

# **Colorado Public Libraries & the “Digital Divide” 2002**



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## Executive Summary

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Public libraries in Colorado are bridging the technology gap that is symptomatic of the “digital divide.” The availability of technology in public libraries fulfills a highly demanded patron need spanning all demographic groups. “The rate of growth of Internet use in the United States is currently two million new Internet users per month.... Internet use is increasing for people regardless of income, education, age, races, ethnicity or gender.”<sup>1</sup> The technology *have-nots* are not just the poor and under-educated. People from all walks-of-life rely on the Internet access provided by public libraries. This survey shows that library patrons are teaching themselves new technology skills, communicating on a global level, and accessing online information regarding education, health, employment and volunteer opportunities. As a result, they are able to improve their personal quality of life and that of their communities.

**Technology in public libraries spans all demographics and fulfills a highly demanded patron need.**

**Of responding public library Internet users:**

- **84 %** indicated that the availability of computers in the library was one of the reasons for visiting the library that day.
- **34 %** have no other access to the Internet except through public Internet computers.
- **60%** of those under age 18 use public Internet computers to work on school assignments.
- **49%** use the public Internet computers for Internet access more than once a week.
- **24 %** of the people indicating the use of the public Internet computers more than once a week were below poverty level.
- **42%** of those who use library computers more than once a week, have a bachelor’s degree or higher.

**Technology *have-nots* are not limited to the poor or under-educated.**

**Of responding public library Internet users:**

- Men (**53%**) only slightly outnumber women (**47%**) in their use of public library Internet access.
- **67%** of respondents indicated college level course work and higher.
- **50%** of those who rely on Internet access through the public library were between 30 and 54 years of age.
- **71%** of survey participants reported no minor children living at home.

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<sup>1</sup> U.S. Department of Commerce. (2002) [A Nation Online: how Americans are expanding their use of the Internet.](#) Washington, D.C. page 1, executive summary.

**Public library Internet users are teaching themselves new technology skills, communicating on a global level, and accessing online information on a wide variety of topics. With access to online information about education, health, employment and volunteer opportunities, they are improving their quality of life and that of their communities.**

**Of responding public library Internet users:**

- **72%** identified searching for topic-specific information as their primary activity at public Internet computers.
- **38%** have used public Internet computers to look for a job.
- Patrons who improved their income via public Internet computers were twice as likely to be young adults between the ages of 18 and 29, the majority of whom made below \$18,000 annually and were predominantly male.
- **38%** of those working on college assignments were minorities; of those people, **21%** were Hispanic.
- **49%** of those seeking educational opportunities using public Internet computers were female.
- Colorado's youth were twice as likely as any other age group to use public Internet access to find volunteer opportunities. Example: **13%** of those people under 18 versus **6%** of patrons ages 30 –54 and **4%** of patrons 55 and older.
- **20%** of respondents spent time seeking health related information on public Internet computers.
- **62%** seeking health-related information were female.

## Introduction

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This report provides insights into how Coloradans are aided by public libraries in using information technology and how their lives are changed by access to online information. The findings are based on a sample survey of over 1,900 patrons of public libraries throughout the state. The data in this study provide a broad view of public library Internet use in Colorado both overall and for selected demographic groups.

Data on this topic is a valuable tool for public policy-makers. The Internet is becoming a primary—in some cases, the only—access point to a wide variety of government services, educational materials, health resources, communication tools and commercial activities. As more and more information becomes available only online, public Internet access becomes ever more important to ensure equal access to information for all segments of society. Outcome data helps to determine who relies on such access and how it impacts the lives of individual Coloradans as well as their communities.

This information should be useful to a wide variety of policymakers and service providers acting in the public interest. These data show that the state's public libraries have an impact on the community and provide a needed service. This service ensures equal access for all Coloradans to the advantages and opportunities available via the Internet.

## Methodology

This report analyzes data from an April 2002 survey of public library Internet users conducted by the Library Research Service, a unit of the Colorado State Library and the Colorado Department of Education operated in partnership with the Library and Information Services Program of the University of Denver's College of Education. Due to extra responses beyond targeted figures, the survey's response rate exceeded 100 percent. The results were weighted to take this into account.

The survey design included outcome-based questions in order to understand the impact of Internet access provided by public libraries. Questions addressed: patron's Internet experience, points of access, newly acquired skills, styles of learning, frequency of use, online activities and overall effectiveness.

Each public library received a number of survey forms based on the size of its legal service area population. Libraries serving 10,000 or more people were sent 75 surveys with a target of 25 returns. Libraries serving populations less than 10,000 were sent 30 surveys with a target of 10 returns. Valid returns were received from 1,856 users of Internet computers in Colorado public libraries. Returns from 60 respondents who indicated that they do not use public library Internet computers were excluded from this analysis. The following table reports the number of completed surveys returned by libraries serving different size populations as well as the sub-totals of the state's legal service area population those returns were weighted to represent.

**Public Library Universe and Survey Sample by Population of Legal Service Area**

<b>Libraries by population of legal service area</b>	<b>Sample Return</b>	<b>Sub-total of population of legal service areas</b>
100,000 or more	539	3,073,146
25,000-99,999	442	547,084
10,000-24,999	381	335,229
5,000-9,999	102	86,637
2,500-4,999	184	81,724
1,000-2,499	170	31,062
Less than 1,000	38	7,400
<b>Total</b>	<b>1,856</b>	<b>4,162,282</b>

The survey of library Internet users was handed out by library staff to adults and young adults (high school age or older.) The participating libraries were instructed to distribute the survey throughout the library covering all service areas. The surveys were to be handed out on two different days divided evenly between morning, afternoon and evening patrons. Survey responses were cross-tabulated by income, sex, age, race, and education level.

**Overview**

Social factors such as income, education and race/ethnicity foster the “digital divide.” The relationship between Internet access and these factors has been documented in *Falling Through the Net*<sup>2</sup> a series of studies from the National Telecommunications and Information Administration. The people most likely to be excluded from electronic access are people making less than \$20,000 per year, Blacks and Hispanics, the unemployed, the elderly, people with disabilities and people in rural communities.

Surveys done since 1998 conclude that libraries have been able to increase online access to multimedia information through discounted telecommunications rates (i.e., E-rates), Library Services and Technology Act grants, Gates Library Foundation awards, and local resources. Libraries have been able to upgrade their infrastructures and expand their network services throughout urban and rural areas. Public Internet access expands the types of services and collections available from libraries in smaller, poorer, and more isolated areas. It also encourages partnerships between those libraries and other cultural institutions and technology organizations. All of these forces working together bridge the digital divide.

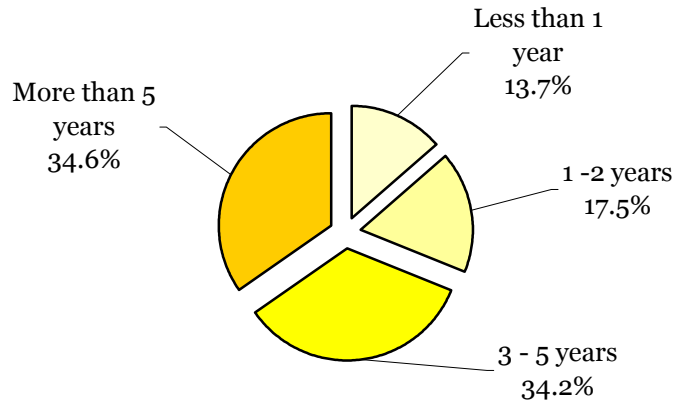
Findings of this survey are consistent with those of previous federal studies. The Colorado study shows that the digital divide affects all income, education, age and racial/ethnic groups. The first part of this report examines the responses to each question and highlights the significant findings. The second section looks at the cross tabulation of race / ethnicity, age, education, and Internet use for respondents below poverty<sup>3</sup> level. The survey questionnaire is appended along with a list of all participating libraries.

<sup>2</sup> <http://www.ntia.doc.gov/>

<sup>3</sup> Census Bureau Poverty Guidelines. Family of 2 - \$11,940; Family of 4 – 18,100  
<http://aspe.hhs.gov/poverty/02poverty.htm>

### 1) How many years have you been using the Internet?

**Figure 1.1 - Years of Internet Use - Overall**



- **34.2%** of Internet patrons indicated **3 – 5 years** of Internet use. (See Figure 1.1)

Significant demographic factors found in response to years of Internet use were...

**Age:**

- Of all age groups, respondents **ages 18-29** were most likely to report **more than 5 years of Internet experience**.

**Race / Ethnicity:**

- Out of all respondents, Black and Hispanic Internet patrons had less experience with the Internet. **19%** of Black people indicated less than one year of use and **42%** of Hispanic people, two years or less.

**Education:**

- Internet patrons **with more than five years of Internet experience** were more likely to be college graduates. **52%** of respondents using the Internet more than five years **had a Bachelors degree** compared to **6%** of those people **without high school diplomas**

**Income:**

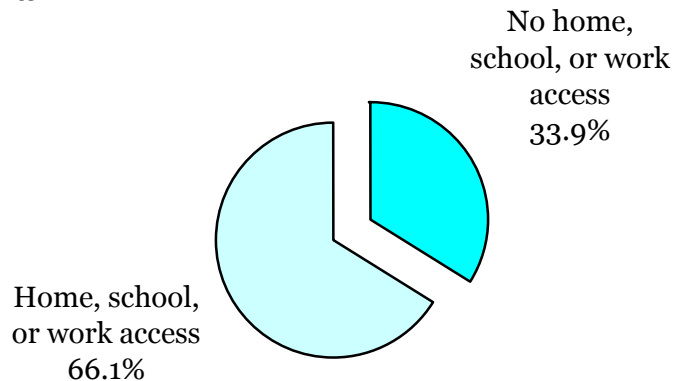
- Internet patrons with less than a year of Internet experience were more likely to have low incomes. **30%** of this group earn **less than \$12,000** a year compared with only **10%** who earn **\$50,000 or more**.

**Gender** was not found to significantly affect years of Internet use.



2) Please rank the following locations based on how often you use the Internet at each location.

**Figure 1.2**  
**Access to the Internet**  
**Beyond the Library**  
**Overall**



- **33.9%** of the survey respondents indicated that the library was the only place used to access the Internet. (See Figure 1.2)

Significant demographic factors found in response to Internet access through public libraries compared to other possible locations were...

**Age:**

- Public libraries provide the only access to the Internet for a substantial portion of every age group of library Internet users. **15%** of those **under 18**, **34%** of those **between 18 – 54**, and **50%** of those **55 and older** rely on public library for Internet access.

**Education:**

- **33%** of library patrons relying on public libraries for access to the Internet have a **Bachelors degree or higher**.

**Income:**

- Of respondents without other Internet access, **33%** have incomes **below \$12,000**; only **11%** have incomes of **\$50,000 or more**.

**Race/ethnicity:**

- **Hispanic** respondents were **less likely to have access** to the Internet other than at the library than **African-Americans, Asians/Pacific Islanders, and American Indians** (almost a third versus one out of five).

**Gender** was not found to significantly affect the dependency on library access to the Internet.

**3) Is the availability of computers in the library one of the reasons you visited the library today?**

- **84%** of responding library Internet users said **yes**.

**Gender:**

- **Men** were slightly **more likely than women** (87% versus 81%) to report visiting the library that day because computers were available.

**Education:**

- **Nine out of 10** Internet patrons with a **bachelor's degree or more** (88.4%) said the availability of computers in the library was a reason for visiting that day. **Eight out of 10** Internet patrons with **less education** (81-82%) said that. This is a significant—if questionably meaningful—difference.

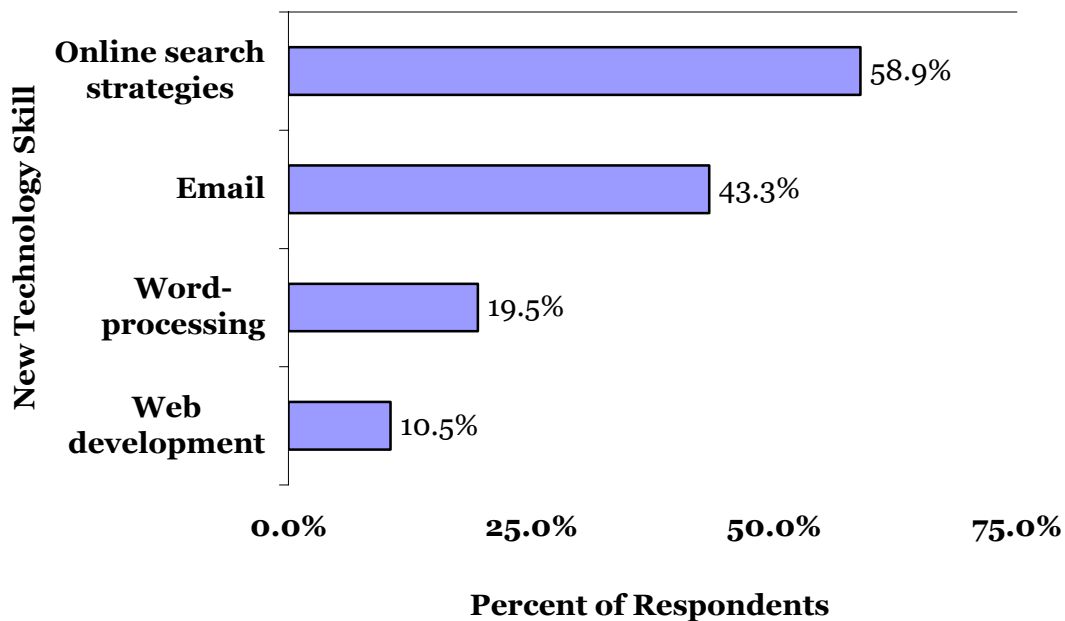
**Income:**

- **25%** of people who visited libraries because of computer availability were **below poverty level**.

**Age** and **race** did not influence this reason for visiting the library.

**4) Which of the following technology skills have you acquired via the library?**

**Figure 1.3 - Developing New Technology Skills Overall**



- **62%** of all respondents **improved their search strategies.** (See Figure 1.3)
- **45%** of all respondents **improved their email skills.** (See Figure 1.3)

Significant demographic factors found to influence types of technology skills learned through public libraries were...

**Age:**

- **26%** of respondents **under the age of 18** were **improving word processing skills** via the library.
- **22%** of respondents **under the age of 18** used public Internet computers to **work on web development skills, twice as much** as any other age group.

**Race:**

- **Two-thirds** of all minority respondents **improved search strategies.**
- **52%** of Hispanic respondents **improved email skills.**
- **35%** of Black respondents **improved word processing skills, twice the amount** of white respondents.

- **23%** of Black respondents used public access computers to **improve web development skills**, nearly three-times more than white respondents.

**Education:**

- People with a **Bachelors degree or higher** were the **least likely** to improve or acquire new search, email, word processing, or web-development skills through the library.

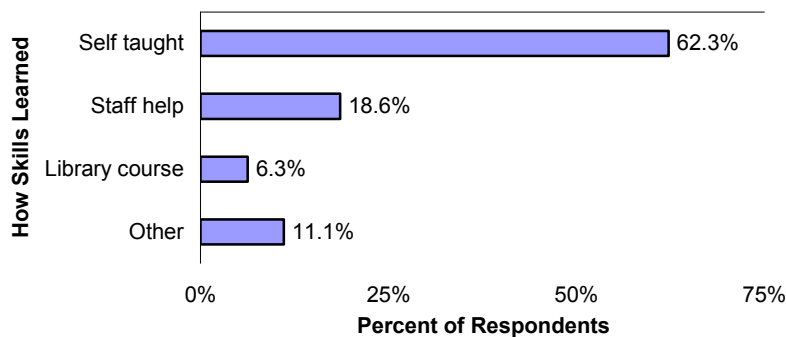
**Income:**

- **31%** of those people **improving email skills** were **below poverty level**.
- **27%** of respondents improving **word processing** skills at the library were **below poverty level**. **14%** of those respondents made **over \$50,000**.

**Gender** had no significant impact on the types of new technology skills learned at public library computers.

## 5) How did you acquire the skills marked in the previous question?

Figure 1.4 - How Library Patrons Learn New Skills



- Overall, **62%** of Internet patrons **acquire new technology skills** through **self-teaching** at public access computers. (See Figure 1.4)
- **Staff assistance** is used to learn new skills nearly **20%** of the time. (See Figure 1.4)

Significant demographic factors found to influence how people learn new technology skills at the library were...

### Age:

- Internet patrons age **55 and older** are **3 times as likely** as younger patrons **to learn** new technology skills **through a library course**.
- Those **age 55 and older** are **twice as likely** to learn new technology skills with **staff assistance** than those **under age 30**.

### Race:

- **18% of Asian Pacific Islanders** utilized **library courses** to acquire new skills, **2 – 3 times more** often **than any other group**.

### Education:

- As educational attainment increases, patrons were more likely to ask staff for help or enroll in a library computer course.
- Of those patrons **lacking high school diplomas**, **68%** indicated that new technology skills were **self-taught** (learned without staff assistance) compared to **50%** of those with a **bachelor's degree or higher**.

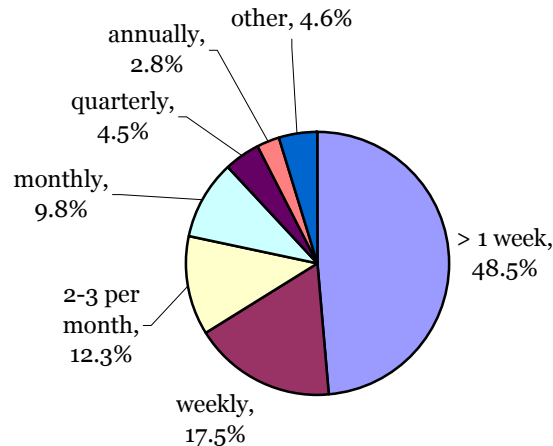
### Income:

- **11%** of respondents **learning new skills through a library course** are **below poverty level**.

**Gender** had no significant impact on how new technology skills were learned at public libraries.

## 6) How often do you use public Internet computers for Internet access?

**Figure 1.5**  
**Frequency of Library Computer Use**  
**Overall**



- **Almost half** of responding library Internet patrons use public Internet computers **more than once a week**. (See Figure 1.5)

Significant demographic factors found to influence how frequently people use Internet computers at the library were...

### **Gender:**

- Both men and women were likeliest to report using public Internet terminals **more than once a week**. But **men (54%)** were **more likely than women (43%)** to give this response.

### **Age:**

- As age increases frequency of use increases. **53%** of those respondents **ages 30-54** use public Internet computers **more than once a week**, **45%** of people **18 -29** and **37%** for people **18 and under**.

### **Education:**

- **42%** of the respondents using public Internet computers more than once a week have a **bachelor's degree or higher**.

### **Income:**

- **46%** of the respondents **below poverty level** use public terminals to access the Internet **more than once a week**.

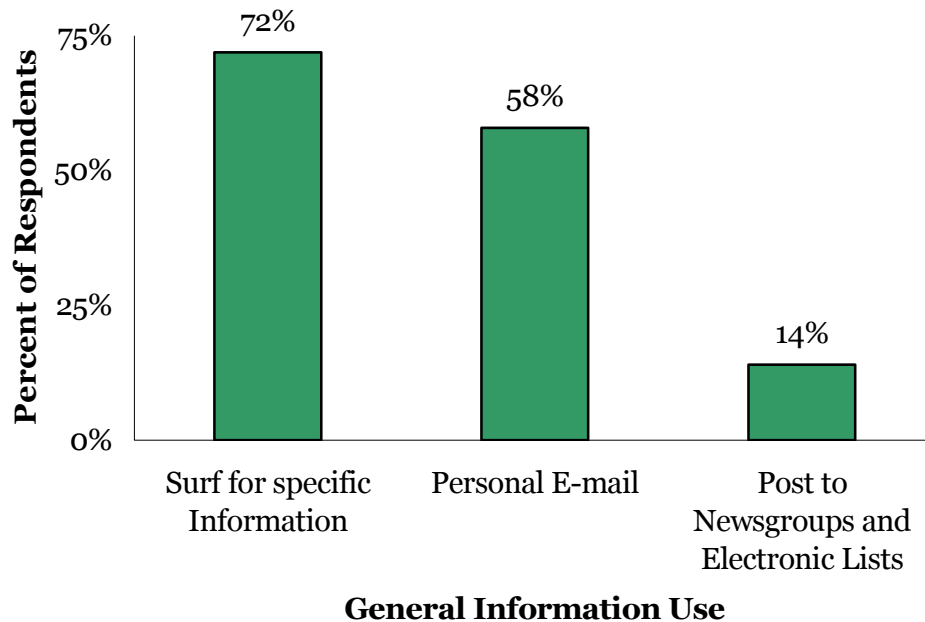
### **Race/ethnicity:**

- **White and Hispanic** respondents were **more likely than African-American** respondents to utilize public Internet terminals **more than once a week**.

**7) As a result of my recent use of the library I was able to...**

- 72% - Look for information on a specific topic
- 58% - E-mail
- 48% - Surf the web
- 39% - Stay in touch with someone
- 38% - Look for a job
- 20% - Seek educational opportunities
- 20% - Find health related information for self, friend, or relative

**Figure 1.6 - General Information Survey Results**



- Searching for topic-specific information was the most common activity at public Internet computers. (See Figure 1.6)
- Posting to newsgroups, bulletin boards and electronic lists was the least common general information activity. **Only 14% of overall** respondents reported it. (See Figure 1.6)

**8) Were you able to locate the information you were seeking online?**

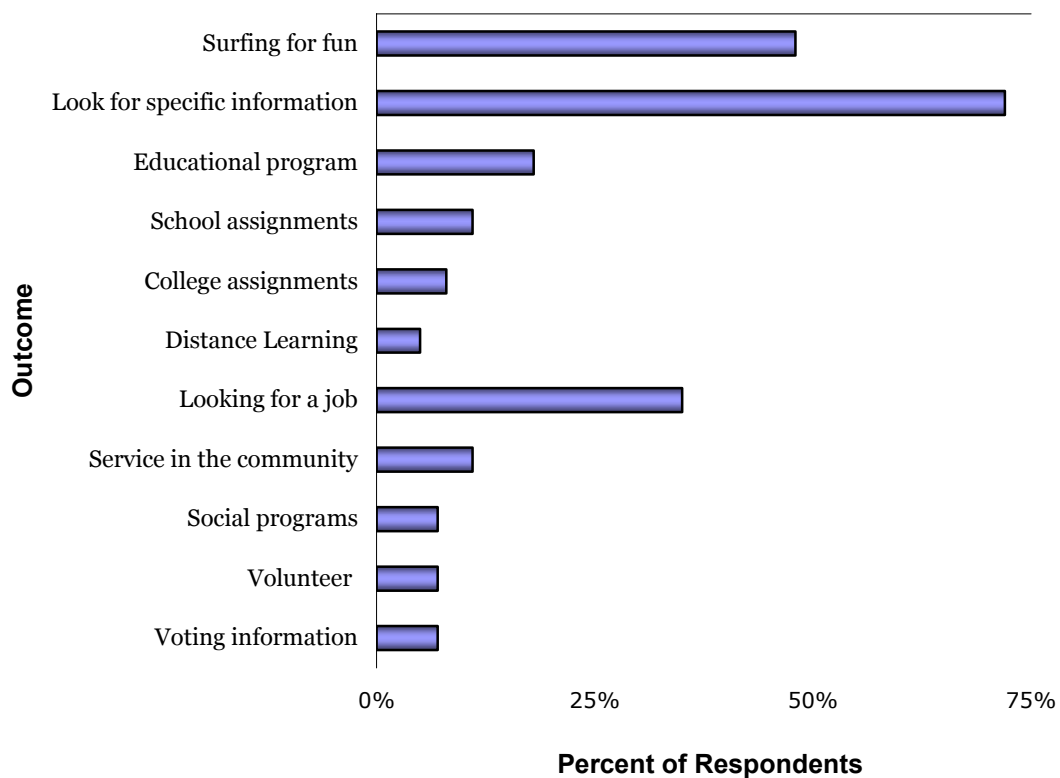
**85%** of responding library Internet users indicated that they were successful in locating needed information online.

## Race / Ethnicity

Race / ethnicity, age, education and income are inter-related factors that influence how the Internet is used in public libraries. Gender differences are minimal and will be excluded from this report since they add little to the overall picture. A single demographic factor cannot account for variations in the activities addressed here. Each factor changes the user need, the level of use, and the impact this service has on Colorado communities. Examining library Internet users according to race and ethnic background helps to portray the needs and uses of different cultural communities. This report will look at the three largest respondent communities, White, Hispanic, and Black.

### Internet activities for White respondents (74.3% of responding Internet patrons)

**Figure 2.1 - White Respondents - Internet Activities**



Of White respondents:

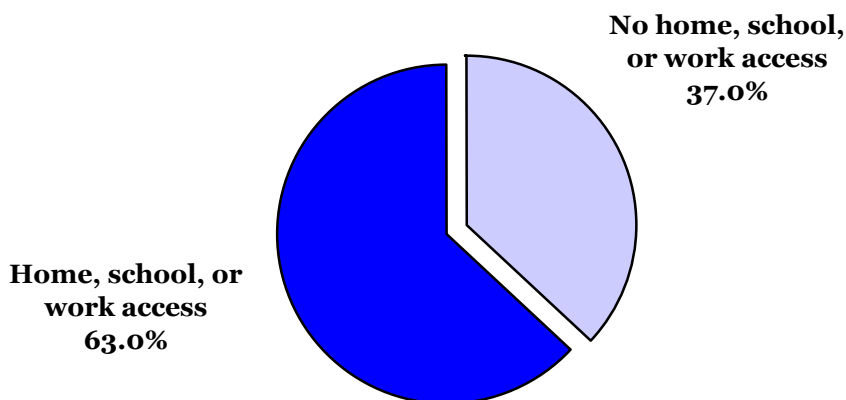
- **72%** search the web for specific information
- **48%** surf the web for fun
- **36%** look for employment
- **18%** look for educational programs
- **10%** look for services in the community
- **11%** work on or complete a school assignment
- **8%** work on or complete a college assignment



- **8%** find volunteer opportunities
- **7%** locate information about candidates and issues for voting
- **7%** look for information on social programs
- **6%** participate in distance learning

**85%** of White respondents indicated that the computers were one of the reasons for visiting the library that day. **60%** were able to learn or improve Internet **search strategies** at public computers. **19%** learned new technology skill through **staff assistance**.

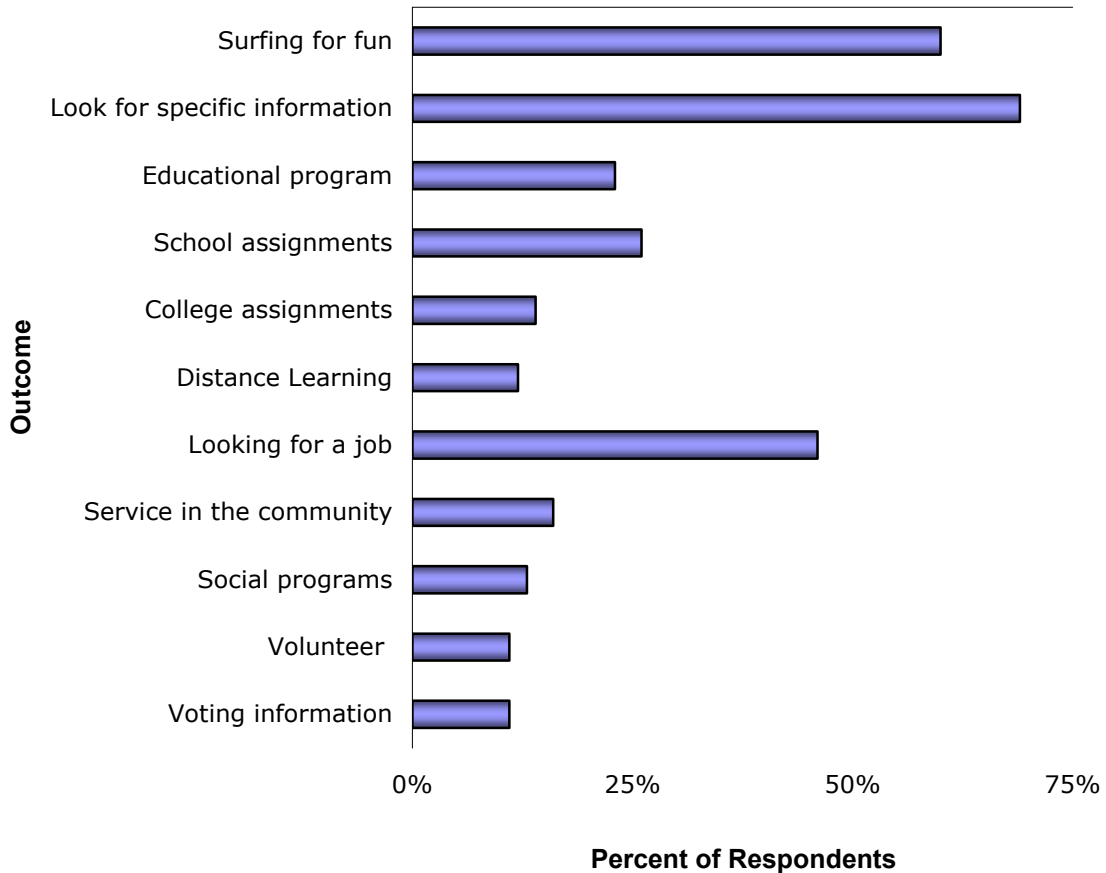
**Figure 2.2 - White Respondents Internet Access Beyond the Library**



**Over one-third (37%)** of responding White Internet patrons indicated the public library was their **only source for Internet access**. (See Figure 2.2)

**Internet activities for Hispanic respondents** (14.7% of responding Internet patrons)

**Figure 2.3 - Hispanic Respondents - Internet Activities**

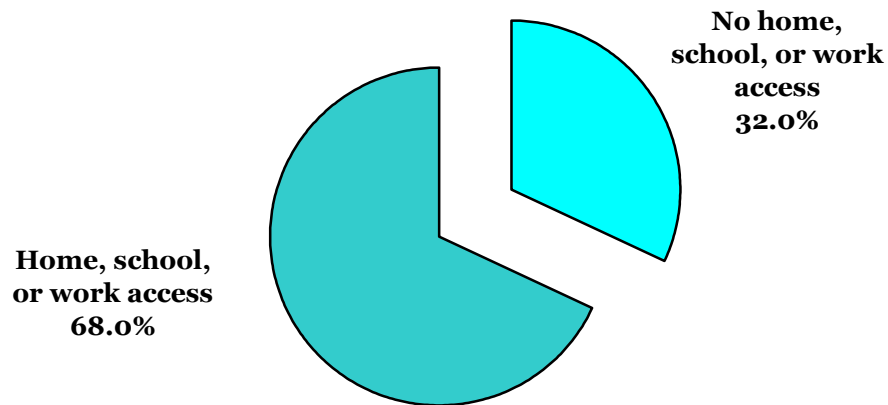


Of Hispanic respondents:

- **69%** search the web for specific information
- **60%** surf the web for fun
- **47%** looking for employment
- **26%** work on or complete a school assignment
- **23%** look for educational programs
- **17%** look for services in the community
- **14%** work on or complete a college assignment
- **14%** look for information on social programs
- **12%** participate in distance learning
- **11%** locate information about candidates and issues for voting
- **11%** find volunteer opportunities

**80%** of Hispanic respondents indicated that the computers were one of the reasons for visiting the library that day. **65%** improved **search strategies**, **51%** improved or learned **email skills**, and **26%** worked on **word processing** skills, at public library computers. Only **13%** learned new skills through **staff assistance** and **5%** through **library courses**. This might indicate a patron need for bi-lingual assistance in technology areas.

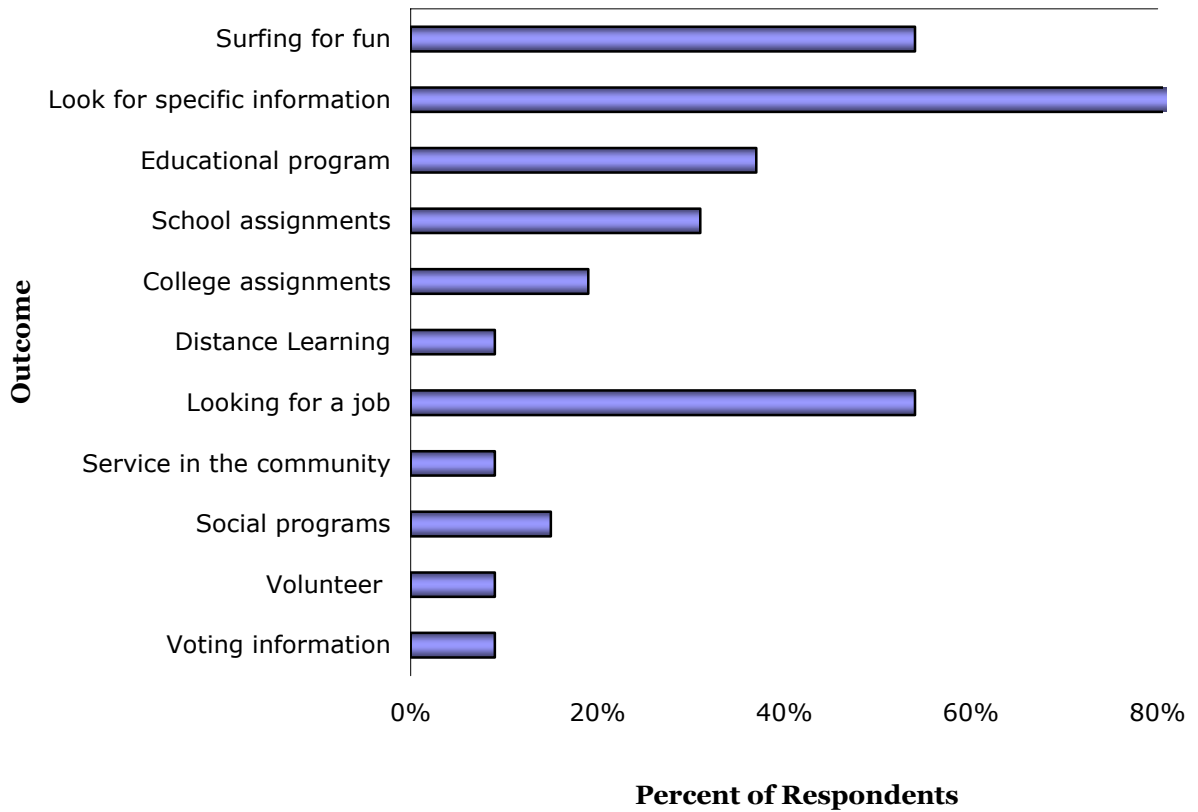
**Figure 2.4 - Hispanic Respondents Internet Access**



**Nearly one-third (32%)** of responding Hispanic Internet patrons indicated the public library was their **only source for Internet access**. (See Figure 2.4)

**Internet activities for Black respondents** (4.1% of responding Internet patrons)

**Figure 2.5 - Black Respondents - Internet Activities**

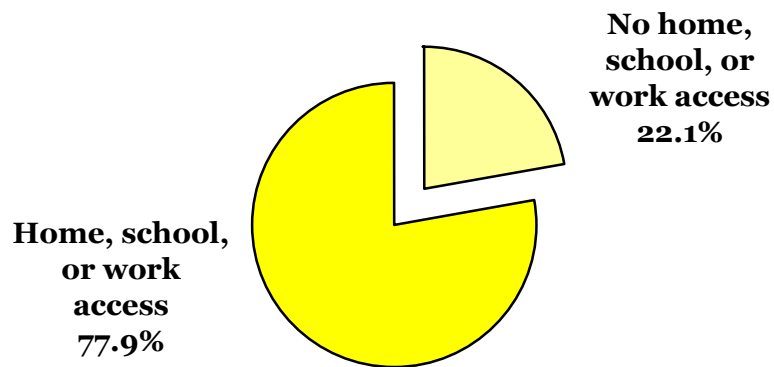


Of Black respondents:

- **81%** search the web for specific information
- **54%** look for employment
- **49%** surf the web for fun
- **37%** look for educational programs
- **31%** work on or complete a school assignment
- **19%** work on or complete a college assignment
- **15%** look for information on social programs
- **9%** look for services in the community
- **9%** participate in distance learning
- **9%** find volunteer opportunities
- **9%** locating information about candidates and issues for voting

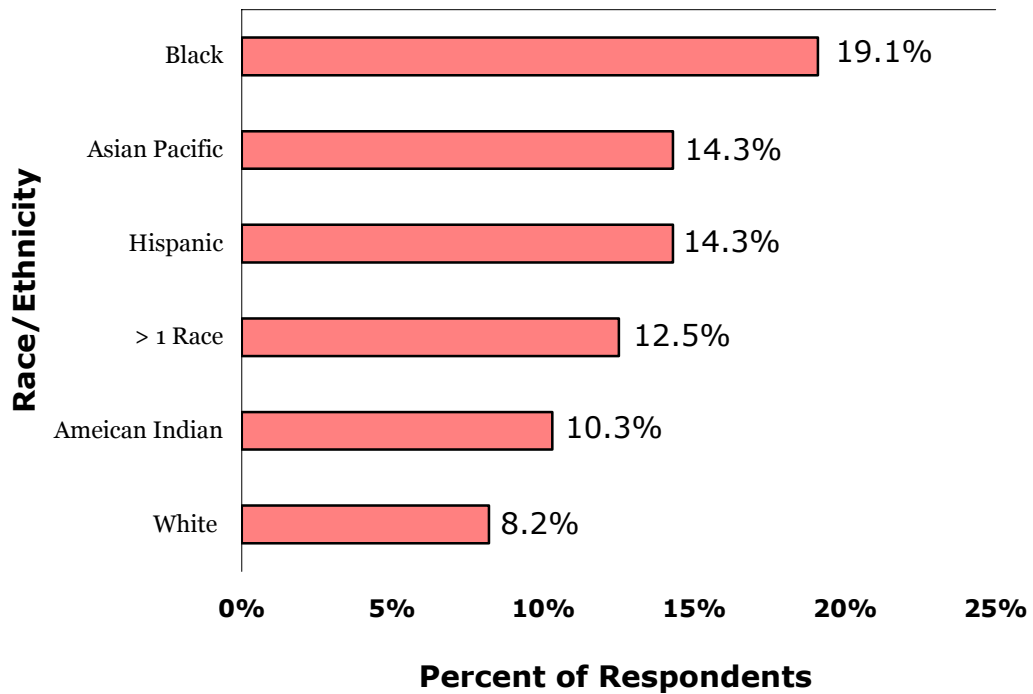
**81%** of Black respondents indicated that the computers were one of the **reasons for visiting the library that day**. **68%** were able to improve **search strategies**. **35%** improved **word processing** skills. **31%** worked on **email**. **24%** improved or learned **web development** at public library computers. **16%** learned these new technology skills **through staff assistance**.

**Figure 2.6 - Black Respondents Internet Access Beyond the Library**



**More than one out of five** responding Black Internet patrons (22%) indicated the public library was their only source for Internet access. (See Figure 2.6)

**Figure 2.7 - Working on college assignments by race**



- **36%** of all respondents working on **college assignments** were minorities.
- **19%** of **Black respondents** use public Internet computers to **complete college assignments**, more than twice as much as white respondents. (See Figure 2.7)

For charts of all Internet activities by activity type and race / ethnicity refer to **Appendix A**.

Age affects how long you have been using the Internet, how often and for what purpose.

- **43%** of Internet patrons **18 to 29** years old indicated **more than 5 years of Internet use**. Only **23%** of those **under 18** and **27%** of those **55 and older** indicated the same level of experience.
- As age increases frequency of use increases. **53%** of respondents **ages 30-54** use public library computers **more than once a week** compared with **46%** of respondents **18 –29**, and **37%** of those **under 18**.

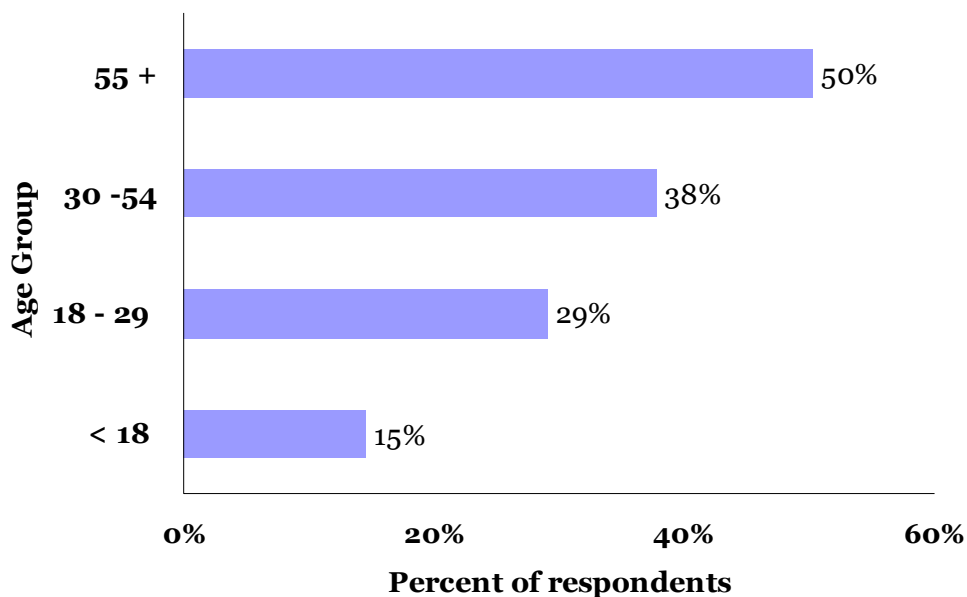
**Figure 3.1 - How New Skills are Learned by Age**



- While most library Internet users are self-taught, those **age 55 and older** are **more likely** to learn new skills through **library courses** and **more likely** to use **staff assistance** than any other age group. (See Figure 3.1)
- **60%** of respondents **under the age of 18** use public Internet computers to work on **school assignments**.

- **11%** of respondents **age 55 and older** used the Internet to improve their health compared with **4% of people** ages **18 to 29** and **6%** for those **under 18**.
- Respondents **under the age of eighteen** are **twice as likely to listen to music** online as older respondents. Example: **22%** of people **under 18** listen to music at library terminal versus **10%** of people between **18 and 29**.

**Figure 3.2 - No Home, School, or Work Access to the Internet by Age**

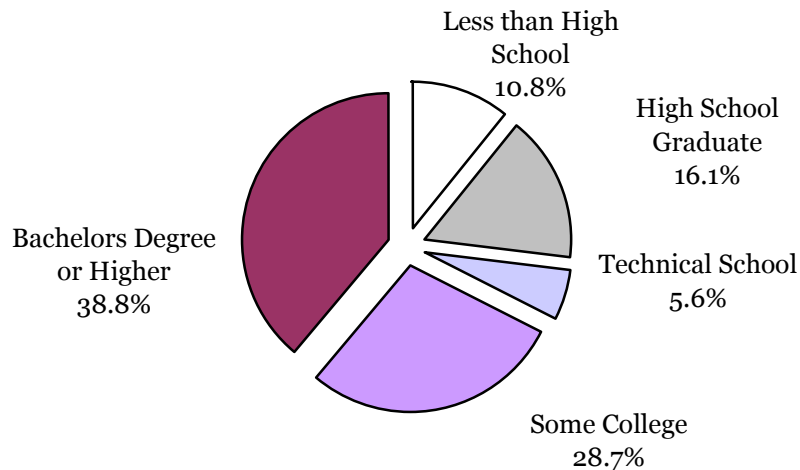


As mentioned earlier public libraries provide the only Internet access for a substantial portion of every age group of library Internet users. (See Figure 3.2) Older Internet patrons with less computer experience rely on Internet access through public libraries, staff assistance and library courses more than any other group. This might suggest that people age 55 and older use public library technology more than any other age group because of the help available.



Educational level impacts how long people have been using the Internet and the activities that they engage in at public library terminals.

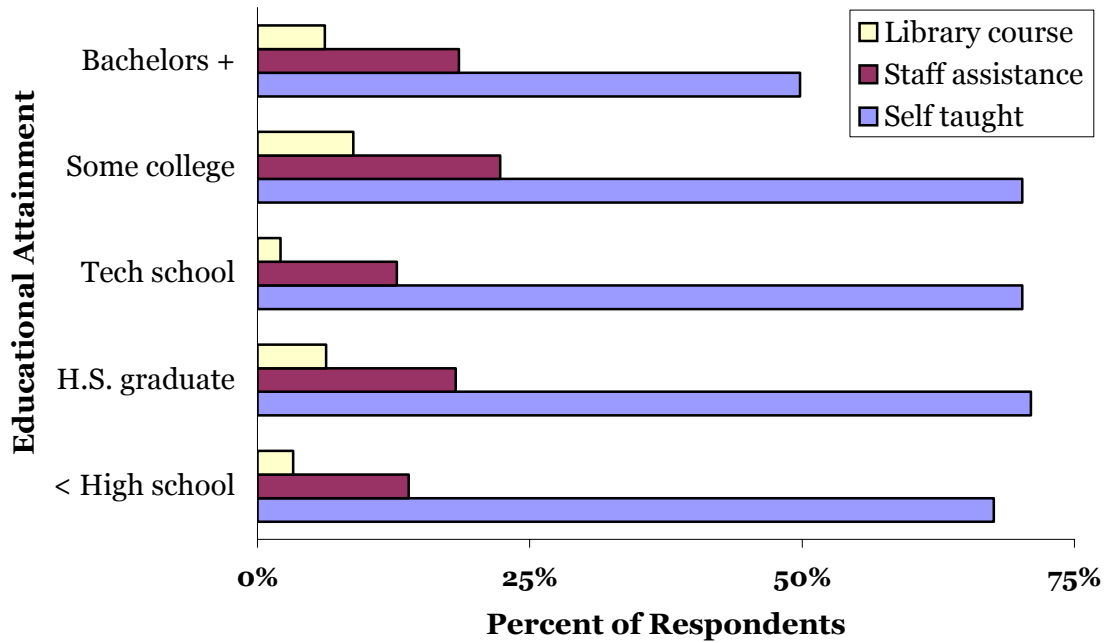
**Figure 4.1 - Educational Levels Overall**



Of responding library Internet users

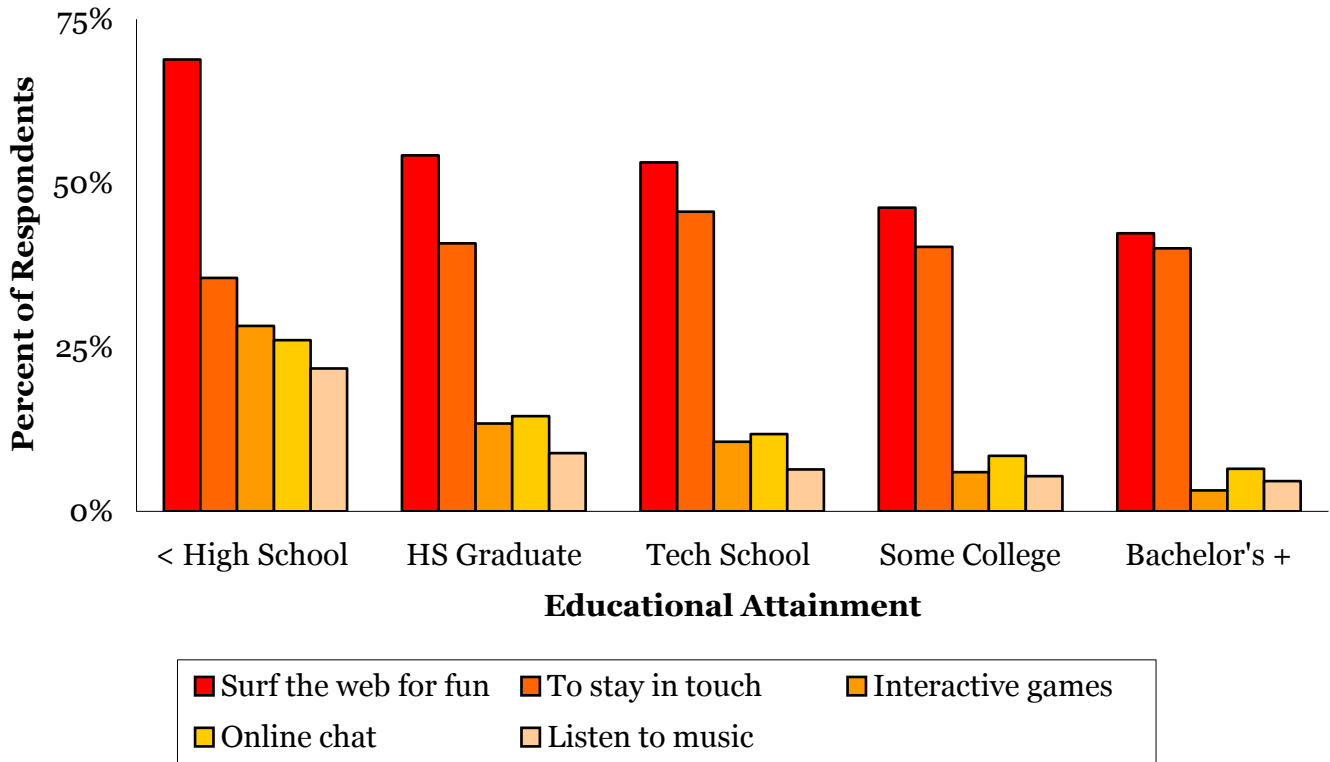
- **39%** have a **bachelors degree or higher**
- **29%** indicate **some college**
- **6%** have **attended a tech school**
- **16%** are **high school graduates**
- **11%** have **less than high school education**
  
- **47%** of all respondents with a **bachelors degree or higher** have been using the Internet **more than 5 years**. **20%** of people **without a high school diploma**, **26%** of **high school graduates**, and **32%** of respondents indicating **some college** had **comparable levels of experience**.

**Figure 4.2 - How New Skills are Learned by Education**



- As educational attainment increases, patrons are more likely to ask staff for help or sign up for a library course. (See Figure 4.2)
- **Two-thirds** of Internet patrons **without high school diplomas** are **self-taught** new technology skills compared to **half** of those with **bachelors degree or higher**. (See Figure 4.2)

**Figure 4.3 - Recreational Use by Education**



Education affects what library patrons do with Internet time. **69%** of Internet patrons **without high school diplomas surf for fun**, while only **42%** of people with **bachelor's degree or higher do so**. **Online chat** at public Internet computers is **2-3 times more likely** for people who **didn't go to college**. Interactive gaming and streaming music also declines when education increases. (See Figure 4.3)

- **44%** of those **looking for a job** via public Internet computers have a **bachelor's degree or higher**.
- **45%** of people using public Internet computers to **locate services within the community** had a **bachelor's degree or higher**.

This suggests that increased education can lead to more focused use of the Internet at public library computers.

## Income

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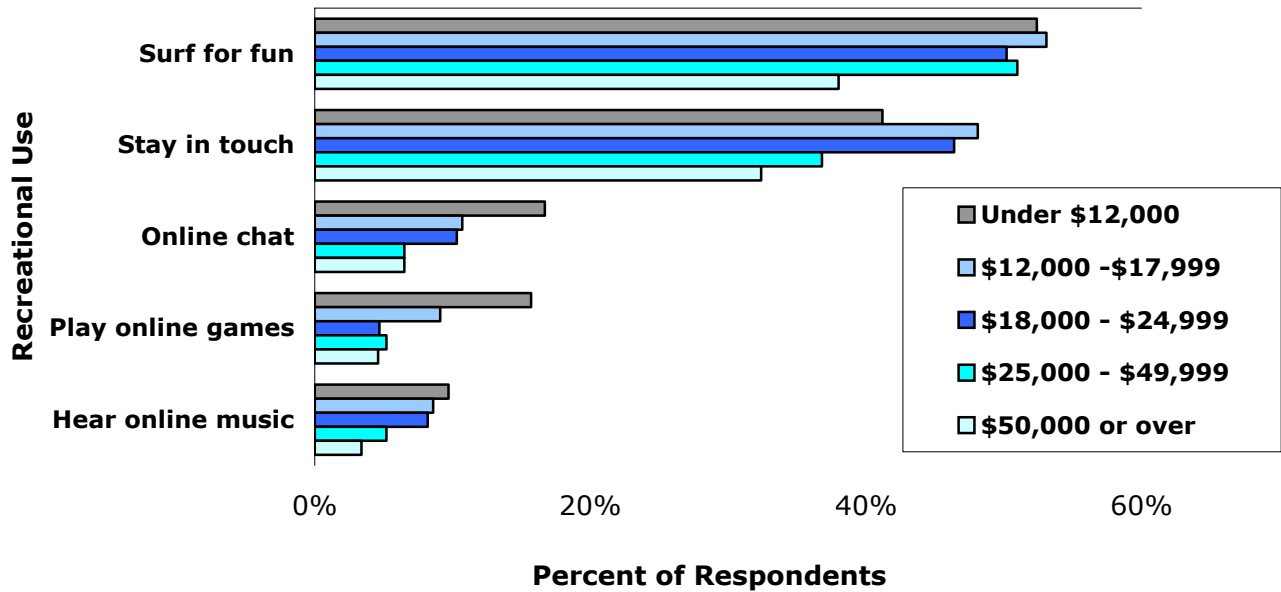
Descriptive statistics do not suffice to explain completely why one group of individuals has higher or lower rates of computer use and Internet use. Two things that appear to influence Internet activity are income and level of education. *A Nation Online: How Americans Are Expanding Their Use of the Internet*, reports that education and income have independent effects on Internet use. “People who have lower education but live in households with high family incomes are less likely to be Internet users than those who have high levels of education and live in households with low family income.”<sup>4</sup> One out of four Colorado respondents was below poverty level. Costs of hardware, software licensing, and network capabilities are still very high and one of the obvious elements of digital exclusion. Responding to this need is one of the most important aspects of digital inclusion.

- **53%** of responding Internet patrons making **less than \$12,000** annually **improved e-mail** skills through library access.
- Most recreational Internet use at public Internet computers is directly affected by income and education. Once **income exceeds \$25,000**, most **recreational uses** of the Internet **decline markedly**. (See Figure 5.1)

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<sup>4</sup> National Telecommunications and Information Administration and Economics and Statistics Administration. (2001) *A Nation Online: How Americans are expanding their use of the Internet*. Washington, D.C.

**Figure 5.1 Recreational use by income level**



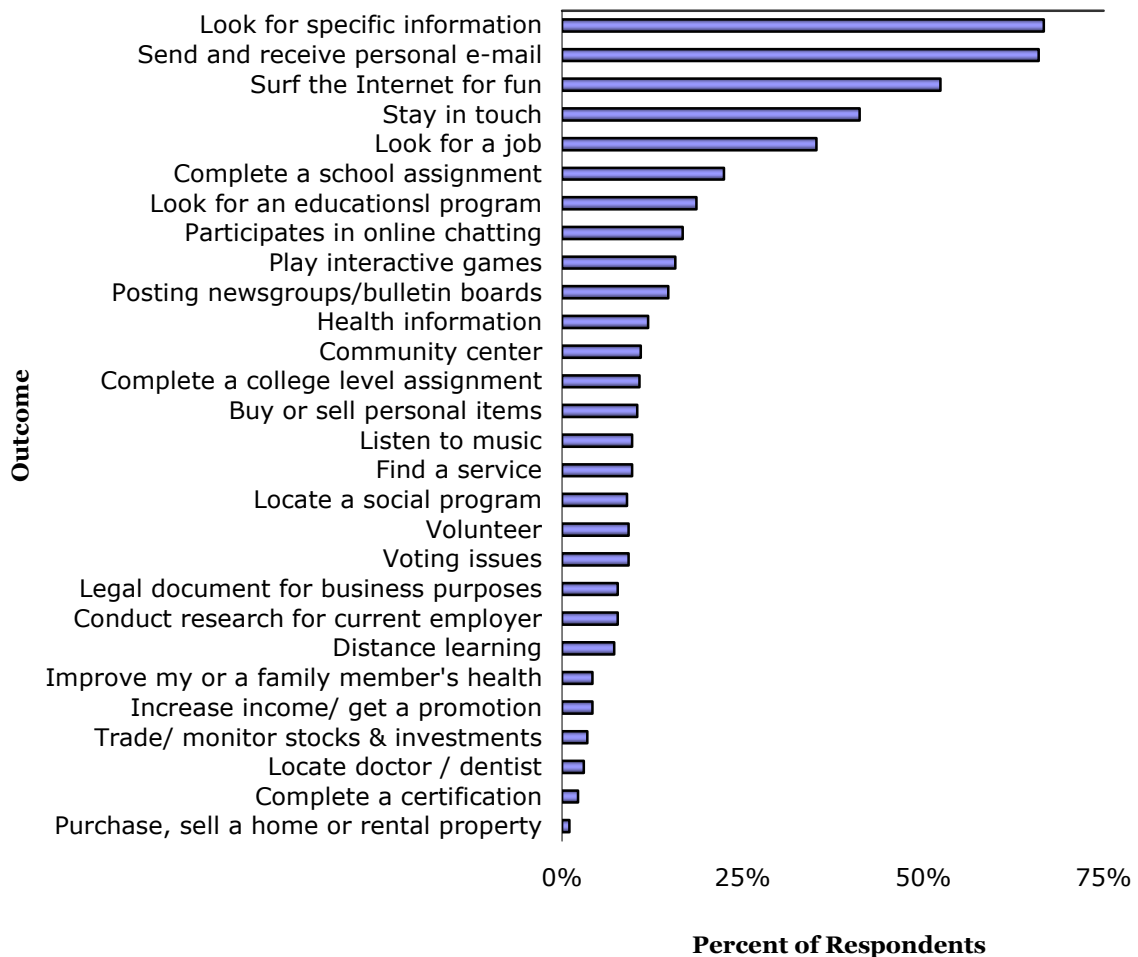
Poor respondents use the **Internet for recreation** more than any other group. **52% surf the web for fun. 17% participate in online chat, 16% play interactive games, and 10% listen to music.** (See Figure 5.1)

- **27%** of respondents using public Internet computers to **stay in touch** with someone were **below poverty level**.
- **66% of poor** respondents use public Internet computers to **send and receive e-mail**, more than any other income group. This would indicate that e-mail is a growing form of communication for people with lower incomes.
- **22%** of poor respondents used the public Internet computers to **complete a school assignment**.
- **44%** of respondents **looking for educational programs** on public library computers have annual **incomes less than \$18,000**.
- **29%** of respondents using public library terminals **for distance education** were **below poverty level**.

- **23%** of Internet patrons who **looked for a job** were **below poverty level**.
- **25%** of those **looking for community services** were **below poverty level**.
- **27%** of those **looking for volunteer opportunities** were **below poverty level**.
- **28%** of those seeking **information on social programs** were **below poverty level**.

Poor people in Colorado are taking advantage of the resources offered online; however, like most people using public Internet access they are unlikely to ask for staff assistance or enroll in a library course. The majority of poor respondents use the Internet to look for information, surf for fun, as a means of communication, and to look for employment. (See Figure 5.2) Well-trained and knowledgeable library staff regarding current online resources for, economic, and social improvement will help to maximize the usefulness of public Internet computers.

**Figure 5.2 - Internet use for respondents below poverty level**



## Conclusion

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Computers and the Internet are vital parts of everyday life. They provide a doorway to information on a global level and expand the reach of every community. Ensuring each community member access to electronic resources and developing the technical skills to participate in the global economy are important contributions of public libraries to their communities and to the state.

Colorado public libraries provide 2,297 computers for public use, of which 1,492 provide Internet access, costing \$2,576,885 annually. Internet access through public libraries is an active step in bridging the “Digital Divide.” Community members who would otherwise continue to lag behind are taking advantage of this public resource. More than two-thirds of the library Internet patrons polled have no other access to the Internet except through public Internet computers. Coloradans from all demographics rely on Internet access at public libraries. They are learning new technology skills from library staff members and library courses as well as teaching themselves and learning from friends and family.

As education and income rise, use of the Internet also rises, leading to increased access to global information. Properly trained library staff will increase awareness to valuable online resources and help the technologically disadvantaged form new skills that can be used daily in an information age. By providing public access to the Internet, Colorado public libraries are fulfilling a mission to “Give instruction unto those who cannot procure it for themselves.” (*Confucius*)

Figure 6.1 - Recreational activities

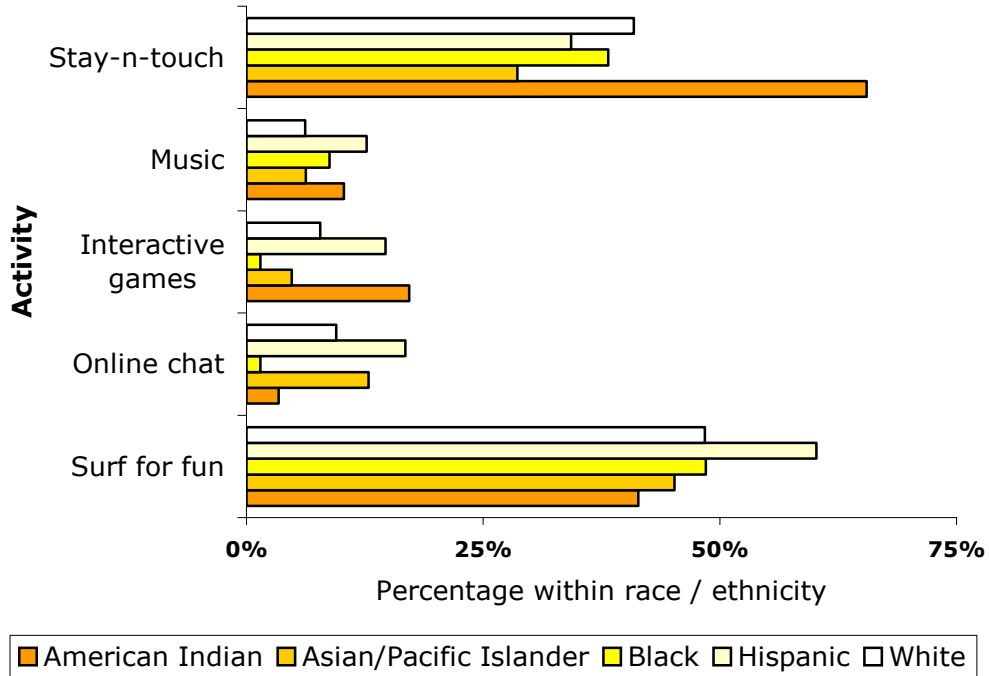
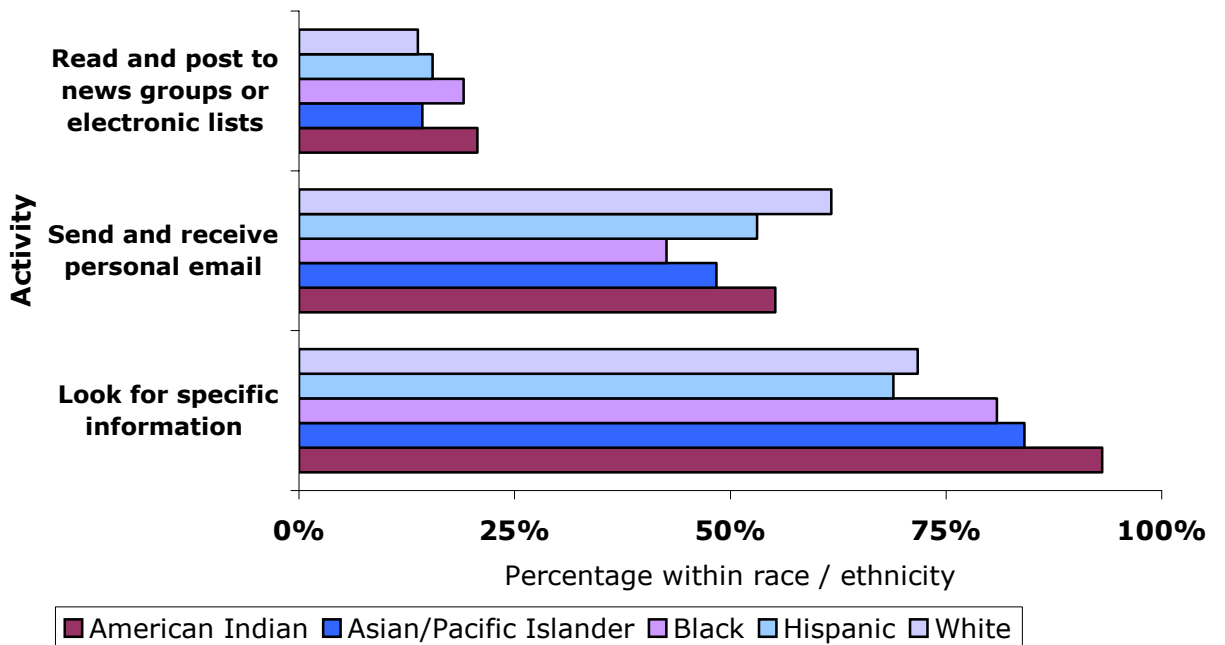
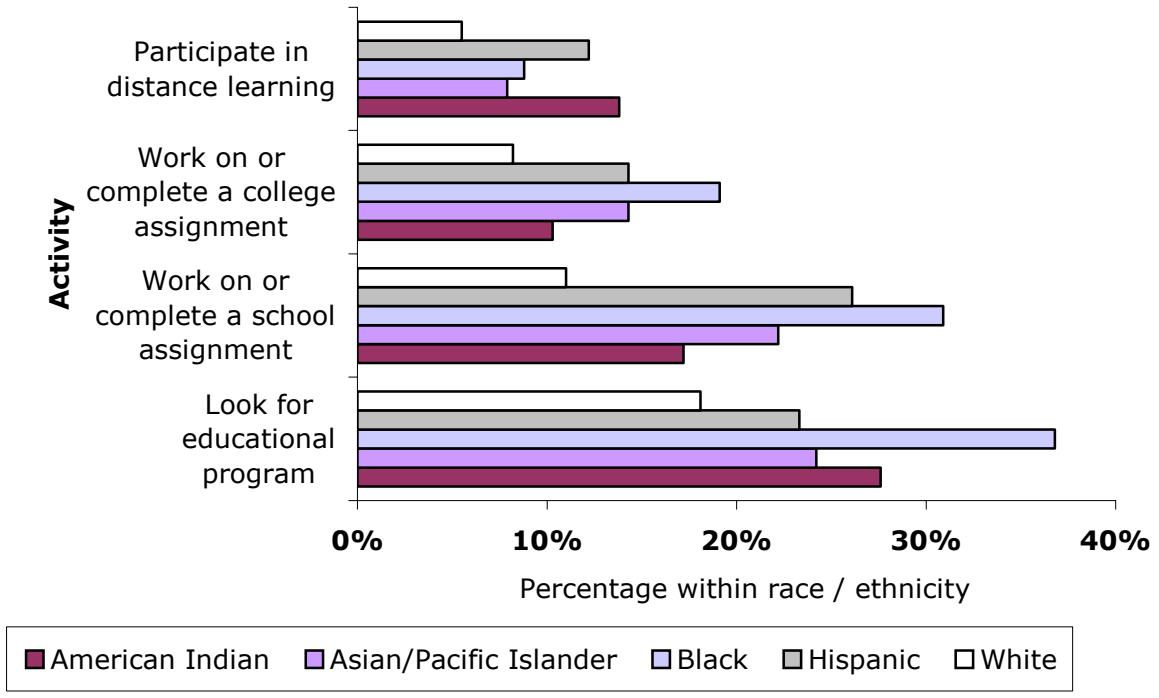


Figure 6.2 - General Information

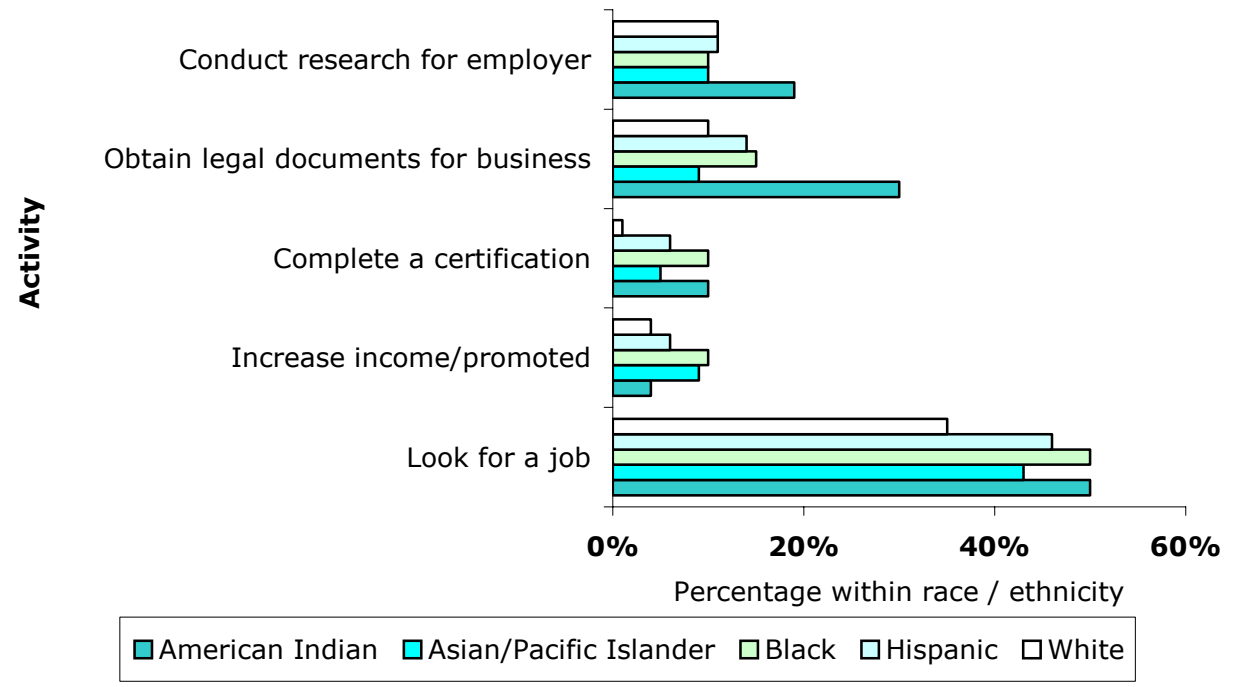




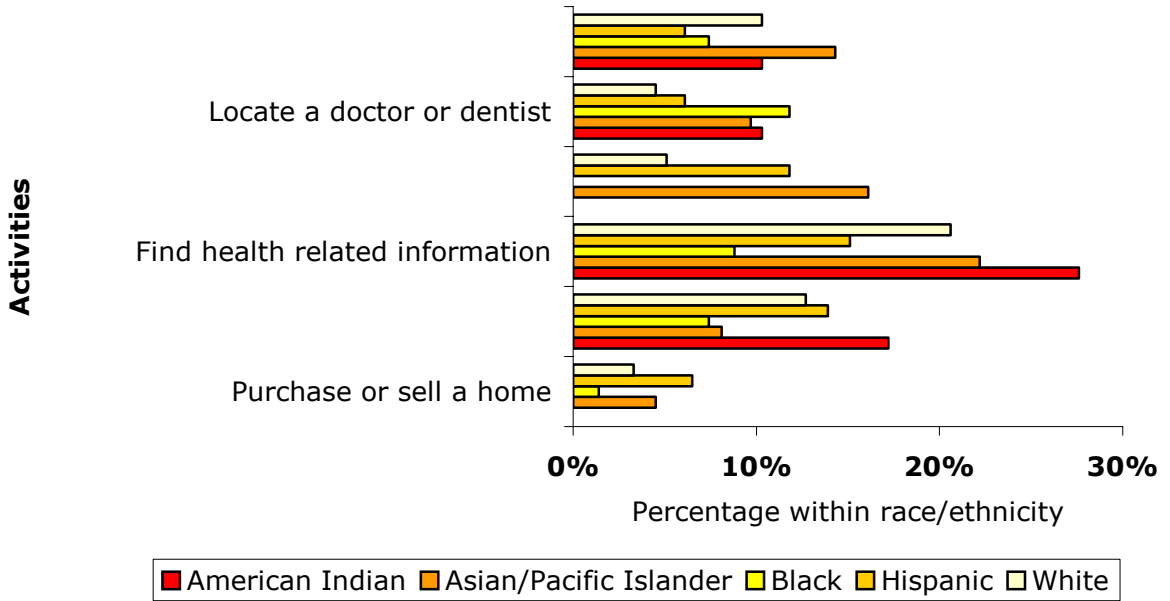
**Figure 6.3 - Education**



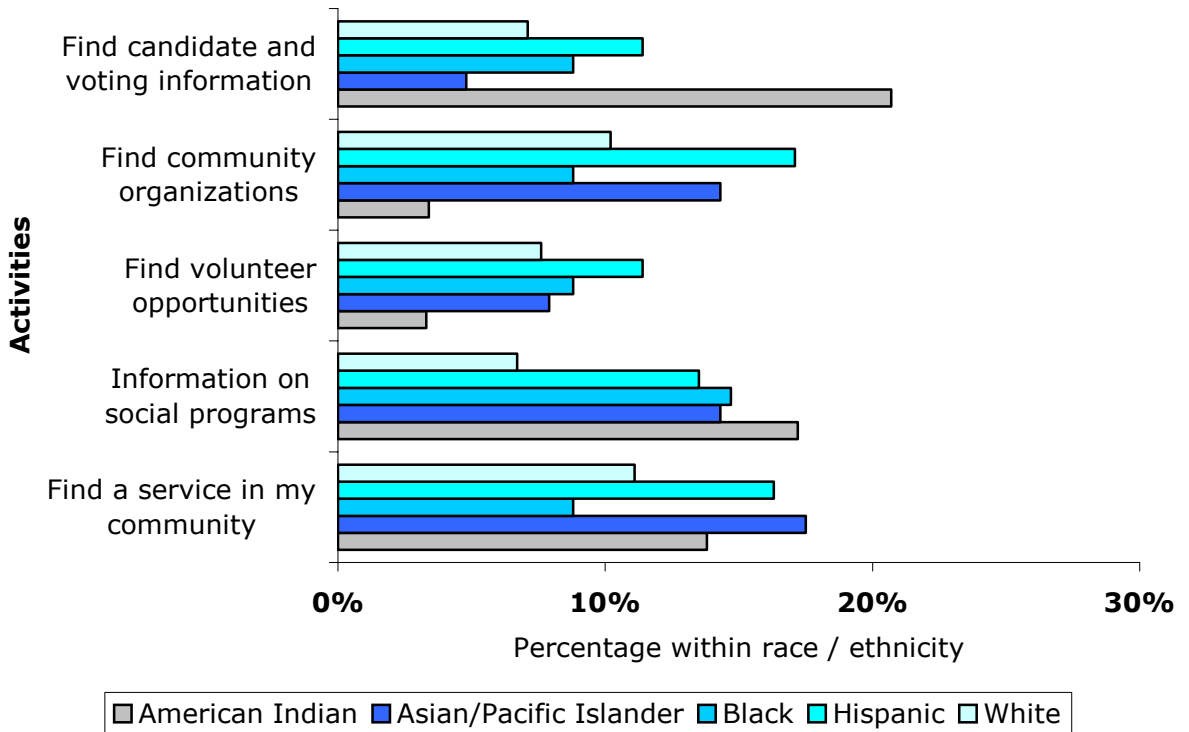
**Figure 6.4 - Business / Career**



**Figure 6.5 - Consumer / Personal Finance**



**Figure 6.6 - Community**



## Appendix - B

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### Participating Public Libraries

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<b>Library</b>	<b>City</b>
Adams County Library System	Thornton
Aguilar Public Library	Aguilar
Alamosa/Southern Peaks Public Library	Alamosa
Arapahoe Library District	Littleton
Aurora Public Library	Aurora
Baca County Public Library	Springfield
Basalt Regional Library District	Basalt
Berthoud Public Library	Berthoud
Boulder Public Library	Boulder
Broomfield/Eisenhower Public Library	Broomfield
Canon City Public Library	Canon City
Conejos County Public Library	La Jara
Cortez Public Library	Cortez
Craig-Moffat County Library	Craig
Delta County Public Library District	Delta
Denver Public Library	Denver
Dolores County School/Public Library/Dove Creek	Dove Creek
Dolores Library District/Montezuma County	Dolores
Douglas Public Library District	Castle Rock
East Cheyenne County Library District	Cheyenne Wells
East Morgan County Library District/Brush	Brush
East Routt Library District	Steamboat Springs
Englewood Public Library	Englewood
Fleming Community Library	Fleming
Florence Public Library	Florence
Fort Collins Public Library	Fort Collins
Fort Morgan Public Library	Fort Morgan
Garfield County Public Library System	New Castle
Gilpin County Library District	Black Hawk
Grand County Library District	Granby
Haxtun Public Library	Haxtun
Hugo Public Library	Hugo
Jefferson County Public Library	Lakewood
Kiowa County Public Library District	Eads
La Veta Public Library District	La Veta
Lake County Public Library	Leadville
Lamar Public Library	Lamar
Littleton/Bemis Public Library	Littleton

<b>Library</b>	<b>City</b>
Longmont Public Library	Longmont
Louisville Public Library	Louisville
Loveland Public Library	Loveland
Lyons Depot Library	Lyons
Mancos Public Library District	Mancos
Manzanola School/Public Library	Manzanola
Mesa County Public Library District	Grand Junction
Ouray Library District	Ouray
Park County Public Library	Bailey
Penrose Library District	Penrose
Pikes Peak Library District	Colorado Springs
Pueblo City-County Library District	Pueblo
Rio Grande Library District	Monte Vista
Rocky Ford Public Library	Rocky Ford
Saguache County Public Library	Saguache
San Miguel Library District #1/Telluride	Telluride
Security Public Library	Security
Silverton Public Library	Silverton
Southern Teller County School/Public Library District	Cripple Creek
Stratton Public Library	Stratton
Summit County Library	Frisco
Trinidad/Carnegie Public Library	Trinidad
Upper San Juan Library District	Pagosa Springs
Weld Library District	Greeley
Wellington Public Library	Wellington
West Custer County Library District	Westcliffe
West Routt Library District/Hayden	Hayden
Westminster Public Library	Westminster
Windsor-Severance Library District	Windsor

# A Survey of Users of Public Access Internet Computers in Colorado Public Libraries

Please take a minute or two to help us learn how often you utilize public access Internet computers at the library, how the library has helped you to improve your Internet skills, and how use of these computers makes a difference in your life.

1) **How many years have you been using the Internet?** (Mark one.)

- Less than 1 year       1 – 2 years       3 – 5 years       More than 5 years

2) **Please rank the following locations based on how often you use the Internet at each location:** (1 = the location at which you most frequently use the Internet. Enter 0 for a rarely or never used location.)

Home \_\_\_\_\_      Work \_\_\_\_\_      School \_\_\_\_\_      Library \_\_\_\_\_  
Cyber café \_\_\_\_\_      Laptop/notebook (no specific location) \_\_\_\_\_

Other—Please specify location: \_\_\_\_\_

3) **Is the availability of computers in the library one of the reasons you visited the library today?**

- Yes     No

4) **Which of the following new technology skills have you acquired via the library?** (Mark all that apply.)

- Online search strategies       E-mail correspondence  
 Web development       Word-processing

5) **How did you acquire the skills marked in the previous question?** (Mark all that apply.)

- On your own       with individual staff assistance  
 Through a library course       other – Please specify: \_\_\_\_\_

6) **How often do you use public library terminals for Internet access?** (Mark one.)

- More than once a week       Monthly       Other – Please specify: \_\_\_\_\_  
 Weekly       Quarterly  
 2 – 3 times per month       Annually

7) **As a result of my recent use of the Internet at this library I was able to...** (Check all that apply.)

### Recreation

- Surf the Internet for fun.
- Participate in online chatting.
- Play interactive games.
- Listen to music.
- Stay in touch with someone that otherwise wouldn't be possible.

### General Information

- Surf the web for information on a specific topic.
- Send and receive personal e-mail.
- Read and post to newsgroups, bulletin boards, or electronic lists.

### Education

- Look for an educational program.
- Work on or complete a school assignment.
- Work on or complete a college level assignment.
- Participate in a distance learning activity.

### Business/Career

- Look for a job.
- Increase my income/get a promotion.
- Complete a certification.
- Obtain legal documents needed for business purposes.
- Conduct research for current employer.

### Consumer/Personal Finance

- Purchase or sell a home or rental property.
- Buy or sell personal items.
- Find health related information for a friend, a relative, or myself.
- Improve my or a family member's health.
- Locate a doctor or dentist.
- Trade and monitor stocks and investments.

### Community

- Find a service in my community such as child/elder care facility, public transportation, Meals on Wheels, etc.
- Locate information concerning social programs; such as applying for Medicaid, food stamps, Kids in Need of Dentistry, or section 8 housing.
- Find volunteer opportunities.
- Locate community center, church, club, or other community-based organization.
- Locate information about candidates and issues before voting.

(over)

8) Were you able to locate the information you were seeking online?  Yes  No

9) Were you able to find information on the Internet that was unavailable from traditional library sources? (Example of traditional sources might include: Books, magazines, newspapers, reference books, etc.)  Yes  No

<b>About You</b> (Mark one in each box.)	
<b>Age Group:</b>	<input type="checkbox"/> Under 18 <input type="checkbox"/> 18–29 <input type="checkbox"/> 30–54 <input type="checkbox"/> 55 and older
<b>Education:</b>	<input type="checkbox"/> Less than high school <input type="checkbox"/> High school graduate <input type="checkbox"/> Some college <input type="checkbox"/> Technical school <input type="checkbox"/> Bachelor's degree or higher
<b>Gender:</b>	<input type="checkbox"/> Male <input type="checkbox"/> Female
<b>Number of minor children (under age 18) in your home (enter number):</b> _____	
<b>Income Level:</b>	<input type="checkbox"/> Under \$12,000 <input type="checkbox"/> \$12,000–17,999 <input type="checkbox"/> \$18,000–24,999 <input type="checkbox"/> \$25,000–49,999 <input type="checkbox"/> \$50,000 or over
<b>Race/Ethnicity:</b>	<input type="checkbox"/> American Indian/ Alaskan Native <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White

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