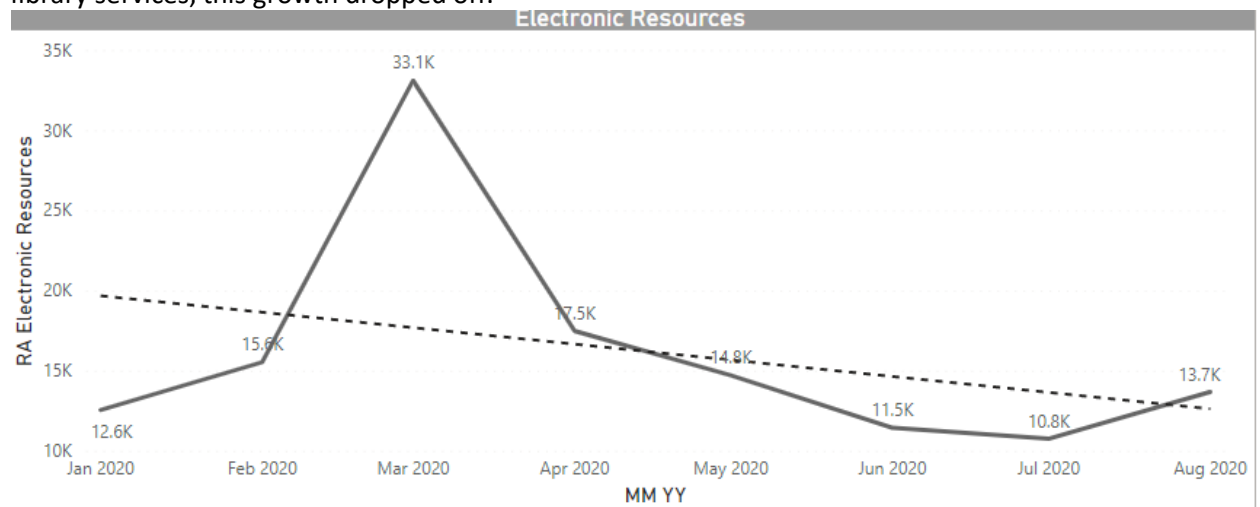
# Internal Circulation Data:



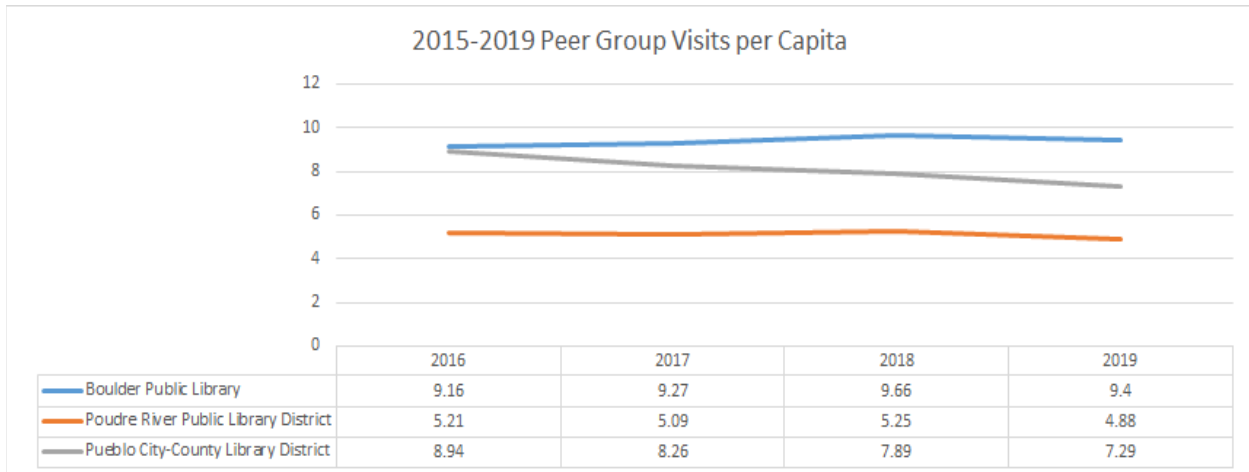
Circulation has seen the largest decline in the five-year period. While it can be said that e-resources have taken some of the circulation numbers, even when accounting for the e-resource checkouts a consistent decline can be seen year-over-year.



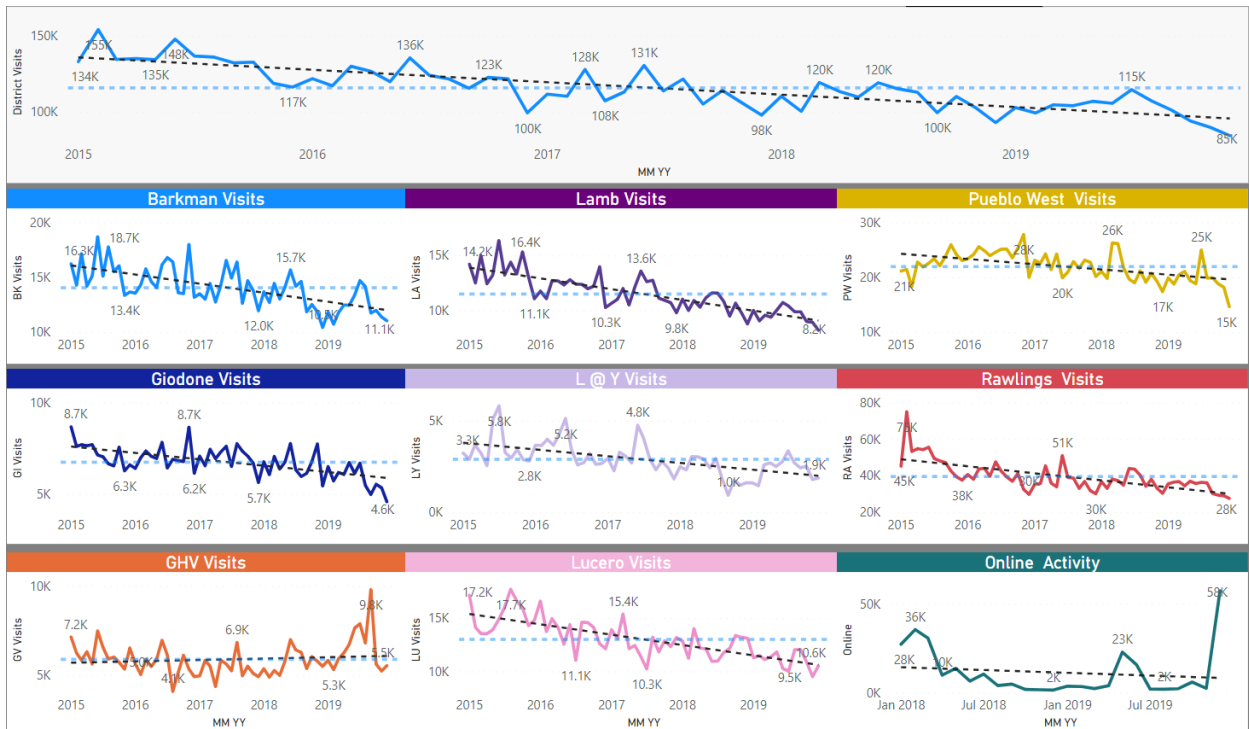
While it should be noted that circulation declines can be seen in libraries throughout the nation, PCCLD's circulation is falling faster than peer institutions. Early in 2020, a mindful push was given to market the circulation. Focusing on the collection and checking out items resulted in the first growth of the previous period over the last five years; focusing on informing the community of the library's collection resulted in increased usage. This can also be seen with electronic resources during the COVID-19 pandemic. Early in the pandemic, PCCLD focused on e-resources and made a concerted effort to advertise electronic resources. This resulted in huge growth but as other priorities arose and attention was given to other library services, this growth dropped off.



## Library Visits Peer Comparison:

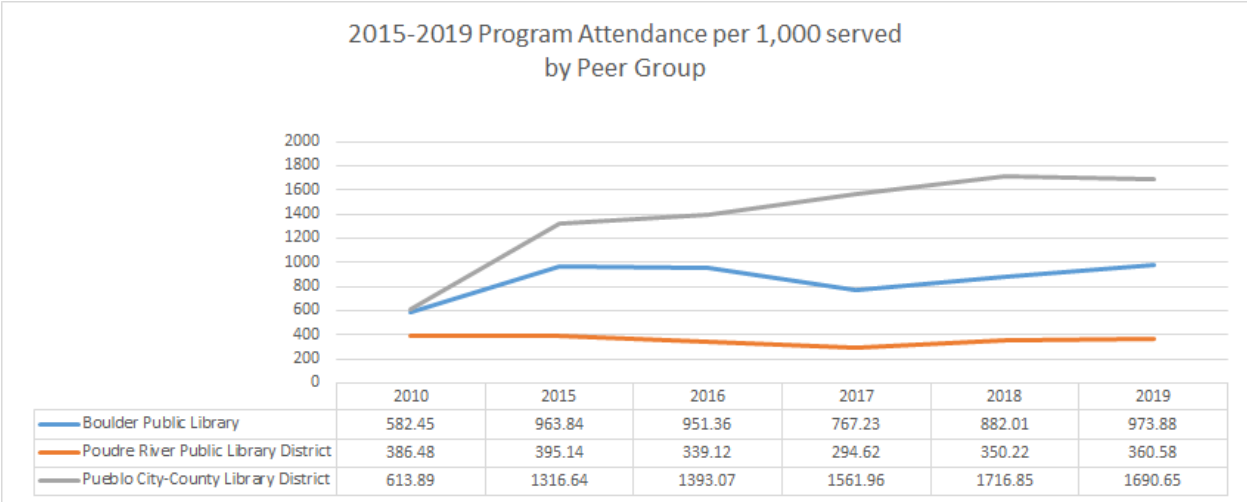


## Library District Visits:

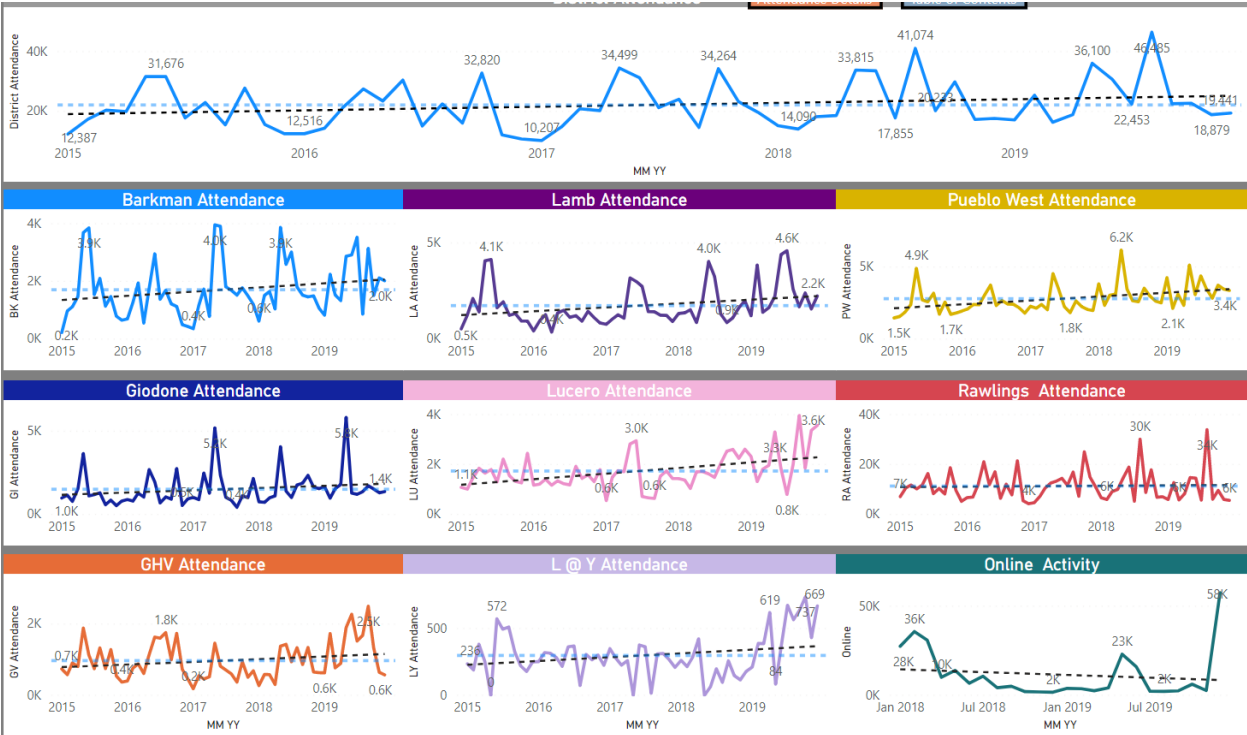


Note: Visits are pretty much flat at our peer library locations but PCCLD is trending down significantly. It should be noted that online activity is dramatically up and is the only “location” to show growth during the five-year period.

# PROGRAM ATTENDANCE PEER GROUP COMPARISON

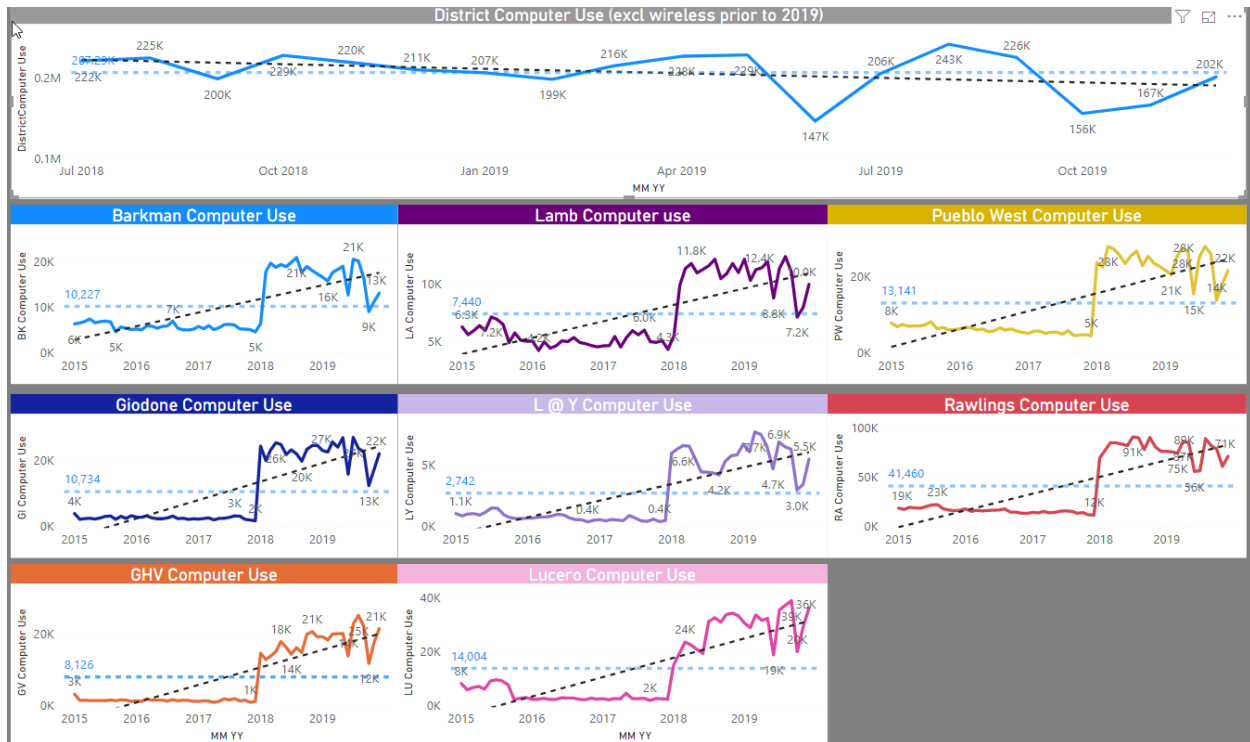


## District and By-Branch Program Attendance



\* It should be noted that the program count contains in-person and virtual program attendance, contest participation, exhibits, and video views.

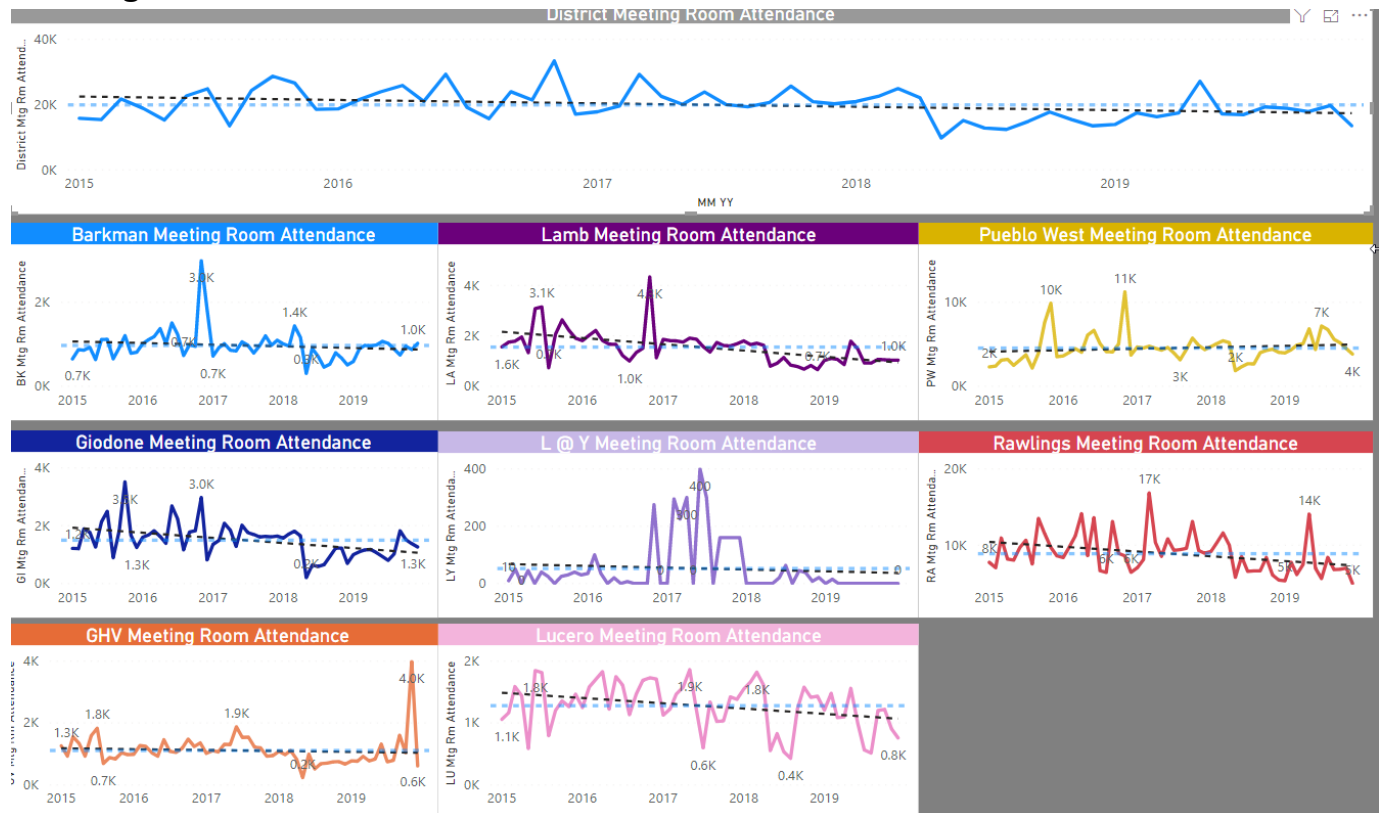
## Computer Usage:



The chart above reflects the computer usage throughout the library district. It can be easily seen that there is a large spike of activity beginning in 2018. It should be noted that at the start of 2018 PCCLD started counting wireless sessions instead of wireless users. As a result, we see a large spike in wireless users. What is unknown is how our peers are counting their wireless users. But what we can glean from this comparison, is regardless of how the wireless use is counted, it is fairly flat. BPL has experienced some growth since it started counting in 2017 and Poudre River has experienced a slight decline over the past 5 years.



## Meeting Room Attendance:



Meeting rooms seem to be relatively consistent from 2015 until 2019 but experienced a significant drop in 2019 which was exacerbated in 2020 by COVID-19. Each branch has a different result which can be due to lack of use/increased use or less accurate reporting of meeting room usage.

## Appendices and other findings:

- **Public Transportation and Library Locations:** A map is included within this document that contains a map of Pueblo, the area serviced by Pueblo Transportation, the designated bus routes, and each PCCLD library location. It should be noted that many areas in the community are not easily accessible by RTD and make transportation to the a library location difficult.
- **Internet connectivity and community electronics inventory**
  - Pueblo County is currently the 60<sup>th</sup> most connected city in Colorado, however it's the 10<sup>th</sup> most populated county in the state. Approximately 2,000 households in Pueblo County do not have access to any wired internet and approximately 11,000 households do not have access to 25 Mbps wired broadband access. Internet speed and cost per Mbps is also a factor in dealing with the digital divide. Pueblo, when compared to other cities, displays slow download speeds and higher cost per data usage which are factors widening the digital divide.

- About 30% of the population has purchased a computer in the last four years. 87% of the population has access to the internet at home via broadband or high-speed internet. 85.4% of the population used the internet within the last 30 days.
- Used internet at home in the last 30 days (81%), used internet at work in the last 30 days (43.6%), used internet at a school/ library the last 30 days (12%), used internet at location not home, school/library, or work (35.7%)

# PEER COLORADO LIBRARIES – IMLS DATA COMPARISON

Prepared by David Hayden, PCCLD Community Relations

## Executive summary

This report was created using data from surveys conducted by the Institute of Museum and Library Services (IMLS) from 2017-2019 about expenses, key data, operations, demographics and population. This report provides a useful comparison between the Pueblo City-County Library District (PCCLD) and nine peer libraries with similar demographic profiles across the United States.

Key findings include:

- Population: The population served by PCCLD is the fourth lowest at 170,798.
- Age: The median age of Pueblo Library District's patrons is second highest at 39.7 years old. PCCLD has the second highest population of residents under 18 years of age (33%).
- Poverty Rate: The poverty rate of PCCLD's service area is fourth highest (17.2%) and ranks closely with the mean rate of 16.5%.
- Household: The average household size and average household income of the population served by PCCLD fall mid-range at 2.5 and \$48,952, respectively.
- Education: PCCLD's service population has a higher number of high school graduates (89.4%), but the number of college graduates (22%) is lower than the median.
- Race: PCCLD is unique to its peers in terms of races and ethnicities served, with a more even split between 52% White, 43.1% Hispanic, and a lower population of Black (2.8%) and/or Other (2.2%).
- Expense Comparisons: Pueblo has the second highest operating expense (OPEX) of \$10,060,183 and a higher per capita OPEX (\$60.05) than its peers, despite serving a near-median population.
- Performance Measures: PCCLD has the highest program attendance (428,373), second highest number of visitors (1,309,285), second highest circulation (2,341,473) and the second highest annual web visits (859,557). The leading library has a 38% larger population and higher operating expenses.

PCCLD has unique population and demographic statistics when compared to the nine peer libraries surveyed. Although PCCLD's operating expenditures are higher, key metrics show that PCCLD is surpassing the performance of its peer libraries nationwide.

# PCCLD PEER COLORADO LIBRARY REPORT

2017-2019 IMLS DATA COMPARISON  
DAVE HAYDEN

## Table of Contents

Introduction and Demographics	1
Population, Age and Poverty Rate	1
Household, Education and Race	2
Expense Comparisons	2
Performance Measures	4
Visits and attendance	4
Key Data	4
Summary	5

## Introduction and Demographics

This report compares the Pueblo City-County Library District (PCCLD) to nationwide peer libraries with respect to OPEX, Key Data, Operations, Demographics and Population. Comparing how PCCLD aligns with its national peers provides insight into how PCCLD performs with respect to libraries with similar Demographic profiles. The available data comes from a mix of IMLS surveys spanning the years 2017 - 2019 since not all libraries reported in all years.

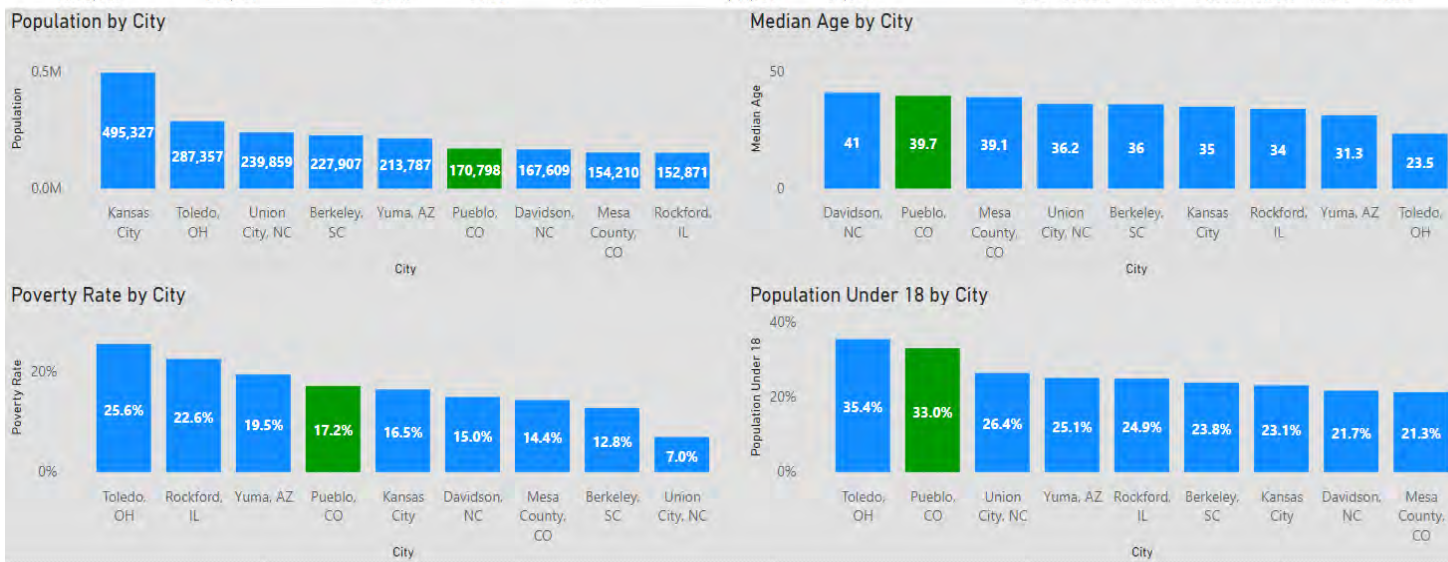
Of the nine libraries chosen, PCCLD is fourth from the bottom with respect to population served. (Figure 1) However:

- The median age of Pueblo Library District's patrons is second highest at 39.7 years old.
- PCCLD also has the second highest population of citizens under 18, (33.0%).
- The population served by PCCLD falls fourth from the top (17.2%) with respect to poverty rate but ranks more closely with the mean (16.5%, Kansas City) than it does with Yuma, AZ library which is in 3<sup>rd</sup> place. (19.5%).

## Population, Age and Poverty Rate

### FIGUR

City	Population	Population Under 18	Median Age	Poverty Rate	Avg. Household Income	Households	Average Household Size	White	Black	Hispanic	Other	HS	College
Berkeley, SC	227,907	23.8%	36.00	12.8%	\$59,995	88,357	2.74	69.00%	24.70%	7.00%	6.40%	88.8%	23.8%
Davidson, NC	167,609	21.7%	41.00	15.0%	\$42,271	76,055	2.49	85.60%	10.10%	7.40%	4.30%	83.4%	75.9%
Kansas City	495,327	23.1%	35.00	16.5%	\$52,405	200,420	2.36	60.10%	29.00%	10.20%	6.70%	89.6%	34.3%
Mesa County, CO	154,210	21.3%	39.10	14.4%	\$53,683	61,033	2.40	81.10%	0.90%	14.80%	2.60%	90.1%	27.4%
Pueblo, CO	170,798	33.0%	39.70	17.2%	\$48,942	67,264	2.47	52.00%	2.80%	43.10%	2.20%	89.4%	22.0%
Rockford, IL	152,871	24.9%	34.00	22.6%	\$43,066	59,403	2.42	67.20%	22.00%	18.00%	3.70%	83.9%	21.8%
Toledo, OH	287,357	35.4%	23.50	25.6%	\$37,100	117,864	2.30	62.80%	27.00%	8.60%	1.80%	86.0%	18.7%
Union City, NC	239,859	26.4%	36.20	7.0%	\$75,397	75,165	2.99	71.70%	12.50%	11.50%	6.30%	89.8%	34.8%
Yuma, AZ	213,787	25.1%	31.30	19.5%	\$44,058	94,641	2.79	30.10%	3.20%	64.60%	5.60%	72.1%	14.8%

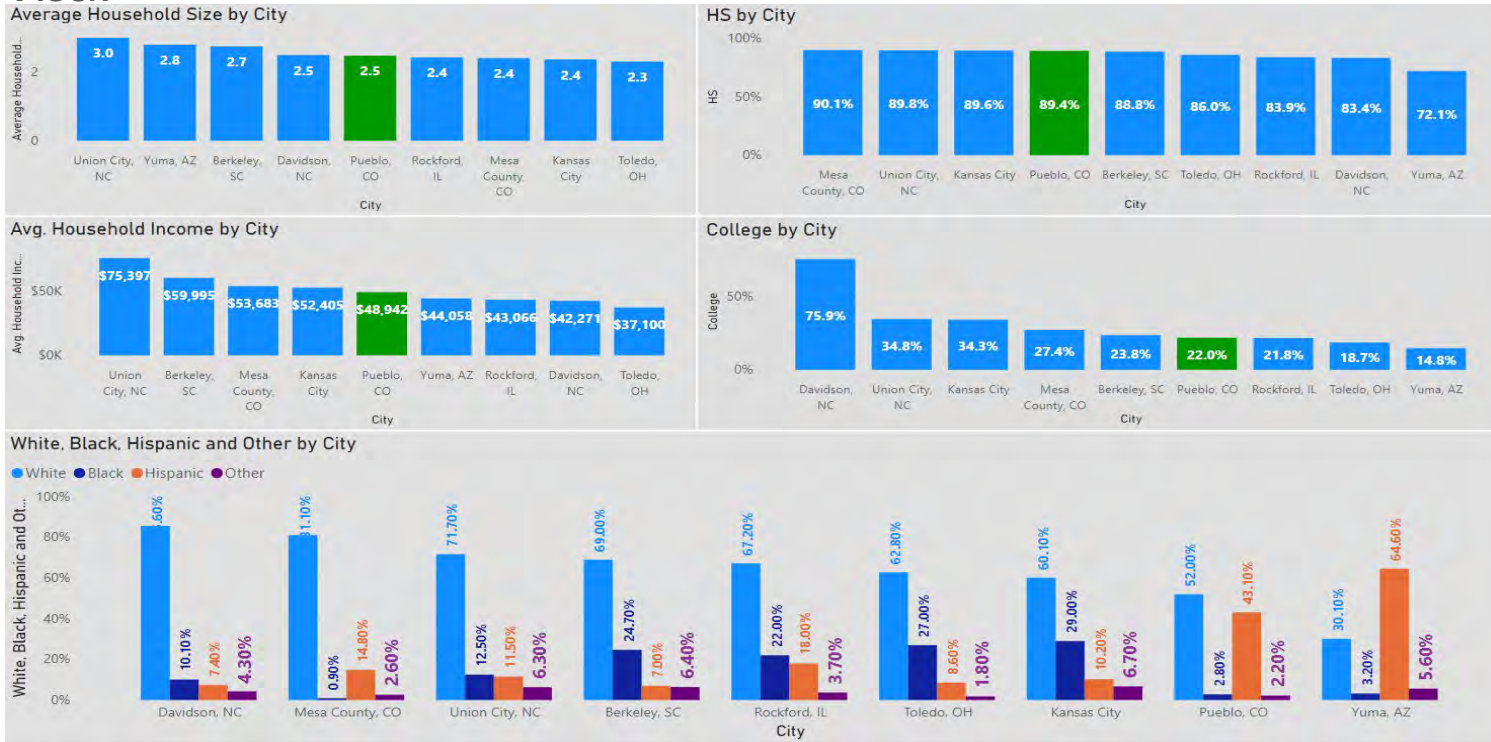


## Household, Education and Race

The population served by PCCLD falls squarely in the middle of its national peers with respect to Average Household Size (2.5) and Average Household Income (\$48,952). The public served by PCCLD has a slightly above average number of high school graduates (89.4%) but the field is pretty tight. In terms of college graduates, however, at 22.0%, Pueblo's population is below the peer median of 23.8% and much nearer the bottom peer, Yuma, AZ (14.8%) than the top peer, Mesa County, CO (75.9%). (Figure 2)

Racially and ethnically Pueblo is somewhat unique to its peers. Serving a white population of 52% and Hispanic population of 43.1%, PCCLD has the most even split among those citizens. The Pueblo population identifying as Black and/or "Other" is on the low end of the spectrum with respect to its peers. (Figure 2)

### FIGUR



## Expense Comparisons

Of the nine nationwide peer libraries PCCLD has the second highest operating expense at \$10,060,183 but serves a near-median population of 167,567. Consequently, PCCLD's OPEX per capita is higher (\$60.05) than all but one of its peers. The range in this metric is wide with Berkeley County (SC) Library System having the lowest OPEX per Capita (\$19.22) and Toledo Lucas County Public Library the highest (\$83.59). (Figure 3)

Both Berkeley County Library System and Toledo Lucas County Public Library serve populations greater than PCCLD, 177,843 and 441,815 respectively. Yuma County Library District also serves a larger population (219,366) than PCCLD, but maintains a significantly lower OPEX per capita (\$37.31). (Figure 3)

No doubt many variables play into these numbers such as square miles served, number of outlets, local property values, tax structures and other economic factors and may be worthy of further investigation. For example, PCCLD has the third highest total salaries expense (\$4,224,376). However PCCLD's Benefits Expense ranks fourth (\$1,133,138) and "Other Expense" ranks second (\$3,414,734). PCCLD Materials expense ranks second (\$1,287,935) (Figure 4)

Figure 3

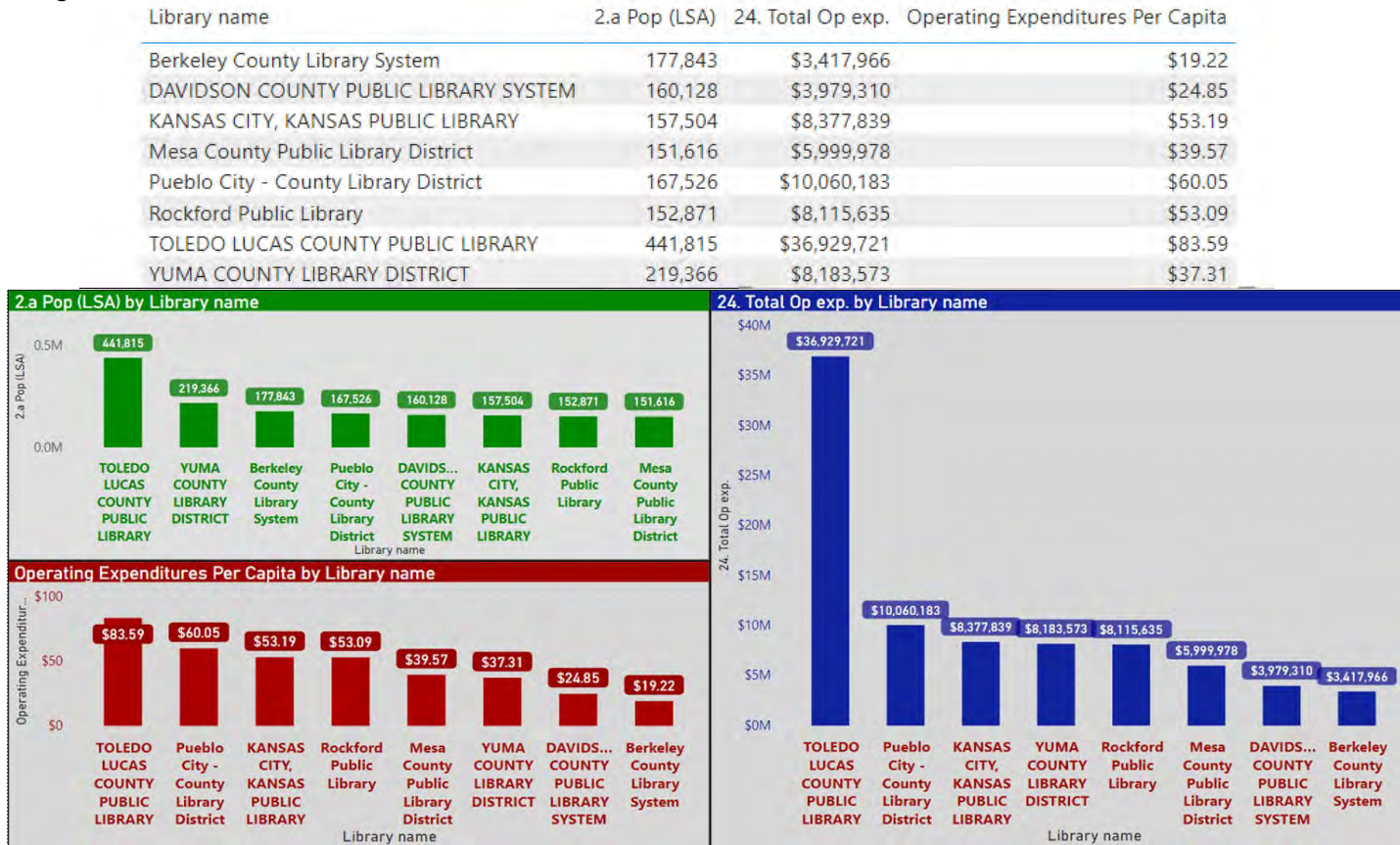
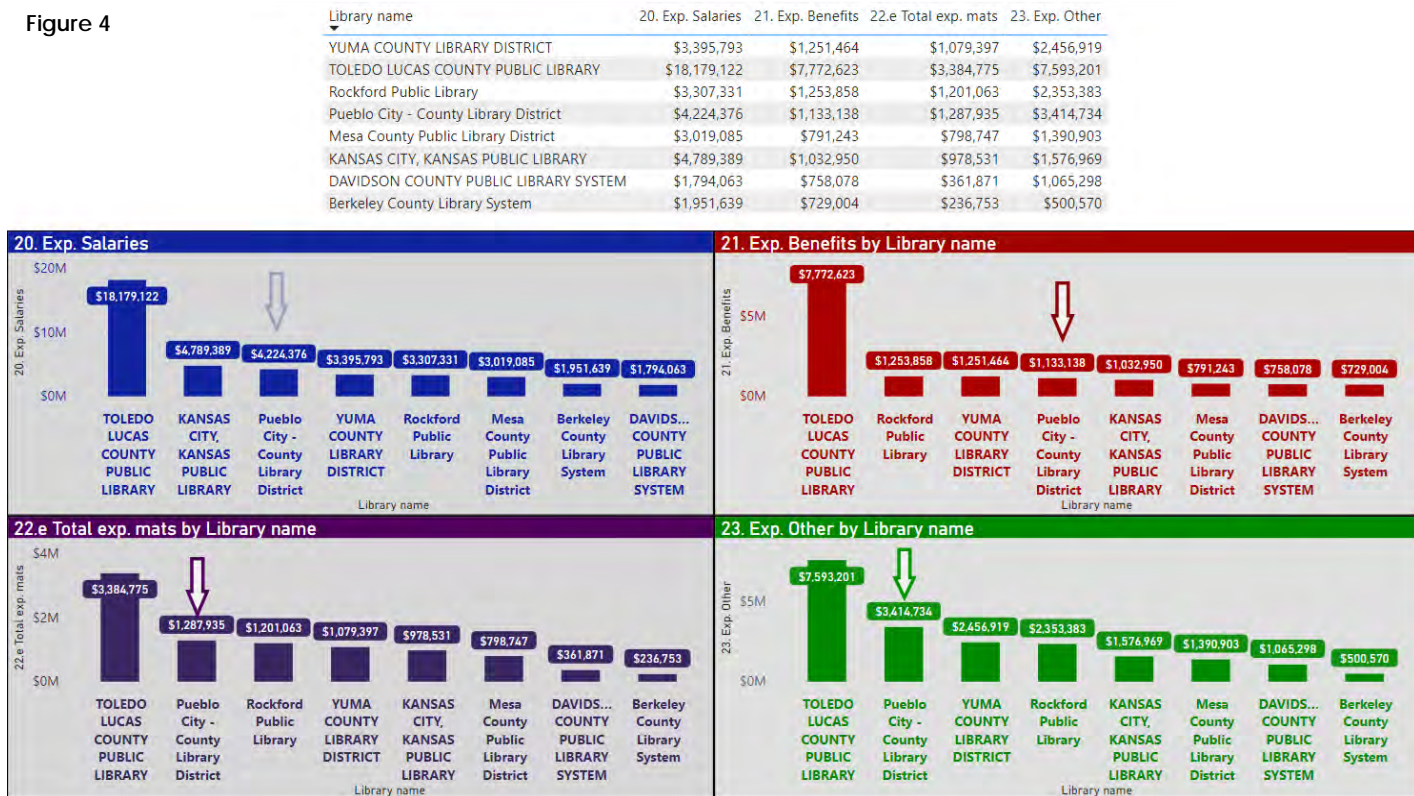


Figure 4



# PERFORMANCE MEASURES

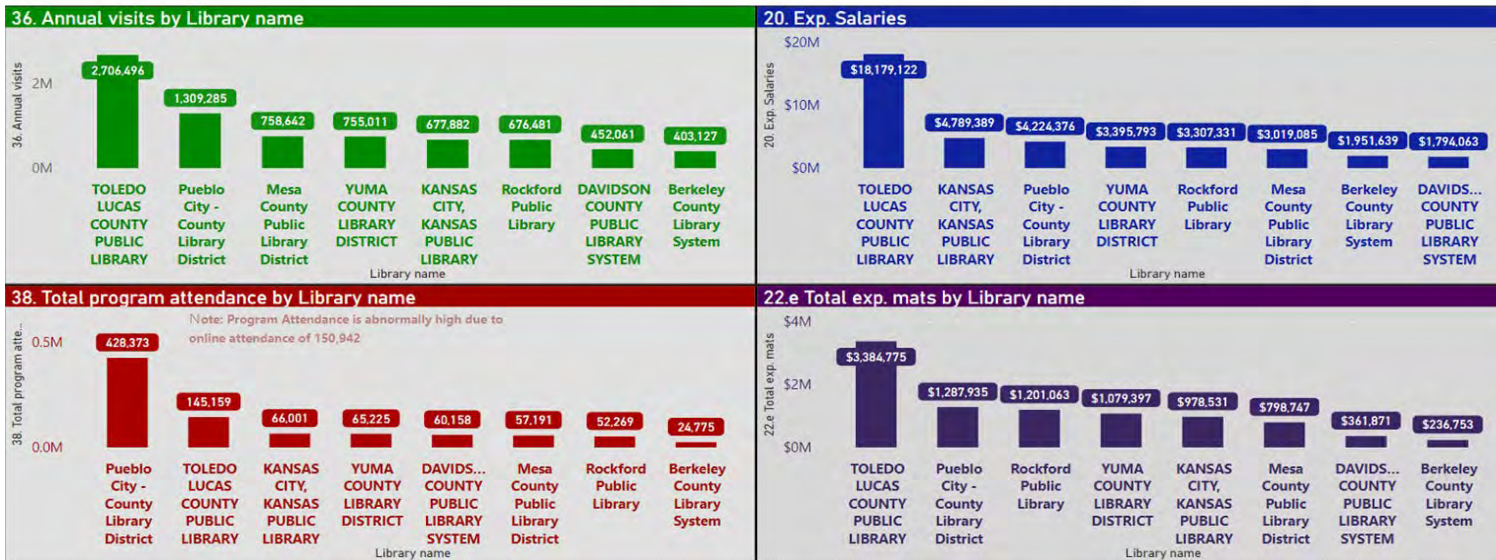
## Visits and attendance

While PCCLD's OPEX is second highest among its peers, PCCLD enjoys the second highest number of visitors (1,309,285) and leads the pack in program attendance (428,373). (Figure 5)

(NOTE: Pueblo's unusually high program attendance is boosted by online views, and one program in particular, "The Biography of Madam Laura Evans My Life as a Whore", garnered 124,661 views in 2018. Subtracting the 124,661 from the reported attendance still puts PCCLD at the top of program attendance at 303,712, over double that of Toledo which has an LSA of 441,48k and an operating expense of over \$36M. It is however unknown if others include online views in their program attendance numbers.

Figure 5

Library name	36. Annual visits	20. Exp. Salaries	38. Total program attendance	22.e Total exp. mats	37. Total programs
Berkeley County Library System	403,127	\$1,951,639	24,775	\$236,753	1,484
DAVIDSON COUNTY PUBLIC LIBRARY SYSTEM	452,061	\$1,794,063	60,158	\$361,871	2,419
KANSAS CITY, KANSAS PUBLIC LIBRARY	677,882	\$4,789,389	66,001	\$978,531	4,015
Mesa County Public Library District	758,642	\$3,019,085	57,191	\$798,747	2,051
Pueblo City - County Library District	1,309,285	\$4,224,376	428,373	\$1,287,935	7,310
Rockford Public Library	676,481	\$3,307,331	52,269	\$1,201,063	2,422
TOLEDO LUCAS COUNTY PUBLIC LIBRARY	2,706,496	\$18,179,122	145,159	\$3,384,775	6,240
YUMA COUNTY LIBRARY DISTRICT	755,011	\$3,395,793	65,225	\$1,079,397	4,839



## Key Data

PCCLD performs very well with regards Key Data measures of visits, circulation, program attendance and annual web visits. Pueblo county residents have a very high regard for its library system which is not only evident from having earned "Best Library" status but also evident in comparative data. (Figure 6)

PCCLD enjoys:

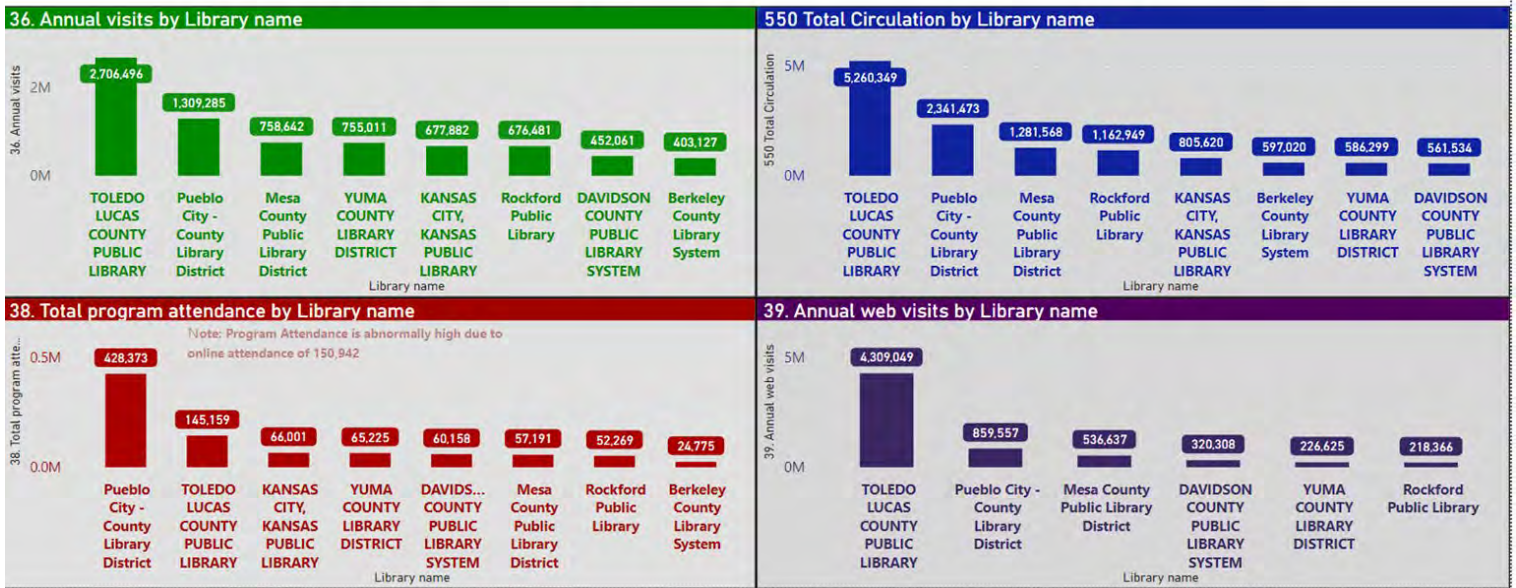
- Second highest number of visitors (1,309,285)
- Second highest circulation (2,341,473)
- The highest program attendance (428,373) driven in part by sponsoring the most programs (7,310) (see previous Visits and Attendance note regarding PCCLD's high program attendance.)
- Second highest annual web visits (859,557)



PCCLD is only behind Toledo Lucas County Public Library which has a 38% larger population (167,526 vs. 441,185) and 360% higher operating expense (\$10,060,183 vs. \$36,929,721) (Figure 3)

Figure 6

Library name	36. Annual visits	37. Total programs	38. Total program attendance	550 Total Circulation	39. Annual web visits
YUMA COUNTY LIBRARY DISTRICT	755,011	4,839	65,225	586,299	226,625
TOLEDO LUCAS COUNTY PUBLIC LIBRARY	2,706,496	6,240	145,159	5,260,349	4,309,049
Rockford Public Library	676,481	2,422	52,269	1,162,949	218,366
Pueblo City - County Library District	1,309,285	7,310	428,373	2,341,473	859,557
Mesa County Public Library District	758,642	2,051	57,191	1,281,568	536,637
KANSAS CITY, KANSAS PUBLIC LIBRARY	677,882	4,015	66,001	805,620	
DAVIDSON COUNTY PUBLIC LIBRARY SYSTEM	452,061	2,419	60,158	561,534	320,308
Berkeley County Library System	403,127	1,484	24,775	597,020	



## SUMMARY

Compared to the nationwide peers chosen based OPEX, Key Data, Operations, Demographics and Population PCCLD's expenses are near the top. PCCLD's Total Operating Expense is second only to Toledo Lucas County Public Library whose population is only 38% larger (167,526 vs. 441,185) but has a 360% higher operating expense (\$10,060,183 vs. \$36,929,721) Key metrics show PCCLD is performing admirably with respect to its peers and out performing all but Toledo Lucas County Public Library in the areas of visits, circulation and web visits. None of PCCLD's peers put on as many programs nor attract as much program attendance as PCCLD.

# LIBRARY TRENDS REPORT

Prepared by Jill Kleven, PCCLD Director of User Services

## Executive summary

A committee of Pueblo City-County Library District (PCCLD) librarians conducted research to identify trends in public libraries. Using resources from the American Library Association, Urban Libraries Council and OCLC, the team identified a number of trends related to accessibility, building community, and diversity and inclusion. This report provides an overview of key trends and recommendations to include:

- Libraries as community resilience centers - PCCLD is well-positioned to initiate creative partnerships before the next crisis hits. In doing so, these relationships become the new “reference collection” in which the library can serve to connect the community with resources and services in times of need.
- Partnerships for economic development - PCCLD contributes to economic development in our community by providing resources and services that improve productivity, build innovation and create jobs. There is opportunity for the library to expand its current offerings, to hire a business librarian to conduct outreach and coordinate programming, and to partner more extensively with the local Workforce Center.
- Evolving staff roles - PCCLD can adapt to evolving community information needs by diversifying staff, providing robust professional development, and supporting a culture of continual education for staff and customers.
- Equity, diversity and inclusion - It is recommended that PCCLD integrate equity, diversity and inclusion (EDI) into all aspect of operations by (1) adding EDI to its mission statement, (2) post jobs through ethnic affiliates to increase staff diversity, (3) continue auditing collections and programs.
- Outreach to teen populations - PCCLD can more effectively engage teens by improving the library’s website and using social media differently to promote resources, more actively engage users and build program attendance.
- School resource centers - PCCLD currently supports students and schools through a number of initiatives. It is recommended that the library continue these efforts and look for additional opportunities to support the needs of the K-12 learning community.
- Community archives and digital delivery - Pueblo County has a rich and diverse history that lends itself to a community-archive approach in which members of the community are participants in identifying collections of enduring value, shaping the collective memory of their histories and controlling the ways that their stories are constructed and shared. It is recommended that PCCLD consider implementation of this model.

# LIBRARY TRENDS WORK GROUP

**Committee:** Jill Kleven, Rebecca McGee, Lori Kozel, Kayci Barnett, Heather Wilder, Ciara Kehoe, Regina Renee Ward, Aaron Ramirez

This group was tasked with identifying trends in public libraries. A trend is defined as a general direction in which something is developing or changing. In public libraries, trends may include lifestyle/societal, technology, and facilities and services. Resource agencies such as the American Library Association, Urban Libraries Council, and OCLC emerged as guides for these trends. It would be remiss to not mention that COVID-19 has impacted some of our thoughts as we realize library services have changed and will continue to evolve. The following ideas are trends that our group found relevant to public libraries and librarianship that should be a focus for PCCLD for the upcoming five years. The themes that really emerged were ideas surrounding accessibility, building community, and diversity & inclusion.

-Libraries as Community Resilience Centers

-Partnerships (Workforce Center, Entrepreneurship)

-Evolving Staff Roles

-Equity, Diversity, & Inclusion

-Outreach to Teen Populations

-School Resource Centers

-Community Archives & Digital Delivery

## Community Resiliency Centers

Resiliency has been defined as the ability of communities to rebound, positively adapt to, or thrive amidst changing conditions or challenges---including disasters and climate change--and maintain quality of life, healthy growth, durable systems, and conservation of resources for present and future generations.[1] When disaster strikes, preparation and response are essential but improving resilience requires representatives from all community sectors to work together and have a common vision of resilience. Public-private coalitions provide a way to unify all parts of a community and public libraries are uniquely placed to be the glue that unites communities.

Disasters create “intense and immediate need for information” and there are numerous examples of libraries, that often have backup generators, providing essential services after disasters including:

- Creating community contact centers
- Staffing shelters in library buildings
- Housing city command centers (police, fire, public works)
- Distributing food and supplies

- Providing hook-ups to recharge electronics and communication devices
- Assisting with the completion of FEMA, insurance, and other paperwork
- Providing library materials to evacuees in shelters
- Providing FEMA, Red Cross, National Guard, and Army Corps of Engineers personnel with a place to meet with residents
- Giving temporary library cards to relief workers
- Assisting patrons using computers to look up information, contact friends and family, file for unemployment, and use government websites
- Providing space to share communal narratives of the disaster. “Everybody has a story, and people needed to be able to tell their stories.”
- Providing a place to go that felt “normal”. [3]

PCCLD has the opportunity to lean into this trend by reaching out to local public services and creating “creative partnerships” before the next crisis. We might ask our fire, police and health departments about ways we can coordinate disaster planning. Would libraries be a logical, centrally located place, to house community disaster response centers where community members could meet with local public service officials and FEMA? Are there ways to coordinate with the health department to provide testing in library parking lots during a pandemic which would provide greater access to at-risk communities? Does the Workforce Center want to work together on a plan for how to respond to widespread unemployment? Would they be willing to work with us on a “triage” checklist of questions to ask job seekers when they come to the library so that we can better connect them with the help they need? Can we collaborate with the CSU-P college of Social Work to have students doing internship hours in libraries? Would Rawlings library be a logical place to host office hours for local social services agencies? Can we make direct contacts in local community organizations and connect patrons in need with those people rather than just handing patrons a phone number to call? Think of relationships as the new reference collection. Would all of these public services be willing to provide staff training/disaster role playing on any completed plan? PCCLD’s plan might include checklists and roles for each department and branch and be accompanied by training. The Aspen Institute Dialogue on Public Libraries 2018 Conference suggested creating a new office to facilitate public-private and public-public partnerships. A “P3 Czar” would work with communities to help identify where there are resources available, locally regionally, at the state or national levels, and facilitate the process of bringing those resources into communities to create or strengthen partnerships. [4]

## Libraries as Entrepreneurial Hubs

Entrepreneurship builds a strong community by improving productivity, building innovation, and creating jobs (CFAE). Libraries are “community anchor institutions” and provide free services and technology tools for a diverse population. Public Libraries are an essential support for the community, and is the perfect platform to provide services for small business owners and entrepreneurs through an entrepreneurial hub.

Pueblo Library District currently subscribes to **digital resources** that benefit the small business owner and entrepreneurs such as Reference USA and EBSCO’s Business Source Premier. These databases assist with business plans and market research. The district could expand these resources by subscribing to Lynda.com or Learn by Demand that contains an assortment of learning programs for small business owners. Additionally, these programs could be utilized for employee’s professional development needs. Another highly recommended database would be Gale Small Business Builder for starting and

managing a business or nonprofit. PCCLD could perhaps partner with CSU-Pueblo or a community organization to share subscription fees.

Pueblo Library district currently offers **technology classes** that teach computer literacy to patrons. These classes include business software training such as MS Office and Google Suite. Additional computer classes to benefit entrepreneurs and small business owners would be web design, coding, social media, marketing, business finance, and taxes for businesses courses. The Technology Librarian could provide these courses, or the district could offer workshops led by innovators in the field of finance, grant funding, technology, and marketing.

**Partnerships and collaboration** with community organizations is key. PCCLD could build and reinforce their relationships with the Workforce Center, Small Business Development Agency, Pueblo Latino Chamber of Commerce, Minority Business Office of Colorado, CSU-Pueblo, Steel City Makerspace Center, Colorado's Women and Black Chamber of Commerce, as well as implement a mentorship program with SCORE.

**Meeting spaces** could be upgraded to provide equipment to assist entrepreneurs and small business owners. Currently, the district has laptops and business databases, however, meeting spaces could be expanded to include a smartboard and wireless printing for business owners to conduct staff meetings, or a safe space to meet with clients.

The Idea Factory currently provides **makerspace programming** focused on STEAM concepts through 3-D printing, sewing, robotics, and arts and crafts. Providing programs that focus on entrepreneur's small businesses could assist them with designing product prototypes or learning new skills. Additionally, patrons could learn to market and sell their creations after attending a creative makerspace program. Computer software programs such as Illustrator and Photoshop are recommended so entrepreneurs can design their own flyers and logos for marketing purposes.

The district may wish to consider adding a 40-hour **business librarian** position to conduct outreach and coordinate programming. This position would collaborate with community organizations, schedule guest speakers, provide classroom and one-to-one training to staff and patrons, and build the business print and digital collections. If funding is unavailable to create this position, collection development could be completed by librarians in training, while training and outreach could be accomplished by individual branches and the Technology Librarian. Collaboration with CSU-Pueblo would be a rewarding opportunity for library technician students. It is recommended to partner with CSU-Pueblo to create a business library technician internship program for students to oversee the collection development and training of small business and entrepreneur resources.

## **Workforce Collaboration and Virtual Classes in Public Libraries**

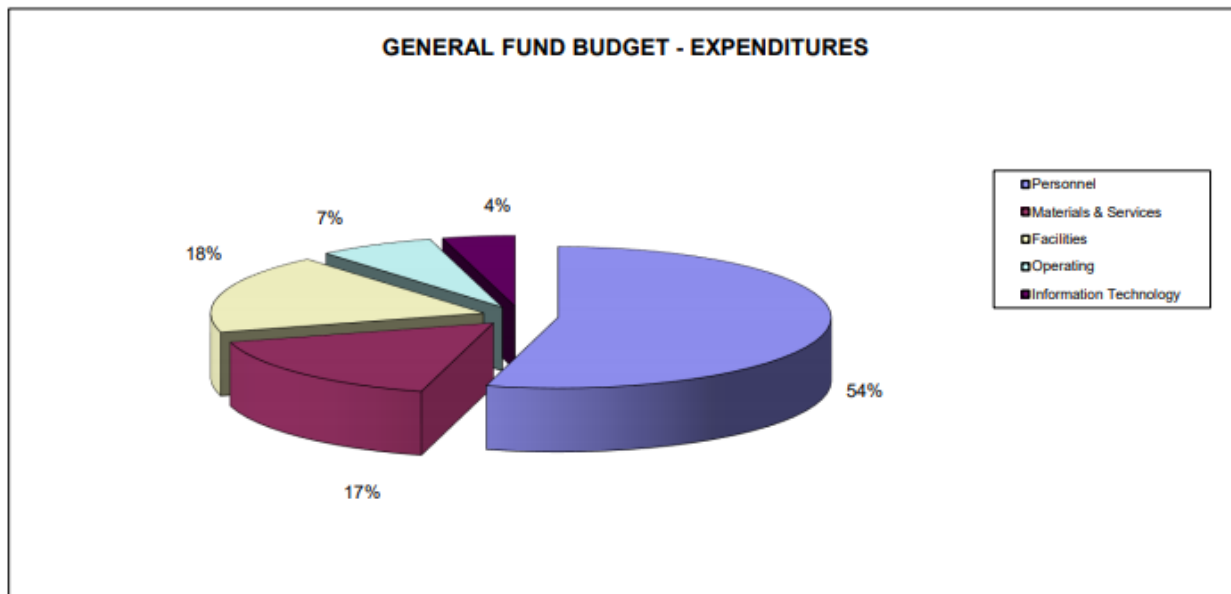
What is the role of Workforce Centers and Public Libraries in developing and supporting community workforce development? It is important to consider this question in order to understand how these two organizations can collaborate to best serve job seekers and those most vulnerable in our community who are feeling the socio-economic effects of the current pandemic more than those in stable situations.. Workforce Centers, also known as American Job Centers, "are designed to provide a full range of assistance to job seekers under one roof. Established under the Workforce Investment Act, and reauthorized in the [Workforce Innovation and Opportunities Act of 2014](#), the centers offer training referrals, career counseling, job listings, and similar employment-related services. [4] It's worth noting

that the Colorado Workforce Center website offers a detailed description of the services offered including: **job listings**, computer and internet access, career counseling and training, recruitment and pre screening services, tax credits and training reimbursement for employers.[5] The American Library Association cites six different ways that public libraries contribute to workforce development [3]:

1. [Literacy, language, and GED programs support immigrants](#)
2. [The public library supports continuing education, workforce development, and sense of place in community](#)
3. [Library programs develop computer skills and improve workplace literacy](#)
4. [Public libraries can help high schools prepare students for college or 21st century careers.](#)
5. [Economic value of workforce development](#)
6. [Employment and entrepreneurship](#)

## Changing Staff Roles by Kayci Barnett

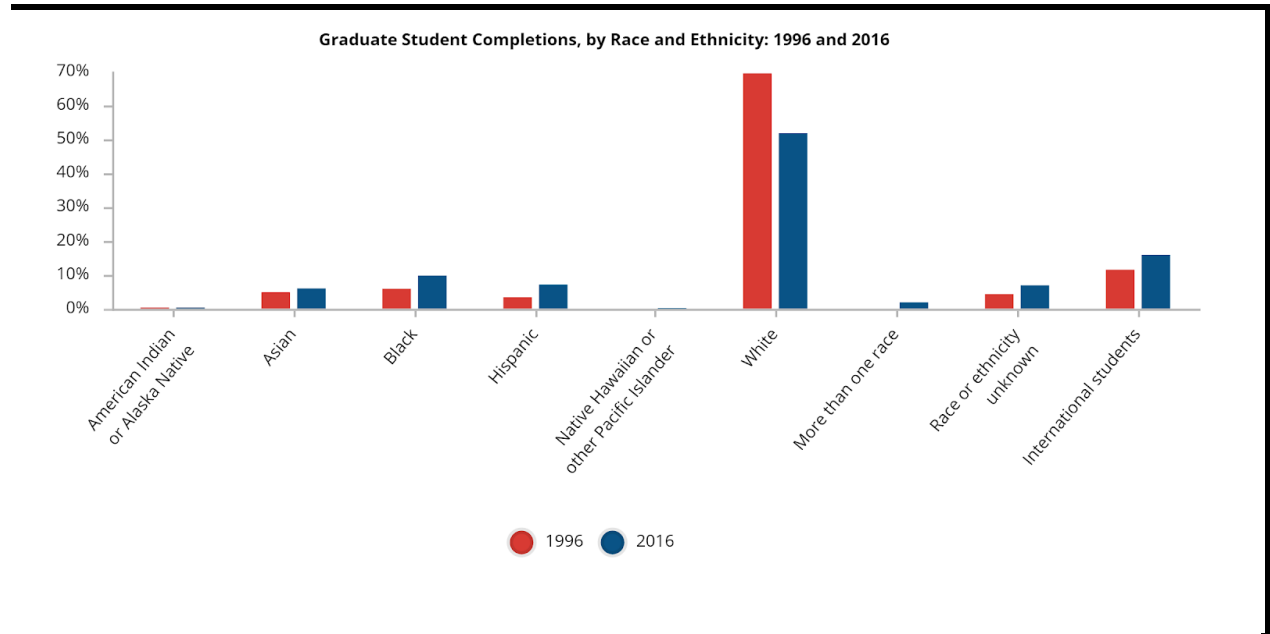
Our society is changing at a seemingly ever increasing pace, and the library needs to continue to be flexible in how it is supporting our community. One of the biggest expenses and greatest assets of the library is its staff. For the 2020 Library Budget Personnel expenses was 54% of the annual budget.



[https://www.pueblolibrary.org/sites/default/files/pdf/2020annualplanandbudgetfinal\\_0.pdf](https://www.pueblolibrary.org/sites/default/files/pdf/2020annualplanandbudgetfinal_0.pdf)

The staff at libraries are often people who enjoy learning, and helping other people with their information needs. The first libraries locked up their books and restricted access to these rare commodities. Now, there is information overload. Information is freely available, and is more often accessed on the internet than the printed page. Library staff need to be lifelong learners who continually evolve to remain relevant and useful to their communities. Several ways we can do that is to diversify our staff, provide robust professional development opportunities, and support a culture of continual education for both staff and customers.

One requirement of a librarian that is limiting diversity of employees is the requirement of a MLS. Job descriptions with this requirement should be re-evaluated to determine if a MLS requirement is necessary, can be replaced with job experience, and provides opportunities for mentorship. These and other steps should be taken to mitigate the often unintentional result of reducing diversity that this educational requirement causes by offering scholarships and support especially to POC who are pursuing the degree, as well as eliminating the requirement when not necessary to perform the job function. Supporting organizations that support Black Librarians through institutional memberships to organizations like the Black Caucus of ALA, and Colorado Black Library Association can help promote and recruit Black Librarians.



<https://www.equityinhighered.org/indicators/graduate-school-completion/graduate-completion-by-race-and-ethnicity-2016/>

It is not enough to work towards a diverse staff through hiring, but we also must create a culture that is supportive of that diversity so it increases retention. This type of atmosphere will not only be good for the staff, but the customers as well. Emotional Intelligence skills, and a commitment to learning about cultures outside of the dominant white-centered culture in the US will go a long way to encouraging this environment. That is why we must continue to robustly support free professional development for staff that encourages participation in Library Associations, conference attendance, diversity and inclusion training, and other opportunities for creating a supportive work environment.

Technology skills is an area that most library staff will need to gain mastery of, and show an aptitude for. As mentioned at the beginning, a lot of information now lives online, and people need help accessing that through technological devices. Not only do we need to be able to troubleshoot devices, but also be aware and understanding of online culture. Social media is now as ubiquitous as email. Everyone has a social media account and needs to be familiar with how to keep their information private, how to spot misinformation, and other cyber security issues. Training staff in marketing and giving some the ability to directly communicate with their customers through social media will be as normal as allowing each employee to have their own email address and use that appropriately. This was

especially evident in the COVID crisis and lockdown where staff who once provided programming in person had to pivot to providing it online. Will this trend continue, will people want the option to join online and in person? Staff time will not be wasted by growing this skill set.

Finally, an area of growth for libraries is learning how to be a supportive outward facing institution that is a great leader in disaster response and resilient communities. After a disaster the library can be a great place for distributing what is needed in the community. Branch libraries are strategically placed throughout the community providing many access points in all neighborhoods. A good example of this was when the library was able to distribute computers and hotspots to school children to assist their ability to participate online during the COVID crisis. We can also assist in economic recovery efforts by supporting local businesses, job seekers, and food distributors.

## **Equity Diversity and Inclusion Trends in Libraries**

Lack of racial and ethnic diversity continues to be an issue for the librarian profession. Diversity and inclusion have been topics of discussion over recent years, with equity being a more recent focus. Diversity refers to the expanding representation of people from various backgrounds. Inclusion is about making space and amplifying voices of all employees equally. The more recent and emerging trend of equity is an overall workplace strategy. [1]

**Trend: Intentional Culture of EDI in the workplace**

**Suggestion: PCCLD add a strong EDI statement to its mission statement**

### **Hiring**

Librarians are less diverse than the total workforce of people in education, training, and library occupations. Black and African American professionals made up 10.2 percent of the education workforce, while Hispanic and Asian professionals represented 11 percent and 5.3 percent of the education workforce, respectively[2]

**Trend: Hiring of Diversity Librarians and/or consultants**

**Suggestion for PCCLD : Job postings on the job boards of the ethnic affiliates**

### **Collection Development**

On September 11, 1965, an article was published in The Saturday Review titled “The All-White World of Children’s Books.” It revealed that of 5,206 children’s trade books published by sixty-three publishers during a three year period, only 349 books, about 6.7 percent, had one or more African American characters in them. Eight of the publishers at that time published only all-white books.

Current 2019 statistics from the [Cooperative Children's Book Center](#) show that the percentages of children's books depicting main characters from diverse backgrounds are lower than the number of books with main characters who are animals. Research shows that 11.9% of main characters are Black/African, 1% are Native/First Nations, 5.3% are Latinx, 8.7% are Asian/Asian American, .05% are Pacific Islander, 41.8% are white, and 29.2% are animal/other. Additionally, 3.4% of books have a main character with a disability and 3.1% have a main character who identifies as LGBTQIAP+.

The CCBC research also covers how many books about diverse main characters are written by authors who share that race or ethnicity. The percentage of books written and/or illustrated by authors and/or artists of the same race is 68.2% for Native/First Nations, 46.4% for Black/African, 80% for Pacific Islanders, 95.7% for Latinx, and 100% for Asian/Asian American. [3]

**Trend: Collection and Programming Audits**



**Suggestions for PCCLD: Continue auditing collection and programs. Establish a collection development committee with representatives from each branch and department.**

### **Engaging Teens**

Contemporary teens spend a great deal of time on digital media -- specifically on their phones rather than on computers (which their families may or may not own). While people might argue until they have turned blue in the face about what they think about time spent in front of screens, it is generally a reality, and something that libraries must address if they hope to attract teens to visit or use their resources remotely.

### **Library Teen websites**

One obvious dimension of the library infrastructure to which to pay attention, particularly amidst the social and cultural changes dealt by the Covid-19 pandemic, is the design of its website. While our website has been working hard to promote virtual programming since the onset of the pandemic, its "Teen" page is essentially non-existent, except for its links to a number of databases and homework help. Some of the links on the page don't actually lead anywhere, and visually the page is a dud. In her article "Teen Library Website Models: Identifying Design Models of Public Library Websites for Teens", published in the YALSA's *Journal of Research on Libraries and Young Adults* in August 2015, Robin Naughton reports the accelerating teen use of mobile devices along with internet use to stress the need for public libraries to focus on teen context and methods of access to the public library website. Her article focuses on what she identifies as four common website models used on teen sites: the Reading Model (text heavy with limited interactivity and media content), the Media-Oriented Model (incorporates varied media when presenting information -- not completely media-driven, but does include interactive tools), the Portal Model (provides users with sectional breakdowns of available content, includes interactive content and varied media types, users must click a category to access the available resources), and the Information Discovery Model (provides teens with all available information and dynamic updates on the homepage -- they only click when they want additional information). The Reading Model is becoming increasingly less popular, unsurprisingly. Both the Media Oriented and Portal Models are growing, with the Portal Model growing faster. The Information Discovery Model has dipped in popularity, suggesting that while libraries are working towards models with dynamic content, in general libraries are still struggling to adjust to the demands of the Information Discovery Model. If it needs to be said, I believe our teen website needs a major overhaul, and I would be most interested in a Portal Model, or at least a Media-Oriented Model on the way to developing a Portal Model.

According to a number of studies, teens' use of Facebook has dropped precipitously. According to the published statistics of eMarketer Piper Jaffrey, by Fall 2019 teens reported that the most popular social media among themselves and peers were Snapchat and Instagram (rating 44% and 35%). Facebook was named by only 3% of respondents.

A number of libraries and librarians (both academic and public) have been on the cutting edge of using Snapchat and Instagram to promote use of their resources, engagement of communities, and attendance at programs. Paige Alfonzo, a librarian pursuing her PhD in Research Methods and Statistics at the University of Denver, has prepared a report for *Library Technology Reports* titled "Mastering Mobile through Social Media: Creating Engaging Content on Instagram and Snapchat" that examines not only the value of using social media beyond Facebook, but introduces its readers to best practices involving the management of these platforms, content ideas, the use of identifiable usernames and hyperlinkage, tools and resources used by leading library institutions in their social media development

and marketing, the critical uses of hashtags, and means of evaluating the effort and effectiveness of these projects.

One more resource I'd like to mention in using Instagram to connect with teens is Tiffany McClary's blog post titled "How Instagram Can Help Public Libraries Connect With Teens". McClary remarks upon the fact that as of the time of writing, teens made up 62% of Instagram users. McClary offers five ways to connect with teens via Instagram: 1- Engage with lifestyle marketing (in other words, don't use images of teens reading books in the library -- use images of teens engaging with each other, showing off accomplishments, and participating in events and programming); 2- An emphasis on sharing user generated content (share content created by other people -- library visitors, content important and relevant to both teens and the library); 3- Time your posts to optimize reach (morning and evening); 4- Be generous with hashtags (they make it easier to find your posts); 5- It's Time for Candid Camera (use behind the scenes shots of library staff doing their daily work, interacting with teens, etc. Be authentic!). Finally, let everyone know you are on Instagram!

## **Libraries as School Resource Centers**

Part of PCCLD's mission statement is to provide lifelong learning. A key component of this is working with school age children preK-12. Many school districts are not in the financial or technological position to provide resources to all of their students which has been made apparent in our current situation. It is an interesting thought as schools turn to libraries to help provide education, not just supplement educational materials. Initiatives that PCCLD are currently doing and can expand further include

[Assignment Alert Programs](#)

[Book Collections/Kits](#)

[Book Discussion Groups](#)

[Community Reading Projects](#)

[Creation of Online Learning Centers](#)

[Delivery to Schools](#)

[Device Distribution](#)

[Large, Systemwide Initiatives](#)

[Library Card Campaigns](#)

[Library Cards for Educators/Schools](#)

[Public Library Visits to Schools](#)

[Publicity \(including newsletters\)](#)

[School Visits to the Public Library](#)

[Special Events](#)

[Summer Reading Programs and Lists](#)

[Tutoring/Student Success Programs](#)

## **Community Archives, Post-custodial Archiving & Digital Delivery**

**What do community archives do? "These community-based archives serve as an alternative venue for communities to make collective decisions about what is of enduring value to them, to shape collective memory of their own pasts, and to control the means through which stories about their past are constructed." -Michelle Caswell**

## Austin Public Library



[Youth of the Brown Berets], undated, PICA 37614

### [Community Archivists Program](#)

The Community Archivist Program at the Austin History Center is dedicated to collecting and preserving the history of underrepresented and marginalized groups in Austin and Travis County. By documenting the histories of [African American](#), [Latinx](#), and [Asian American](#) communities in Austin and Travis County, the Community Archivist Program ensures that the lives and experiences of Austin's diverse communities receive historical recognition and representation.

## Community Archives Lab, UCLA

The Community Archives Lab at UCLA explores the ways that independent, identity-based memory organizations document, shape, and provide access to the histories of minoritized communities, with a particular emphasis on understanding their affective, political, and artistic impact.

The project examined the way Asian American, Latinx, and LGBTQ community archives in Southern California counter the absence or mis-portrayal (what feminist communication scholars have termed "symbolic annihilation") of their communities in mainstream media and archives by providing both avenues for autonomous self-representation and politically generative future-oriented spaces for shaping collective memory. In addition to producing [scholarship](#), the Community Archives Lab created a tangible [toolkit](#) for community archives to expand their practice, assess their own impact, and leverage their strengths to attract funding and support.

## Arizona State University

[Community-Driven Archives Initiative](#) [collections and overview]

Established in 2017 with the support of Andrew W. Mellon Foundation, ASU Library's Community-Driven Archives Initiative seeks to:

- Build relationships with historically marginalized communities (Latinx, Black, Asian & Pacific Islander, Indigenous, and LGBTQ).
- Center the lived experiences and knowledge of community members.
- Create intergenerational and intersectional safe spaces to support life long learning.
- Acknowledge historical trauma and support healing projects led by community.
- Advocate for equal ownership of archives and shared stewardship responsibilities.
- Provide free access to archival supplies and library resources that will help communities preserve their stories for future generations.
- Work with communities to redefine the traditional definition and function of an archive.

# RESOURCE ANALYSIS & FINANCIAL PROJECTIONS

Prepared by PCCLD Leadership Team and Sherri Baca, PCCLD Associate Executive Director

## Executive summary

Each member of the Pueblo City-County Leadership Team (START) conducted an analysis of strengths, weaknesses, opportunities and threats (SWOT) for the area of operations that they oversee. This report includes key findings in the following administrative departments, as well as opportunities that were identified in each area:

- Human Resources - Succession planning, diversity in recruitment, employee alignment with updated goals and objectives, mentorship opportunities, use of analytics to inform decisions and processes
- Community Relations - find solutions that support the high volume of district needs, continued community partnerships and targeted outreach, increase community use and knowledge of services, data-driven decision-making and planning, broaden marketing for full range of services and offerings, update marketing policies, improve continuity of programming/signage/marketing, maintain and expand donor relations/grant management/fundraising, continue building online/digital/hybrid experience for patrons
- Facilities - continue development of a master replacement plan, increase training, improve communication with district staff, make adjustments after building refresh projects, balance workload and manpower
- Security - refinement and documentation of internal procedures and processes, implement security training program for guards and public service staff, adjust security protocol to meet changing needs, implement recommendations from Department of Homeland Security assessments, increase outreach/partnership with local agencies
- Information Technology - wireless options, inter- and intradepartmental integrations, cloud computing, cybersecurity
- Finance - contract management, update library replacement plan and financial policies, increased financial analysis, program development (grants, virtual/digital/paperless options), improve budget communications between departments and Finance, improve records organization, team training

Additionally, PCCLD's Finance department maintains long-range financial projections for the Pueblo City-County Library District that extend 10-years forward. This report shows the district's long-range financial stability and provides an overview of revenue and expenditure totals for PCCLD's General Fund, Capital Project Fund and combined fund balances.

