



THE URBANA FREE LIBRARY

FY20 - FY23

STRATEGIC PLAN



WE WELCOME ALL.

WE SPARK CURIOSITY.

WE CONTRIBUTE TO A STRONG SOCIAL FABRIC.

WE ARE A STRONG ORGANIZATION.

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Introduction

The Urbana Free Library was founded in 1874 and is one of the oldest public libraries in the state of Illinois. The original Library building (at 201 S. Race Street) opened in 1918. Subsequent building expansions were completed in 1975 and 2005 (this expansion moved the main entrance around the corner from the original building to 210 W. Green Street). Serving a population of over 40,000 residents, the Library participates in resource sharing with the nearby Champaign Public Library through the CU Catalog and is home to the Champaign County Historical Archives. Offering a robust in-house collection of almost 309,000 physical items in many collections, the Library also offers access to digital format materials through a variety of platforms.

Space and collections are just the fundamentals offered by the Library. We have a wide range of learning opportunities for individuals and groups, programs for all ages, and access to technology from printing and faxing to WiFi hotspots that can be checked out. The Library is rooted in traditional services and modern in how we deliver those services to our diverse community.

The Library is governed by a Board composed of nine appointed trustees. In addition, the Friends of The Urbana Free Library and The Urbana Free Library Foundation are two independent, 501(c)(3) organizations managed by their own volunteer Boards of Directors, which have supported the Library for decades.

This plan represents the overall strategy for the Library over the next three years, approved by the Library Board of Trustees in December 2019. Upon approval, Library staff finalized an evolving activity plan to support the overall strategy. Staff will regularly review progress toward meeting plan goals and report to the Board.

The planning process was inclusive and comprehensive. The Library remains committed to the community and core services and is excited about the direction this plan will take us through FY2023. The Library hopes this plan inspires growth and innovation over the next three years that lead to an increasing impact on our community.

Background

The Library engaged in a detailed strategic planning process facilitated by Amanda E. Standerfer, Director of Development & Promotion.

The Strategic Planning Process Team included:

- Barbara Jones, Board of Trustees
- Jane Williams, Board of Trustees
- Joan Hood, Community member
- Celeste B. Choate, Executive Director
- Dawn Cassady, Associate Director
- Rachel Fuller, Director of Adult & Youth Services
- Anke Voss, Director of the Archives & Special Collections, and Facilities
- Joel Spencer, Adult & Youth Services Librarian
- Robin Hayden, Adult & Youth Services Information Assistant; Circulation Clerk

Community Ambassadors included:

- Danielle Chynoweth
- Cynthia Hoyle
- Anna Merritt
- Barbara Meyer
- Kate Techtow
- Mary Wilkes Towner
- Gregory Walburg
- Harold Williamson

Planning Process

The Library carried out a three-phase, community-engaged, planning process beginning in January 2019. More details about the planning process are available in Appendix A.

Planning Phase I, “Learn,” was initiated with a call for community involvement, inviting community members to apply as Ambassadors. The Strategic Planning Process Team was installed consisting of two Board members, one community member, and staff members. A community survey, focus groups, and interviews were completed. A draft Learning Report was written.

Planning Phase II, “Dream,” included revision of the Learning Report and the Library Board’s acceptance of it, Board and staff retreats, and writing a draft strategic plan.

Planning Phase III, “Do,” refined the draft strategic plan. In December, the Board adopted the plan.

Data Highlights

Community input was gathered through a variety of evaluative methods. The resulting quantitative and qualitative data were compiled and analyzed in a Learning Report to inform the strategic planning process.

The community survey was key for understanding patterns of usage and priorities of current Library patrons, as well as Library services valued by the community and areas of focus for enhancement and growth. A total of 1,205 community members participated in the survey, which was implemented through SurveyMonkey. Results were compared based on a variety of factors including frequency of Library usage and various demographics such as age and those who have children at home.

Survey respondents indicated they believe the Library adds a high value to the community as a whole, and 96% are satisfied or very satisfied with the Library. Books and educational materials, knowledgeable Library staff, internet computers, and children’s programming topped the list as most valued services with the Archives, foreign language materials, movies in all formats, and teen programming following very closely.

Considering areas for improvement, even though most respondents indicated that they find excellent general information about the Library on the website, this is less true of the Library’s online services such as Mango language learning, personalized reading lists, and Lynda.com. Updating the website to better highlight these services and to improve overall online user experience were frequent suggestions.

While most respondents indicated that the building and facilities “completely” or “adequately” meet their needs, comments regarding the Library facilities revealed that respondents would like expanded parking and overall more space in the building. Respondents like the diversity of the community and want the Library to more intentionally address diverse needs in both the physical space and materials offered.

When asked where they feel the Library should focus resources for increased community value, respondents overwhelmingly indicated programs for children and teens as a top priority. Programs and materials for job seekers as well as arts and culture were also listed in the top five future priorities, followed very closely by technology support and downloadable materials.

Focus group participants engaged in brainstorming and discussion on various topics. Their answers reflected pride in several aspects of the Library including the Archives, the Library’s commitment to social justice, the depth and breadth of available Library materials, programming for children and families, and the overall level of innovation that brings new materials and resources to the public. Participants were very curious about the availability of services, in-house and online, that they might not currently be taking advantage of. They also wanted to know more about the different types of outreach the Library does, in particular with the local schools.

Because focus group participants had the opportunity for wide-ranging discussion, they were able to provide more insight into improving patron experience overall. By and large, the Library is viewed as welcoming, friendly, and resourceful. Participants miss having access to more robust interlibrary loan services. Parking and lack of intentional space for teens, quiet study, and meetings were also frequently noted as concerns. Increased visibility of the Library at community events was discussed, as was the perception of the Library as an anchor institution in the community. Throughout discussions, participants repeatedly commented on Library outreach and messaging, suggesting that marketing could be used more effectively to increase awareness of services.

Additional interviews were conducted with community members unable to attend a focus group session. Interviewee comments strongly aligned with those of the focus group participants. Throughout discussions, participants repeatedly commented on Library outreach and messaging, suggesting that marketing could be used more effectively to increase awareness of services.

In addition, the Learning Report contained a review of relevant data from various sources, including community organizations that also serve Urbana’s diverse population. Findings indicated that Urbana’s population is diverse in ways that call for creativity when reaching out to unserved, underserved, and underrepresented communities. The data also showed a need for space for groups to come together for meetings, formal or informal. In addition, with a high population of foreign-born members of the community, the Library should consider expanding resources and services in other languages.

Vision

Nurturing growth by sparking curiosity and fostering a sense of belonging.

Our Vision is what we aspire to achieve in the community we serve. By using the Library, individuals and the community as a whole grow in a variety of ways: intellectually, socially, and possibly even financially. We spark curiosity through our displays, social media, collections, and programs. We strive to create comfortable spaces in our building and through our customer service for people to interact or hang out.

Mission

We encourage learning and enrich lives by providing access to diverse resources and programs.

Our Mission is how we do our work in order to achieve our Vision. Literacy and learning are core to how we enrich lives. Our main purpose is to connect people to resources, no matter the format, and programming to expand their minds. The way we carry out our Mission adds value to the community.

Strategic Directions

This plan is divided into four strategic directions that emerged during the planning process through analysis of compiled data, meetings with the Board and staff, input from Community Ambassadors, and discussions with the Process Team:

Embrace

Enrich

Empower

Enhance

Goals, Activities, & Measures

The following page summarizes the strategic plan followed by additional detail for each strategic direction, including potential activities for each goal and possible metrics. Library staff will draft the activity plan that will serve as an implementation guide. Regular activity updates will be presented at future Board meetings.



THE URBANA FREE LIBRARY

FY20 - FY23

VISION

Nurturing growth by sparking curiosity and fostering a sense of belonging.

MISSION

We encourage learning and enrich lives by providing access to diverse resources and programs.

EMBRACE



We cultivate equity, mutual respect, and belonging by learning about and responding to our community.

WE WELCOME ALL.

GOALS

- We provide a welcoming and inviting space for dialogue and personal connections.
- We engage the community to understand and respond to unique needs of our community.

ENRICH



We connect people with tools and resources for learning and leading fruitful lives.

WE SPARK CURIOSITY.

GOALS

- We connect people to resources and technology for personal growth leading to greater fulfillment.
- We expand horizons and facilitate knowledge exchange by offering diverse programs.

EMPOWER



We help our community thrive by creating connections and working with partners.

WE CONTRIBUTE TO A STRONG SOCIAL FABRIC.

GOALS

- We make the community better for all by promoting diversity, equity, and inclusion through our collections and programs.
- We stimulate connections and partnerships to create a vibrant, engaged community.

ENHANCE



We are mindful of the wide array of resources needed to serve evolving community needs and are transparent with our operations.

WE ARE A STRONG ORGANIZATION.

GOALS

- We steward our physical and financial resources to allow for growth and sustainability.
- We cultivate continuous improvement among Board and staff members to create increased engagement, satisfaction, and retention.

Embrace

We cultivate equity, mutual respect, and belonging by learning about and responding to our community.

We welcome all.

Public libraries are unique institutions that seek to serve every facet of the community. Equity and inclusion are hallmarks of excellent library service. Throughout their lives, patrons will find new resources and services that meet their changing needs.

The Library is strongly committed to continuing broad inclusion of all members of the community. Our patrons highly value our community's internationally diverse citizenry and feel that the Library encourages this and other diversity through its services. We aim to increase our inclusion efforts more intentionally in order to meet the evolving needs of our community while providing facilities that encourage access.

Goals	Possible Activities
1) We provide a welcoming and inviting space for dialogue and personal connections.	<ul style="list-style-type: none">• Teen Open Lab (TOL)• Staff training on working with homeless people and foreign-born people• Redesign of circulation/checkout area• Cultural programs
2) We engage the community to understand and respond to unique needs of our community.	<ul style="list-style-type: none">• Outreach activities throughout the community• Surveys after programs and other methods for increased patron feedback

Potential Measures of Success

<ul style="list-style-type: none">• Evaluations and patron feedback show increased satisfaction due to responsive programming and services;• Increased number of new card holders, circulation, and overall usage.	<ul style="list-style-type: none">• Repeat community survey and focus groups in 3 years;• Increased number of cultural programs for all ages; and• Increased attendance at cultural programs for all ages.
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Enrich

We connect people with tools and resources for learning and leading fruitful lives.

We spark curiosity.

Libraries are synonymous with reading, learning, and seeking information. The ways library patrons carry out these activities vary and have changed dramatically in recent years. Ease of access to the physical and digital materials libraries provide is paramount.

In order to serve the public in the evolving information landscape, the Library must increase awareness of digital materials and services while continuing our tradition of excellence with physical resources. The Library is dedicated to inclusive programming for all ages.

Goals	Possible Activities
1) We connect people to resources and technology for personal growth leading to greater fulfillment.	<ul style="list-style-type: none">Continued success of the Archives, patron computer and WiFi use, collections, and reading programsUpdate websiteDevelop Library appTechnology classes and one-on-one sessions
2) We expand horizons and facilitate knowledge exchange by offering diverse programs.	<ul style="list-style-type: none">Programs for specific populationsLocal history/genealogy programsQuarterly program guide

Potential Measures of Success

<ul style="list-style-type: none">Patrons indicate increased awareness of digital library services, leading to increased usage;Library website hits and app downloads;	<ul style="list-style-type: none">Increased program attendance by specific populations; andNumber of computer and WiFi sessions.
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Empower

We help our community thrive by creating connections and working with partners.

We contribute to a strong social fabric.

A public library is a reflection of its surroundings, a hub of action and interaction that draws in synergistic partners, like local schools, nonprofits, community groups, and individuals, and extends into the community to share its resources and expertise.

The Library is a key institution in our community. Through our programs and collections, we elevate voices for social justice and champion these endeavors with a variety of partners. Working with various partners, we reach as many community members as possible through collaborative efforts that improve literacy and increase overall quality of living.

Goals	Possible Activities
1) We make the community better for all by promoting diversity, equity, and inclusion through our collections and programs.	<ul style="list-style-type: none">• Provide meeting spaces for groups• Improve and update foreign language collections• Diversity training for staff• Inclusive collection development and programming such as monthly book clubs on and for diverse cultures
2) We stimulate connections and partnerships to create a vibrant, engaged community.	<ul style="list-style-type: none">• Partnering with various community groups for programs and outreach events• Continue larger events that bring the community together (such as the Fairy Tale Ball)• Partnerships with local schools• Author events

Potential Measures of Success

- Increased circulation of language learning resources;
- Increased use of meeting spaces;
- Increased attendance at programs and outreach events; and
- Increased number of people aware of Library programs and services.

Enhance

We are mindful of the wide array of resources needed to serve evolving community needs and are transparent with our operations.

We are a strong organization.

Public libraries exist to serve their communities in the most sustainable fashion possible by being continually cognizant of available funds and operating within their means.

The Library will continue to administer our resources responsibly with an eye towards growth and innovation in our policies and practices. Our excellence in services to the public is bolstered by careful and thoughtful administrative decision making. Our staff culture and organizational capacity reflect transparency and strong support for diversity.

Goals	Possible Activities
1) We steward our physical and financial resources to allow for growth and sustainability.	<ul style="list-style-type: none">• Continue “Your Right to Know” on website• Conduct space needs analysis; renovate and/or expand the building based on recommendations• Update landscaping campus-wide; update parking• Expand donations and planned giving sources
2) We cultivate continuous improvement among Board and staff members to create increased engagement, satisfaction, and retention.	<ul style="list-style-type: none">• Staff culture assessment• Board capacity assessment• Continuing education opportunities• Staff benefits expansion and appreciation programs

Potential Measures of Success

<ul style="list-style-type: none">• Increased patron satisfaction as reported in repeated community survey;• Increased resources for future sustainability and growth;	<ul style="list-style-type: none">• Increase in job satisfaction and employee retention leads to increased overall organizational capacity.
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Next Steps

After this plan is adopted by the Board, staff will complete an activity plan to guide implementation. Implementation will be a continual process, as the timing of certain activities will be determined by priority. We will review and adjust the activity plan on a regular basis.

Evaluation of the plan will be ongoing and strategic. Measurements for each goal will vary, and some activities will be best evaluated by collecting data through patron and community input. Other activities will be evaluated based on information collected in-house, such as circulation, program participation, and other usage statistics. Continued reporting of successes and challenges will ensure that we are transparent about our progress and open to input.

The Library commits to a comprehensive review and update of this plan at its completion. We intend that this plan will move us significantly forward and anticipate using a review process and continuous learning as a best practice for maintaining momentum and an institutionalized way of operating. This plan is an investment in the future of the Library as a continued service to the overall community.

Planning Process

The Library carried out a three-phase planning process beginning with **Phase I, “Learn,”** in January 2019.

Phase I was initiated with a call for community involvement, inviting community members to apply as Ambassadors; they would play an integral role in the strategic planning. The Strategic Planning Process Team was installed; it consisted of two Board members, one community member, and six staff members.

The Board met in February to complete an environmental scan, which spurred discussion around the political, social, economic, technological, and legal factors that are currently influencing the community, the Library, and the library sector as a whole. Staff input was added to the environmental scan during a staff day session in February.

In March, the first Process Team meeting was held. Members reviewed the planning process and the environmental scan and determined what pertinent community and library information to gather. Community Ambassadors and Process Team members reviewed drafts of the community survey.

The Board completed a SOAR (Strengths, Opportunities, Aspirations, and Results) analysis in March. It revealed Library *Strengths* around collections, the Champaign County Historical Archives, and children’s programming, as well as *Opportunities* to increase diversity, improve collaborative and after-school programming, and enhance marketing. Discussion around *Aspirations* revealed the desire to evolve and grow to meet the needs of the community in a variety of ways including digital literacy, family resources, and community literacy, with an overall trusted branding of excellence. *Results* and measures of success include overall sustainability, strong metrics in traditional library services such as circulation and programming, and an overall outcome of the Library as a digital and physical destination that increases the community’s quality of life.

In April, the Board met to discuss the Library’s vision and mission. The community survey was launched on April 29 and remained available to the public for four weeks. It was available in English, Spanish, and French, and online and in print. In an effort to better understand the broader community served by the Library and the work being done by other local entities, community demographics and data from 36 sources including a variety of non-profits, organizations, and state and local governments were compiled during this time.

The Process Team met in early May to review the planning progress and give input about upcoming focus groups and a breakfast with community leaders to be held at the end of May. The Process Team also provided input throughout May via email regarding the upcoming focus groups and interviews. On May 28 and 29, seven focus groups were conducted with a

consultant facilitator, and a Community Leaders Breakfast was held. Focus group participants were solicited from the community survey. In addition, two open focus groups were provided, and one focus group was composed solely of teens and held during Teen Open Lab. In early June, interviews were conducted with community members previously identified or solicited through the survey process.

The Process Team met in mid-June to analyze data gathered from the survey, focus groups, and interviews. A draft Learning Report was compiled from these findings and shared with Community Ambassadors in July.

Planning Phase II, “Dream,” began in August with the Process Team meeting to review feedback and finalize the Learning Report. The Board met in August to review the Learning Report, as well. In early September, the Process Team worked to develop retreat agendas for the Board and staff.

On September 10, the Board met for a three-hour retreat to finalize the vision and mission statements and develop draft goals for the final plan. They accepted the Learning Report. Staff retreat sessions were held following the Board retreat, and staff provided input and valuable insight about the unfolding strategic directions and goals.

A first draft of the final strategic plan document was compiled by a consultant in mid-September.

Planning Phase III, “Do,” kicked-off with a Process Team meeting in October to review the draft strategic plan and consider input emailed from Community Ambassadors, who reviewed the draft prior to the Process Team meeting. At the October 9th Board Meeting, the Process Team presented the draft strategic plan document. In November, the Library Board, the Foundation Board, and the Friends Board all met to discuss the draft plan. In December, the Board adopted the plan.

Staff will finalize an Activity Plan that will guide implementation of the overall strategic plan.



Strategic Planning Process Learning Report

August 2019

Accepted by the Board of Trustees on September 10, 2019

Revised and accepted by the Board of Trustees on December 10, 2019



The Urbana Free Library

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This report was prepared by consultant Sarah Forbes, PhD., at the request of The Urbana Free Library Board of Trustees as input into their strategic planning process. The report is not intended to be statistically significant, nor is it representative of the entire City of Urbana or of all Library patrons. Rather, the report is presented for learning purposes as part of our strategic planning process.

Acknowledgements

The Urbana Free Library Board of Trustees would like to acknowledge the work of the following people for their contribution to the creation of this report.

Strategic Planning Process Facilitator: Amanda E. Standerfer, Director of Development & Promotion

Strategic Planning Process Team:

- Barbara Jones, Board of Trustees
- Jane Williams, Board of Trustees
- Joan Hood, community member
- Celeste B. Choate, Executive Director
- Dawn Cassady, Associate Director
- Rachel Fuller, Director of Adult & Youth Services
- Anke Voss, Director of the Archives & Special Collections, and Facilities
- Joel Spencer, Adult & Youth Services Librarian
- Robin Hayden, Adult & Youth Services Information Assistant; Circulation Clerk

Community Ambassadors:

- Danielle Chynoweth
- Cynthia Hoyle
- Anna Merritt
- Barbara Meyer
- Kate Techtow
- Mary Wilkes Towner
- Gregory Walburg
- Harold Williamson

***We also would like to thank all survey respondents and focus group/interview participants.
Thank you for your time and input.***

Introduction

To facilitate the strategic planning process, The Urbana Free Library Board of Trustees requested a learning report to better understand the community in which they serve as well as to identify trends that might be important to future planning.

Data for the Learning Report was collected from three sources:

- (1) A community survey conducted from April 29 to May 27, 2019;
- (2) Community focus group sessions conducted on May 28 & 29 at the Library and individual interviews conducted in May and June; and
- (3) Community information and demographics collected from a wide variety of sources identified by the Board and Process Team.

Below are the findings across the data sources and the results of each data.

Topics to Consider

Taking all of the data sources into account, the following four main themes emerged.

Diversity. The Urbana Free Library is viewed by the community as a welcoming and inclusive resource, providing a breadth of valuable resources, programs, and services. The Library has taken a number of steps to support and encourage the diversity found in Urbana, yet respondents expressed a desire for an even more intentional focus. For example, respondents described difficulties with the Library facilities for those who are physically disabled. Nearly 20% of Urbana residents are foreign-born, with over 25% of residents classified as non-native English speakers. This diversity was recognized by respondents who expressed a desire for new materials in a variety of languages, such as Spanish and Chinese. Urbana diversity extends to age, as well. While a majority of residents are under age 35, there are varying needs across the age groups. Respondents emphasized the importance of having a safe place for teenagers to go after school. At the same time, some of the older respondents would like more quiet areas and assistance with technology. In addition, while the staff were highly praised for their friendly and welcoming approach, this is another area in which respondents desired to see diversity reflected, as a way to enhance a sense of belonging for all patrons. Several Urbana organizations have been and will be focusing on broadening and supporting diversity.

Education. Childhood literacy is a major focus of several social service organizations in Urbana. A higher percentage of students in the Urbana School District have individualized education plans, are English learners, come from low-income families, and have been diagnosed with learning disabilities and speech/language impediments than are found at the state level. Respondents frequently suggested that the Library collaborate with the school system, as the Library would be in a position to aid in these efforts. Beyond children, Urbana is home to a diverse set of races and ethnicities as well as native languages. Respondents reported an interest in having ESL classes and tutoring available. While a majority of residents have earned a college degree, Urbana has a relatively high poverty rate compared to the nation as a whole. Respondents expressed a desire for classes to earn a GED, as well as programs

and materials to help people find a job. Further, education would be beneficial to respondents who would like to have better instructions on how to use the Library's current resources (mainly the online resources) and technology. Technology access and education is a priority for many Urbana organizations, with respondents noting that technology assistance is not offered in the community. Technology support was one of the top rated services for the Library to focus on in the future; one-on-one technology assistance was also rated as important. Ideas for future services were all technology focused. Finally, many respondents expressed an interest in expanded programming that would allow them to learn new skills and hobbies (e.g., environmental education, 3D design and printing, financial education, music lessons, bookbinding, calligraphy, healthy living, holistic wellness, nature).

Marketing. Outside of traditional services (e.g., books, DVDs), respondents were not aware of the vast resources and programs available through the Library. While respondents over the age of 71 may not need to know about developmental toys, a majority of respondents were unaware of resources that could benefit all ages: Mango language learning and streaming movies, for example. The Library's website was the main source of information about Library news and programs, with many respondents indicating that the Library website needs to be improved and updated. Given that today's youth are technology savvy and that older adults also report using the Internet to obtain information, this will likely be a crucial form of communication in the future. Respondents also expressed a need for the Library to expand marketing so that others in the community are aware of the facility, resources, services, and programs. Getting more involved in community events was one suggestion to increase visibility.

Transportation. Respondents praised Urbana for the ease of mobility throughout the city, both in terms of getting around quickly as well as the number of transportation options. The City of Urbana as well as the Champaign-Urbana Mass Transit District have goals to expand and improve on these options. The parking situation at the Library was noted repeatedly by respondents as a hindrance, often causing respondents to utilize other libraries instead. A small percentage of survey respondents even noted that the Library is too far from home or they do not know where it is located. Given that almost all Urbana residents are within ¼ mile of a bus stop, promoting the appropriate bus routes (and/or other alternatives to accessing the facility) may increase use of the Library.

Community Survey

A total of 1,205 community members responded to the SurveyMonkey survey. Respondents to the survey did not mirror the Urbana population:

- A higher percentage of women completed the survey (70%) than are found in Urbana (50%)
- A higher percentage of respondents have college/graduate degrees (82%) than are found in Urbana (55%)
- A higher percentage of older adults (age 35 and older) completed the survey (73%) than are found in Urbana (27%)

For two questions, Question #9 and Question #10, responses were recalculated to provide a more accurate average rating. Responses for “Do not use/need this” and “Was unaware that this was offered by the Library” were removed from the calculations to provide an actual value rating for the Library collections, services, and programs.

For the open-ended comments, two different processes were used. For questions where a majority of the responses were only mentioned by one individual (e.g., What can the Library do to increase your satisfaction?), the ideas were grouped together and themes were created. For questions where a majority of the responses fell into a few main ideas (e.g., Other top reason for using the Library or Library services), the ideas were tallied and the most frequent responses presented in the report.

Survey responses were then filtered by several factors for comparison:

- Survey responses were filtered by library usage. “Infrequent users” were defined by the responses “every few months” and “a couple of times a year” to Question #3. A total of 261 respondents were classified as infrequent users. “Non-users” of the Library were defined by the response “never” to Question #3. A total of 19 respondents were classified as “non-users.”
- Survey responses were filtered by “female” and then “male.” Using this approach, the results captured 496 of the 547 “female” respondents. Unfortunately, since “male” also appears in the word “female,” filtering by “male” did not achieve the desired result.
- Survey responses were filtered by whether or not respondents had children at home. A total of 249 respondents had children living at home.
- Survey responses were filtered by age group. There were 19 respondents aged 19 and younger; 209 respondents aged 20-35; 229 respondents aged 36-50; 325 respondents aged 51-70; and 121 residents aged 71 or older.

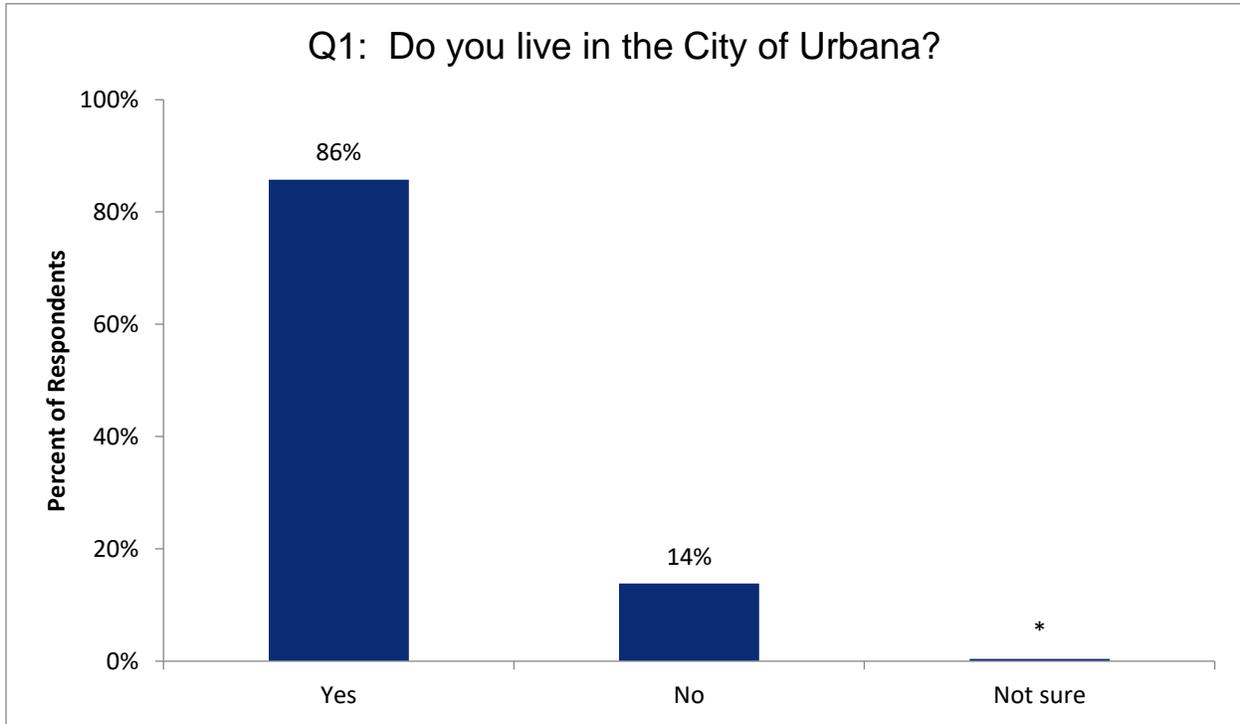
Overall Survey Findings

- A majority of respondents (86%) live in Urbana and have a library card from The Urbana Free Library (89%). With proximity to Champaign, many respondents also have library cards from the Champaign Public Library and the University of Illinois Library.
- A majority of respondents (76%) use the Library on a regular basis, at least once a month or more, often for traditional services, such as borrowing books and other materials. It is unknown whether this is because those are the needs of respondents, or because the respondents were largely unaware of the less traditional services (e.g., Mango language learning).

- More frequent users (several times a week or more) are those aged 19 and younger (58%), as well as those with children living at home (51%).
- The main deterrents to using the Library are busyness, the lack of parking, and disruptive teenagers. Addressing the parking issue and the unsupervised teenager issue were frequently mentioned as ways to increase their satisfaction with the Library.
- Most respondents are aware of traditional services (e.g., books, CDs, DVDs) and find them valuable to themselves personally. However, they are less aware of home delivery, laptop usage, Mango language learning, Lynda.com, and personalized reading lists. Many of these services are online, and respondents frequently mentioned a need to raise awareness of these services and explain how to use these services.
- A majority of respondents, overall and subgroups, rated the Library services as having a higher value to the community than to themselves personally.
- Respondents frequently described Urbana as having a small town feel with easy access to a variety of cultural, educational, dining, and entertainment options.
- While some variation did exist, most subgroups felt the future priorities should focus on tweens/teens, school-aged children, and programs and materials for helping people find a job.
- Respondents also like the diversity of the population found in Urbana, and many of the survey responses reflected a desire to serve this diversity (e.g., collections in foreign languages, programming for special needs children, create wider aisles for respondents with physical disabilities).
- The Library's website was the most frequently reported vehicle for getting information, with several comments about the need to update the website and make it more user-friendly.
- There were mixed opinions about where the Library should focus its attention and resources in the future. Respondents often described a wish to have expanded space, collections, programs, and services; however, some felt the Library should focus on the core mission and not try to be everything to everyone.

Community Survey Responses

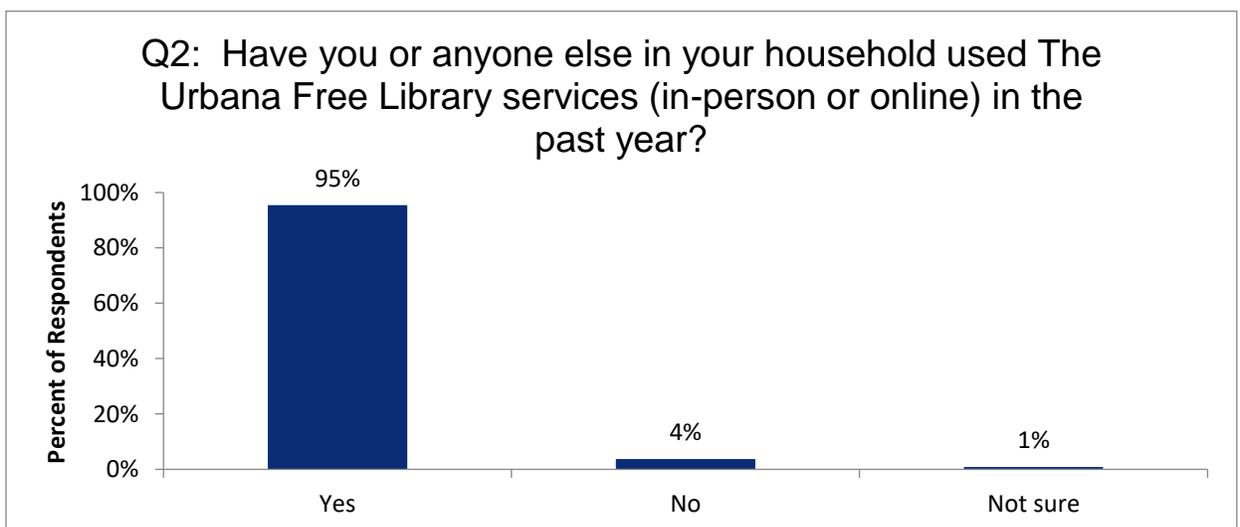
Community responses are provided first, followed by findings.



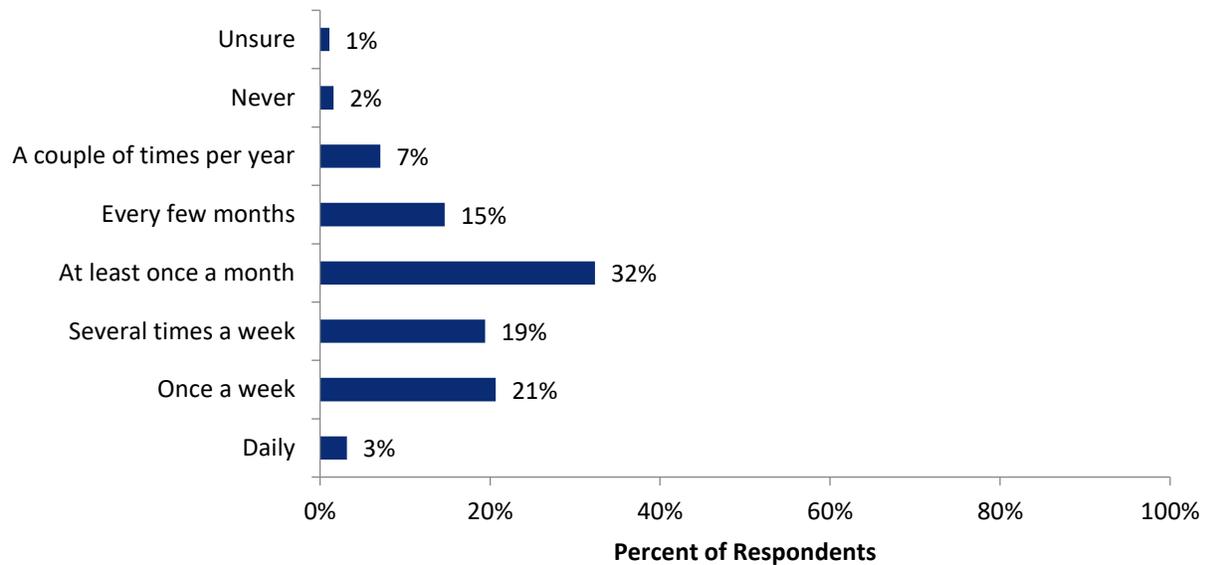
*Less than one-half of one percent.

Q1 Findings

- 63% of non-users do not live in Urbana.
- 26% of respondents aged 19 and younger do not live in Urbana.



Q3: How often do you use The Urbana Free Library in-person or online?

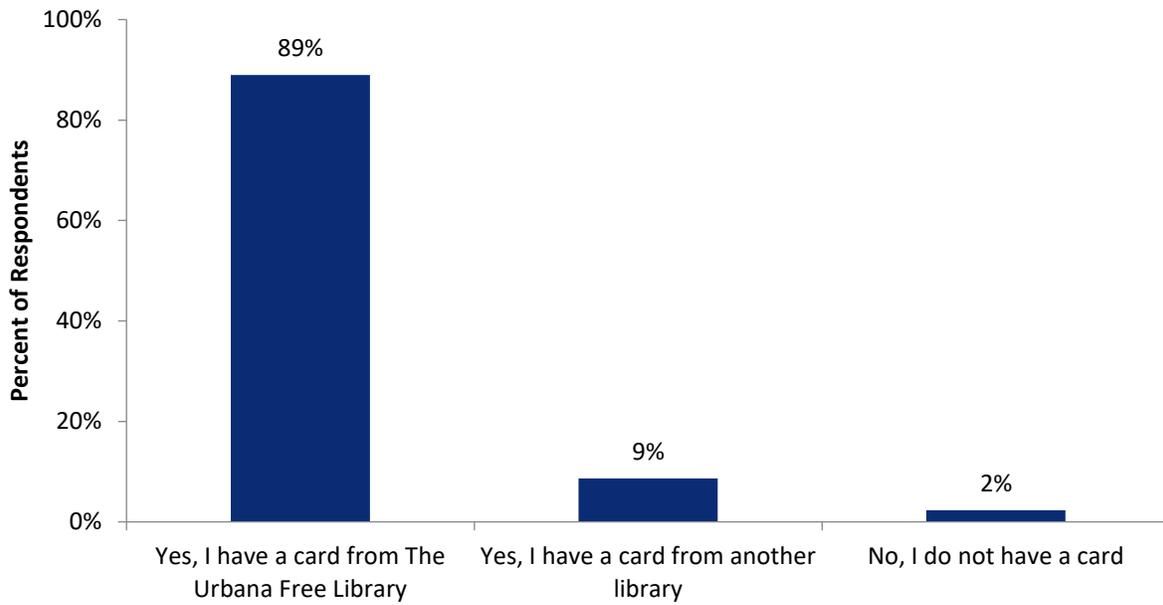


Q3 Findings

- Over 40% of respondents use the Library daily, once a week, or several times a week (43%)¹
- Percentage of groups using the Library daily, once a week, or several times a week:
 - 43% of females (largest percentage use the Library at least once a month – 36%)
 - 51% of respondents with children living at home (largest percentage use the Library at least once a month – 34%)
 - 58% of respondents aged 19 and younger (largest percentage use the Library several times a week – 42%)
 - 41% of respondents aged 20 – 35 (largest percentage use the Library at least once a month – 37%)
 - 47% of respondents aged 36 – 50 (largest percentage use the Library at least once a month – 34%)
 - 45% of respondents aged 51 – 70 (largest percentage use the Library at least once a month – 33%)
 - 43% of respondents aged 71 and older (largest percentage use the Library at least once a month 35%)

¹ Usage frequency by age located in Appendix B, p. 46

Q4: Do you or anyone in your household have a Library card?



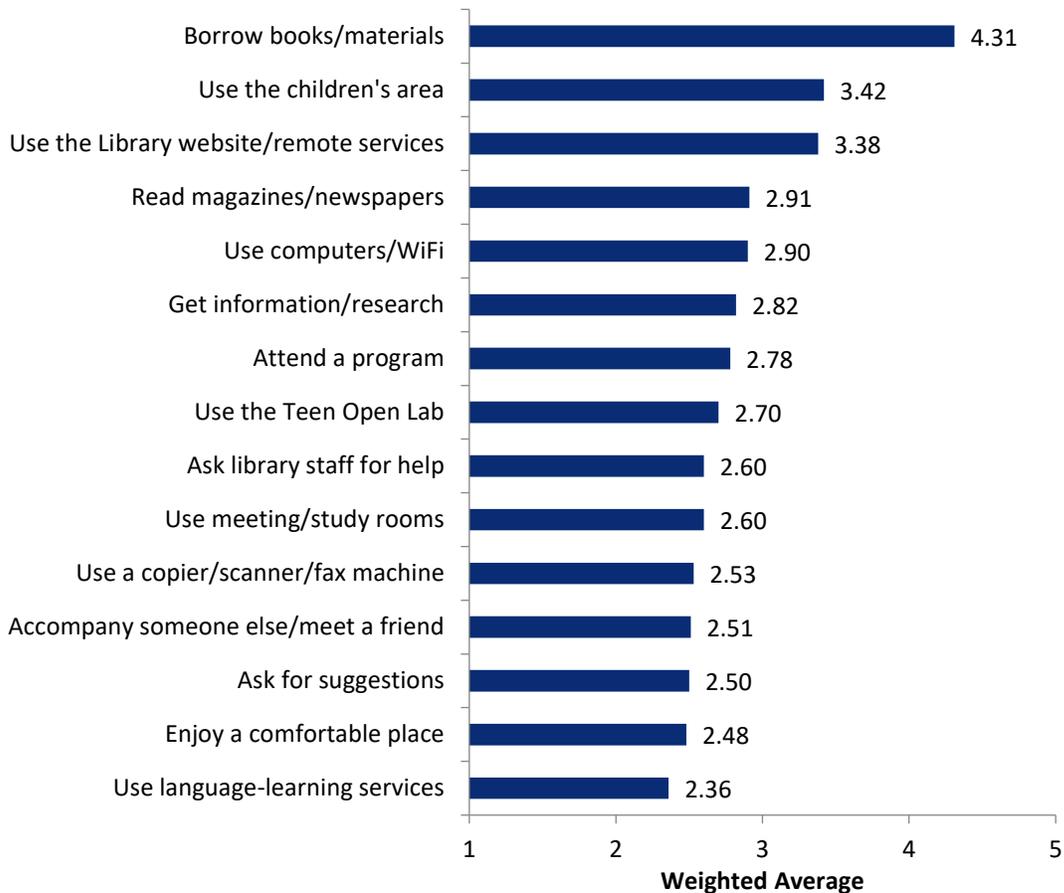
**If you have a card from another library, please specify the library below.
(*Most frequently cited)**

- Allerton Public Library (Monticello)
- Bloomington Public Library
- Camargo Township District Library (Villa Grove)
- Champaign Public Library*
- Chicago Public Library
- Danville Public Library
- Eastern Illinois University Booth Library (Charleston)
- Mahomet Public Library
- Moyer Library (Gibson City)
- Normal Public Library
- Ogden Rose Library
- Parkland College
- Rantoul Library
- Sacramento Library
- St. Joseph Swearingen Library
- Smithton Public Library
- Tolono Public Library District
- University of Illinois Library*
- The Newberry Library (Chicago)
- Willow Branch Township Library (Cisco)
- Libraries in other states (e.g., New Jersey, New York)

Q4 Findings

- 63% of non-users report not having a library card.
- 26% of respondents aged 19 and younger do not have a library card.

Q5: Please pick your top 5 reasons for using the Library or Library service.



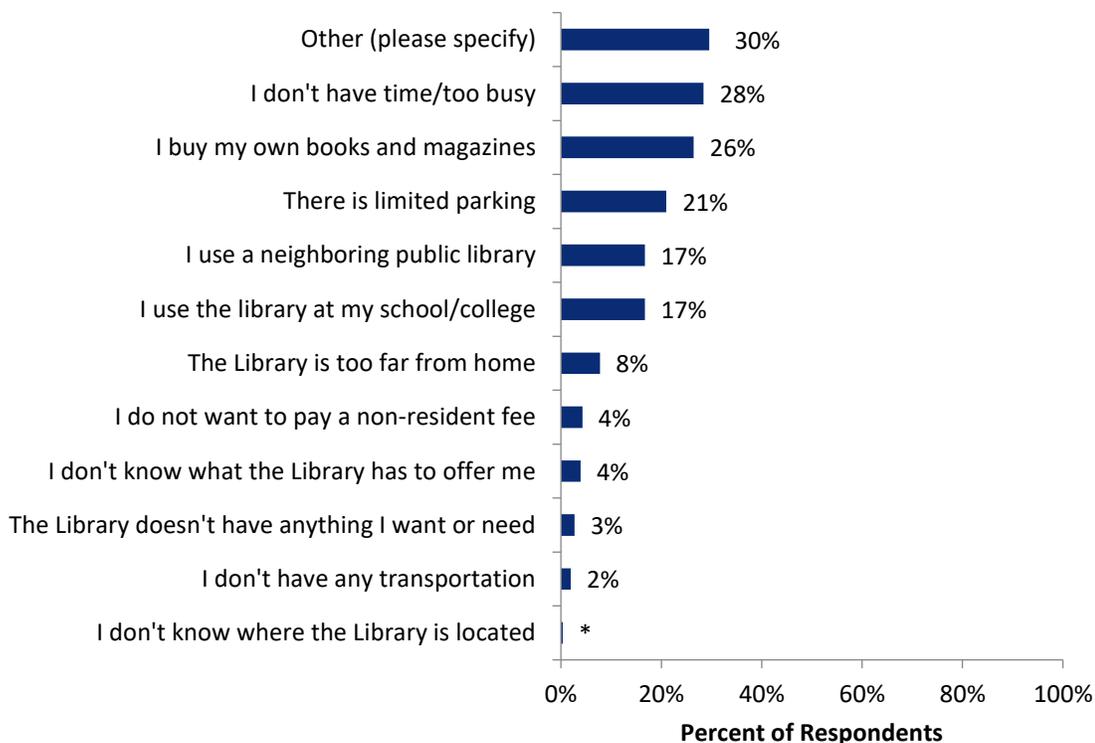
Other top reason for using the Library or Library services.

- To borrow CDs and DVDs
- To access the archives and do genealogy work
- To recycle ink cartridges and batteries
- To have documents notarized
- To visit the book sale
- To study or work in a quiet place
- To use the printers
- To play board games or video games
- To visit the café for a snack or coffee

Q5 Findings

- Borrowing books and other materials, using the children’s area, and using the Library website or remote services were the top three reasons for using the Library as reported by females, respondents with children living in the home, and respondents aged 20 – 70.
- The top three reasons respondents aged 19 and younger use the Library are to ask library staff for help, to use meeting rooms or study rooms, and to use computers or WiFi.
- The top three reasons respondents aged 71 and older use the Library are to borrow books and other materials, to get information/research, and to attend a program.

Q6: If you do not use the Library regularly, why not? Check all that apply.



*Less than one-half of one percent.

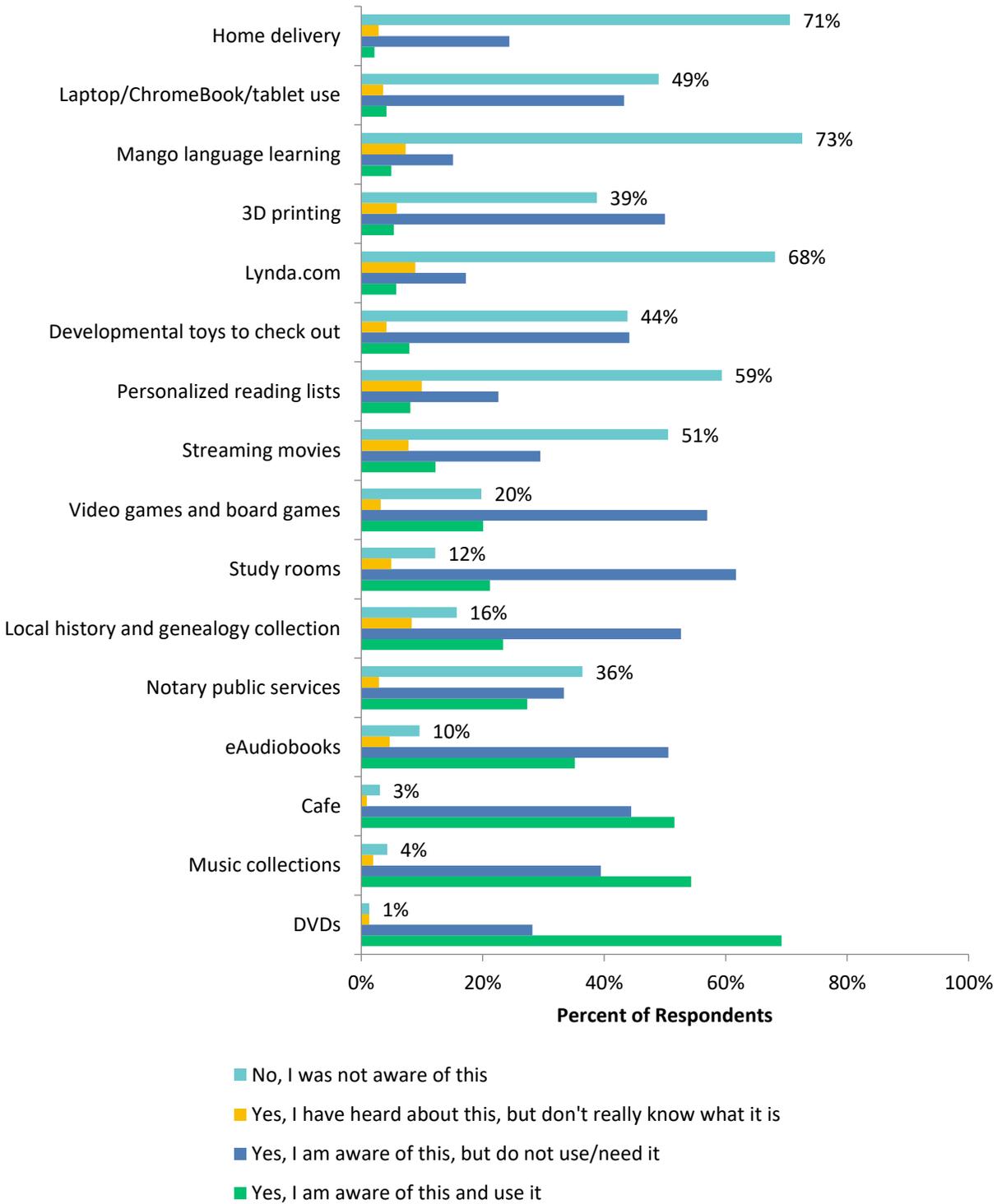
Other reasons do not use the Library regularly.

- Respondents are busy and don't get around to using the library
- Parking fees are a deterrent
- The library building is unclean and/or loud
- Respondents previously had bad experiences with the staff
- Unsupervised teenagers create a disrespectful and unsafe environment
- Several respondents have moved away from Urbana
- Services are lacking (e.g., too long a wait for books, not open late enough, not enough tables, not many children’s programs in the evening)

	<ul style="list-style-type: none"> Do not feel a sense of belonging (though this was only mentioned by one respondent, it may be valuable in light of the other data contained in this report)
Q6 Findings	<ul style="list-style-type: none"> Busyness (“I don’t have time/too busy”) was one of the top three reasons for not using the Library as reported by infrequent users, females, respondents with children at home, and respondents of all age groups. Buying their own books/magazines was one of the top three reasons for not using the Library as reported by infrequent users, non-users, females, and respondents aged 36 and older. “Other” reasons was one of the top three reasons for not using the Library as reported by infrequent users, non-users, females, respondents with children at home, and respondents aged 71 and older. Using a neighboring public library, or the library at their school/college, was one of the top three reasons for not using the Library as reported by non-users, respondents with children at home, and respondents aged 20 – 35. Respondents aged 19 and younger also reported that the Library is too far from home. Respondents aged 36 – 50 also reported that there is limited parking.

If you use another public or school library (in-person or online), please briefly describe why you use that library. Please specify the collection(s), service(s), or program(s) that you use at that library.	
	<ul style="list-style-type: none"> Other libraries have a better selection of materials, specifically books and DVDs
	<ul style="list-style-type: none"> Other libraries have better access to academic and research-related materials
	<ul style="list-style-type: none"> Other libraries are closer to home and/or work, thus more convenient
	<ul style="list-style-type: none"> Other libraries have better facilities (larger, more space) and a more inviting atmosphere (quiet, open, airy)
	<ul style="list-style-type: none"> Other libraries have better meeting spaces
	<ul style="list-style-type: none"> Other libraries are better for children (space, programming, books)
	<ul style="list-style-type: none"> Other libraries have free or easier parking
	<ul style="list-style-type: none"> Other libraries offer book sales
	<ul style="list-style-type: none"> Other libraries have better services (automatic renewals, longer renewals, WiFi, free faxing, computers, printing, longer hours)
	<ul style="list-style-type: none"> Other libraries have friendlier staff and security

Q7: The Urbana Free Library offers a wide variety of collections, services, and programs. Please respond below about your awareness of some of these collections, services, and programs.



**Q7
Findings**

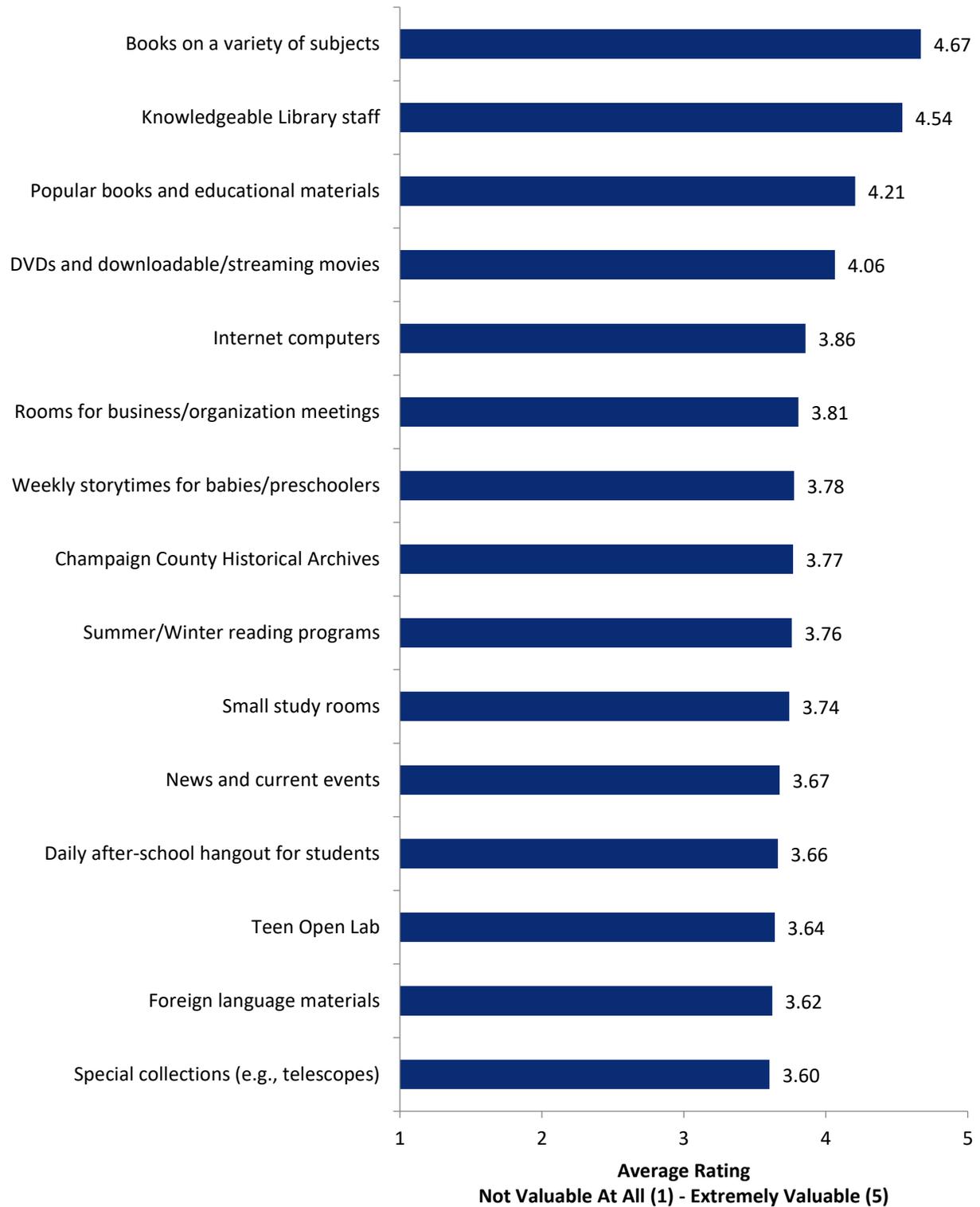
A majority of the following groups were not aware of:

- Lynda.com and Mango language learning: infrequent users, non-users, females, respondents with children living at home, and respondents of all ages
- Notary public services: infrequent users, non-users, and respondents aged 25 – 30
- Personalized reading lists and home delivery: infrequent users, non-users, females, respondents with children at home, and respondents of all ages
- Streaming movies: infrequent users, non-users, respondents with children at home, and respondents of all ages
- Developmental toys: infrequent users, non-users, respondents aged 20 – 35, and respondents aged 71 and older
- Laptops for use in the Library: infrequent users, non-users, respondents with children at home, and respondents aged 20 – 70
- 3D printing: infrequent users, non-users
- eAudiobooks: non-users

A majority of the following groups were aware of, but do not use/need:

- Study rooms or local history and genealogy collections: infrequent users, non-users, females, respondents with children at home, and respondents of all ages
- Video games and board games: infrequent users, non-users, females, respondents with children at home, and respondents aged 20 and older
- 3D printing: respondents with children living at home, respondents aged 19 and younger and up to 35, and respondents aged 51 and older
- eAudiobooks: infrequent users, respondents with children at home, respondents aged 19 and younger, and respondents aged 51 and older
- Music collections: infrequent users, non-users, respondents aged 19 and younger and up to 35
- Developmental toys: respondents with children at home, respondents aged 19 and younger, and respondents aged 51 - 70
- Café: infrequent users, non-users
- DVDs: infrequent users, non-users, respondents aged 19 and younger
- Laptops for use in the library: non-users, respondents aged 19 and younger
- Notary public services: respondents aged 19 and younger

Q8: Please rate the following collections, services, and programs in terms of their value to you personally or your family.



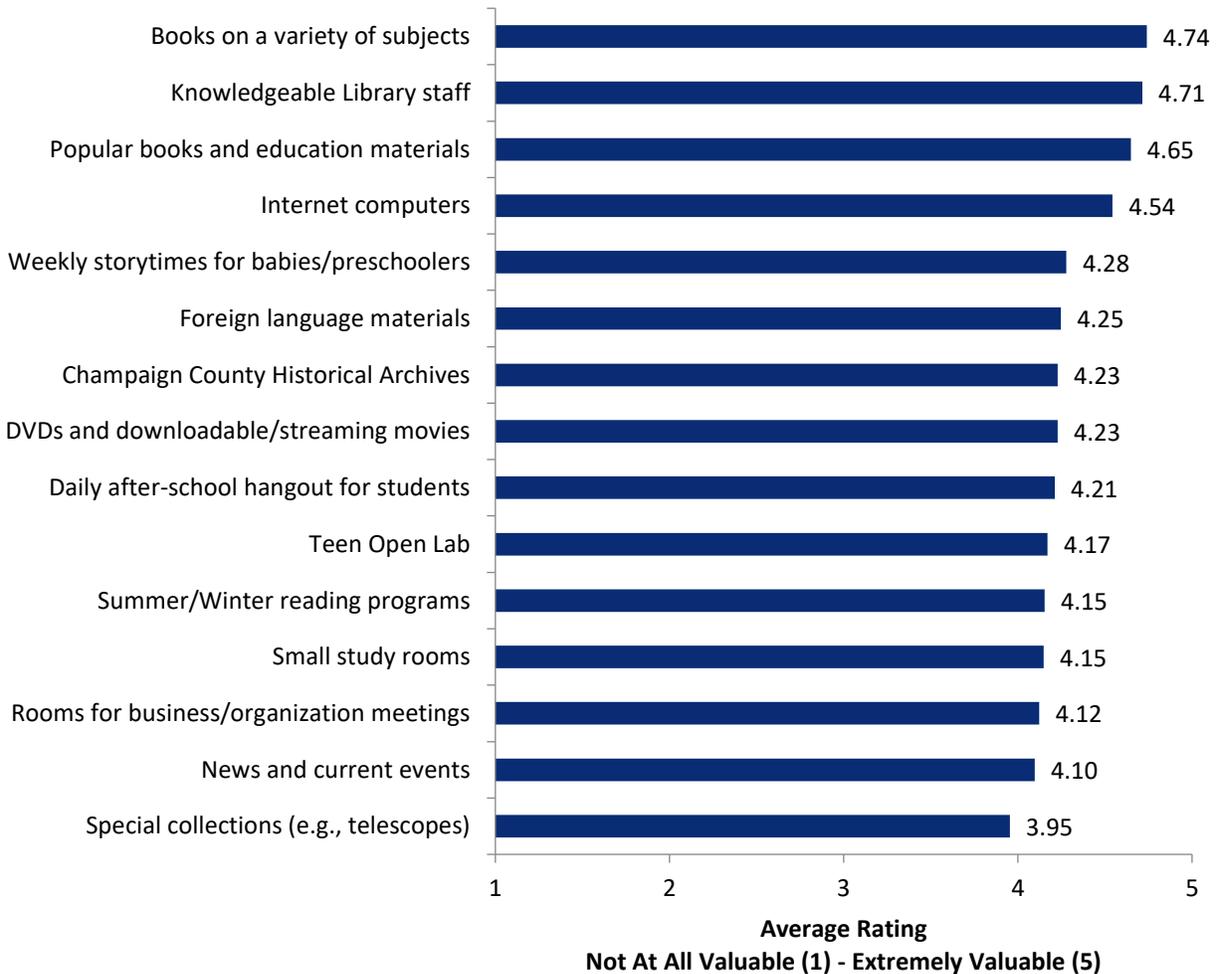
Q8 Findings

- With three exceptions (books on a variety of subjects, DVDs and downloadable/streaming movies, knowledgeable library staff), at least 1/3 to 2/3 of infrequent library users do not use or need these collections, services, or programs.
- Approximately 2/3 of females do not use or need weekly storytimes for babies and preschoolers, daily after-school hangout for middle school and high school students, and teen open lab.
- 41% of respondents with children living at home do not use/need weekly storytimes for babies and preschoolers; 40% do not use/need daily after-school hangout for middle school and high school students; 38% do not use/need Teen Open Lab.

A majority of respondents found the following to be “very valuable” or “extremely valuable”:

- Infrequent users: books on a variety of subjects, DVDs and downloadable/streaming movies, knowledgeable Library staff
- Females: books on a variety of subjects, DVDs and downloadable/streaming movies, and knowledgeable Library staff
- Respondents with children living at home: books on a variety of subjects, popular books and educational materials for youth, DVDs and downloadable/streaming movies, knowledgeable Library staff, and Summer/Winter reading programs
- Respondents aged 19 and younger: books on a variety of subjects, popular books and educational materials for youth, DVDs and downloadable/streaming movies, Internet computers, knowledgeable Library staff, and Summer/Winter reading programs
- Respondents aged 20 – 35: books on a variety of subjects, DVDs and downloadable/streaming movies, Internet computers, and knowledgeable Library staff
- Respondents aged 36 – 50: books on a variety of subjects, popular books and educational materials for youth, DVDs and downloadable/streaming movies, Internet computers, and knowledgeable Library staff
- Respondents aged 51 – 70: books on a variety of subjects, DVDs and downloadable/streaming movies, Champaign County Historical Archives, and knowledgeable Library staff
- Respondents aged 71 and older: books on a variety of subjects, DVDs and downloadable/streaming movies, and knowledgeable Library staff

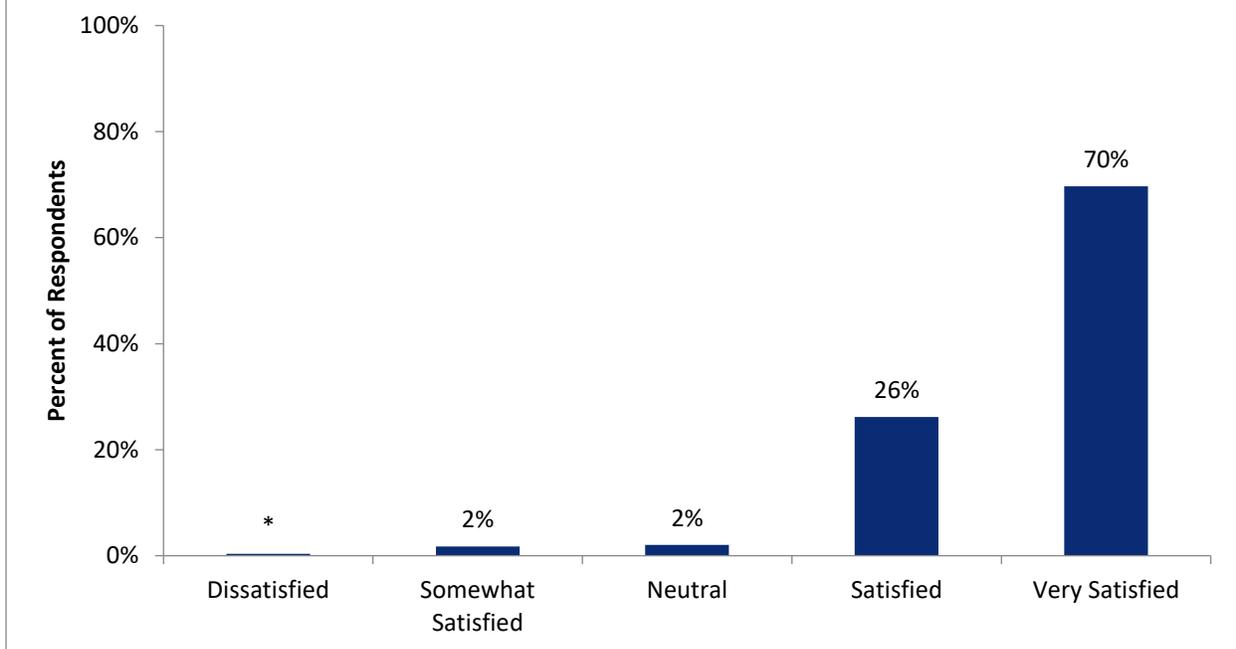
Q9: Please rate the following collections, services, and programs in terms of their value to the community.



Q9 Findings

- A majority of infrequent users, females, respondents with children at home, and respondents aged 20 and older rated these collections, services, and programs as “very valuable” or “extremely valuable” to the community.
- With the exception of Champaign County Historical Archives and special collections, a majority of non-users rated these collections, services, and programs as “very valuable” or “extremely valuable” to the community.
- With the exception of special collections, respondents aged 19 and younger rated all of these collections, services, and programs as “very valuable” or “extremely valuable” to the community.

Q10: How satisfied are you with The Urbana Free Library overall?



*Less than one-half of one percent.

What can the Library do to increase your satisfaction?
<ul style="list-style-type: none"> Update, improve, and/or expand services, such as: automatic renewals, reduce late fines, provide an app, improve online catalog search engine, improve the e-book interface, better Internet, book clubs, longer borrowing times, delivery of books to the elderly, pop-up services in the community, start a seed library, start a tool library, interactive exhibits, more used book sales
<ul style="list-style-type: none"> Expand programming, with topics such as: local writers, crafts, technology training, after school homework help, business start-up, networking, lectures, summer music programs, DIY workshops, cultural programs, music lessons, hobbies (e.g., gardening, photography), languages Expand program, focusing on groups such as: marginalized groups, adults, teens, babies, families, senior citizens
<ul style="list-style-type: none"> Expand collections, such as: books, DVDs, CDs, audiobooks, e-books, best sellers, more copies of popular titles, genealogy
<ul style="list-style-type: none"> Address parking issues (e.g., expand parking, create free parking, closer bike parking)
<ul style="list-style-type: none"> Expand operating hours
<ul style="list-style-type: none"> Focus on staffing (e.g., add more trained librarians, expand the diversity of the staff, improve customer service and friendliness of the staff)
<ul style="list-style-type: none"> Increase communications and marketing (e.g., increase awareness of services and how to use services, create welcome packets for new members, more options for email notifications, promote reading, improve the website, provide mechanism for purchase suggestions)
<ul style="list-style-type: none"> Address teenager issues (e.g., create a separate space for teens, supervise the teens and enforce rules so that other respondents are not disturbed and feel safe)

<ul style="list-style-type: none"> • Improve the overall atmosphere in the library (e.g., control the noise and/or designate quiet areas, hire security, add more comfortable chairs, enforce rules for picking up after oneself, remove food/drinks, cleaner bathrooms)
<ul style="list-style-type: none"> • Update and expand the facilities (e.g., additional seating, more space in the children’s area, additional meeting and study space, add more light, upgrade computers, add outdoor seating, expand the property)
<ul style="list-style-type: none"> • Determine level of involvement with the community (e.g., some respondents want less focus on social services; some respondents want more integration with social services; keep accessibility and disabilities in mind)

Q10 Findings	<p>Respondents who are “satisfied” or “very satisfied” with the Library overall:</p> <ul style="list-style-type: none"> • 96% of infrequent users • 44% of non-users • 98% of females • 98% of respondents with children living at home • 82% of respondents aged 19 and younger • 99% of respondents aged 20 – 35 • 97% of respondents aged 36 – 50 • 94% of respondents aged 51 – 70 • 97% of respondents aged 71 and older
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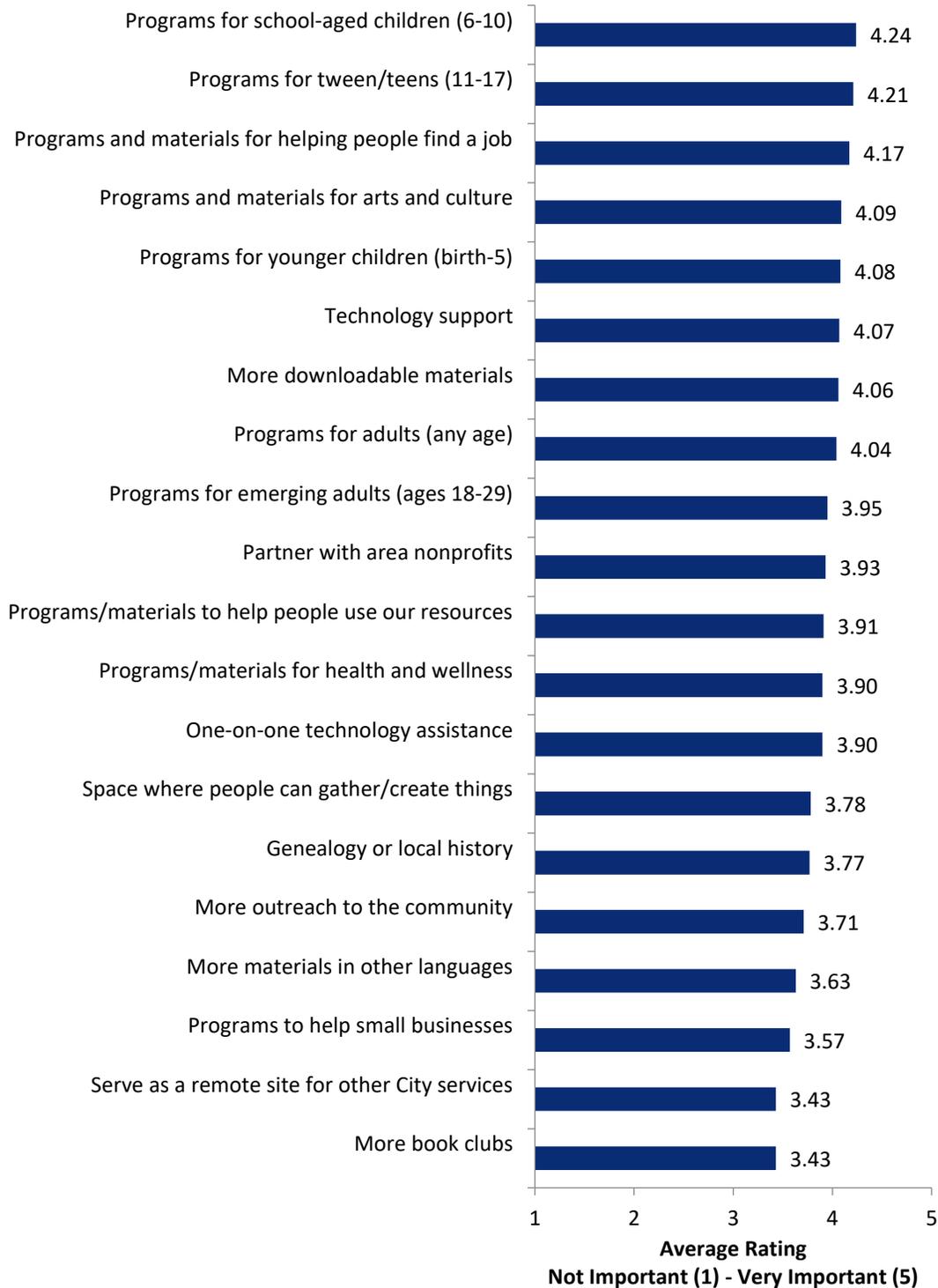
What do you like about living in this community?
<ul style="list-style-type: none"> • Small town feel, with friendly people, laid back and quiet, and relatively safe
<ul style="list-style-type: none"> • Variety of cultural and educational opportunities available (e.g., Library, museums, university events, the arts)
<ul style="list-style-type: none"> • Diversity of people
<ul style="list-style-type: none"> • Easy access to major amenities, no rush hour traffic, short commutes, and bike friendly
<ul style="list-style-type: none"> • Variety of dining and entertainment options (e.g., Common Ground Coop, farmer’s market, live music, radio, sports, shopping)
<ul style="list-style-type: none"> • Parks and trees
<ul style="list-style-type: none"> • Liberal values of tolerance, acceptance, and openness
<ul style="list-style-type: none"> • Access to high-quality services and resources (e.g., trauma center, neighborhood schools)
<ul style="list-style-type: none"> • Well-educated community with engaged citizens
<ul style="list-style-type: none"> • Progressive thinking and planning

What services, resources, or programs are not being offered in the community that could potentially be offered by the Library?

<ul style="list-style-type: none"> • Resource sharing (e.g., tools, cooking utensils, seeds)
<ul style="list-style-type: none"> • Opportunities to meet with other people and cultures
<ul style="list-style-type: none"> • Language services, ESL courses, and referrals to immigration services
<ul style="list-style-type: none"> • Technology assistance
<ul style="list-style-type: none"> • Classes on genealogy, getting a GED, obtaining citizenship, computers, environmental education, 3D design and printing, coding, American Sign Language, financial education, music lessons, parenting, traveling, how-to, art and media, bookbinding and calligraphy, healthy living, holistic wellness, nature, and SAT preparation
<ul style="list-style-type: none"> • Writing groups and workshops
<ul style="list-style-type: none"> • Employment assistance (e.g., finding jobs, creating resumes)
<ul style="list-style-type: none"> • Small business assistance
<ul style="list-style-type: none"> • Childcare
<ul style="list-style-type: none"> • Borrowing passes to museums and aquariums (e.g., Indianapolis, Chicago, St. Louis)
<ul style="list-style-type: none"> • Social services and resources for marginalized groups, food distribution, and washing stations
<ul style="list-style-type: none"> • Tutoring
<ul style="list-style-type: none"> • Programming for children, students, senior citizens, weekend programming for children, and affinity group programming (e.g., LGBTQ, deaf children, hobbyist, special needs children)

Q 11: Where should the Library focus its resources over the next several years in order to increase its value to you and the community?

Please rate the importance of the options below.



Q11 Findings

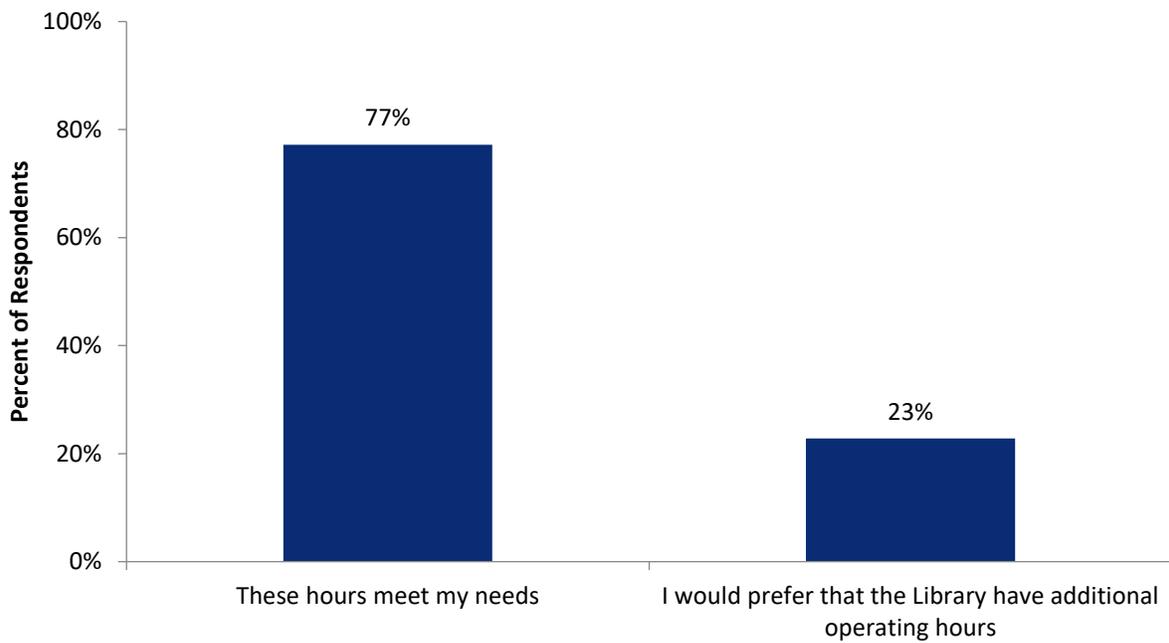
The top three most important areas:

- Infrequent users: programs for tweens/teens (4.17), programs and materials for helping people find a job (4.13), and programs for school-aged children (4.13)
- Non-users: programs and materials for health and wellness (4.50), technology support (4.25), and more downloadable eBooks (4.14)
- Females: programs for school-aged children (4.35), programs for tweens/teens (4.34), and programs and materials for helping people find a job (4.24)
- Respondents with children living at home: programs for school-aged children (4.48), programs for tweens/teens (4.47), and programs for younger children (4.36)
- Respondents aged 19 and younger: programs for tweens/teens (4.18), programs for emerging adults (4.17), and programs and materials for health and wellness (4.00)
- Respondents aged 20 – 35: programs and materials for helping people find a job (4.25), programs for tweens/teens (4.19), programs for school-aged children (4.17), and more downloadable materials (4.17)
- Respondents aged 36 – 50: programs for tweens/teens (4.36), programs for school-aged children (4.34), and programs and materials for arts and culture (4.27)
- Respondents aged 51 – 70: programs for school-aged children (4.28), programs and materials for helping people find a job (4.19), and programs for tweens/teens (4.19)
- Respondents aged 71 and older: technology support (4.22), programs for school-aged children (4.16), and programs for tweens/teens (4.13)

Other area the Library should focus resources over the next several years in order to increase its value to you and the community.

- Obtaining new materials in popular languages: Spanish, French, Chinese, Korean, Arabic, German, Japanese, and Russian (cited by four or more respondents, listed in order of highest frequency)
- Increase programming overall, with specific mentions of programs for the elderly, moms, children, homeschoolers, technology, and financial literacy
- Partnering with nonprofit organizations for additional programming
- Increase outreach to encourage library usage
- Focus on staffing needs (fully staffed, diverse staff, training)
- Expand adult and children's collections

Q12: Please indicate your satisfaction with the operating hours below.



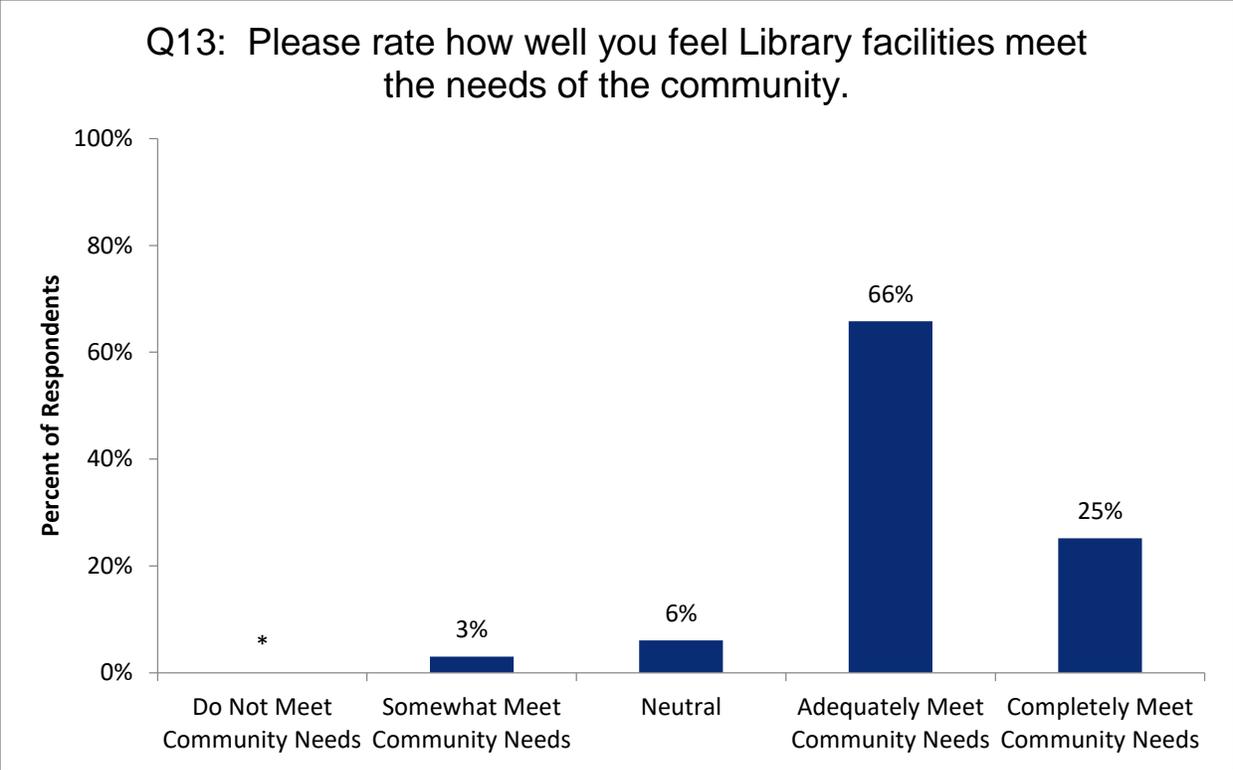
Suggestions about Library hours:

- Stay open later on Fridays (e.g., 7 pm, 8 pm, 9 pm)
- Open earlier on Saturdays (e.g., 8 am); stay open later (e.g., 7 pm, 8 pm, 9 pm, 10 pm)
- Open earlier on Sundays (e.g., 9 am, 10 am, 11 am, 12 pm); stay open later (e.g., 6 pm, 7 pm, 8 pm)
- Make the hours the same each day (e.g., 9 am – 9 pm; 9 am – 6 pm)
- Stay open 24/7
- If cutting hours, close at 8 pm during the week and close on Sunday

Q12 Findings

Respondents who indicated that the current Library hours meet their needs:

- 83% of infrequent users
- 70% of non-users
- 78% of females
- 74% of respondents with children living at home
- 56% of respondents aged 19 and younger
- 74% of respondents aged 20 – 35
- 74% of respondents aged 36 – 50
- 78% of respondents aged 51 – 70
- 92% of respondents aged 71 and older

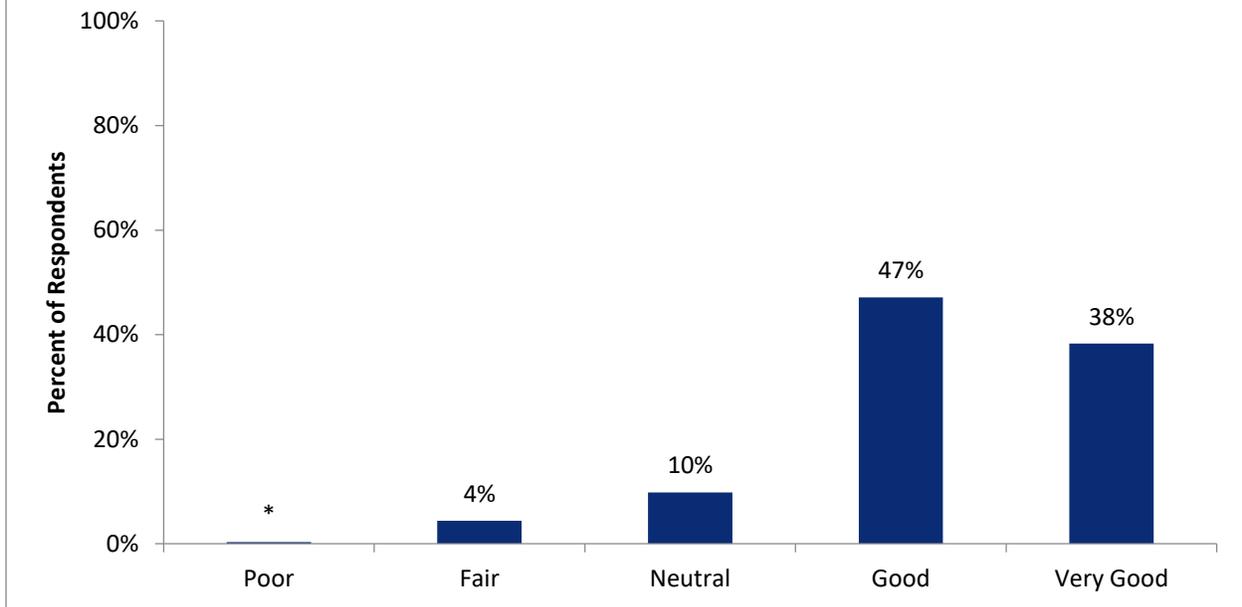


*Less than one-half of one percent.

How can we improve Library facilities to better meet community needs?
• Expanded parking, free parking
• Overall more space, bigger building
• Additional meeting rooms
• Additional sitting, working space, additional study rooms
• Additional space for teens
• Improve accessibility (e.g., front steps can be difficult, eliminate need for 2 elevators)
• Additional space for programming, social services, outdoor seating
• Spruce up and modernize the interior (e.g., cleaner, better heating and A/C, better signage, better ventilation, better bathroom water pressure, update carpet and paint, more lighting)

Q13 Findings	<p>Respondents who rated the Library facilities as “adequately meets” or “completely meets community needs”:</p> <ul style="list-style-type: none"> • 88% of infrequent users • 40% of non-users • 94% of females • 93% of respondents with children living at home • 68% of respondents aged 19 and younger • 94% of respondents aged 20 – 35 • 92% of respondents aged 36 – 50 • 93% of respondents aged 51 – 70 • 90% of respondents aged 71 and older
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Q14: How would you rate the Library's accessibility? Consider accessibility to the Library's facility, collections, services, and programs in the building, and online resources.



*Less than one-half of one percent.

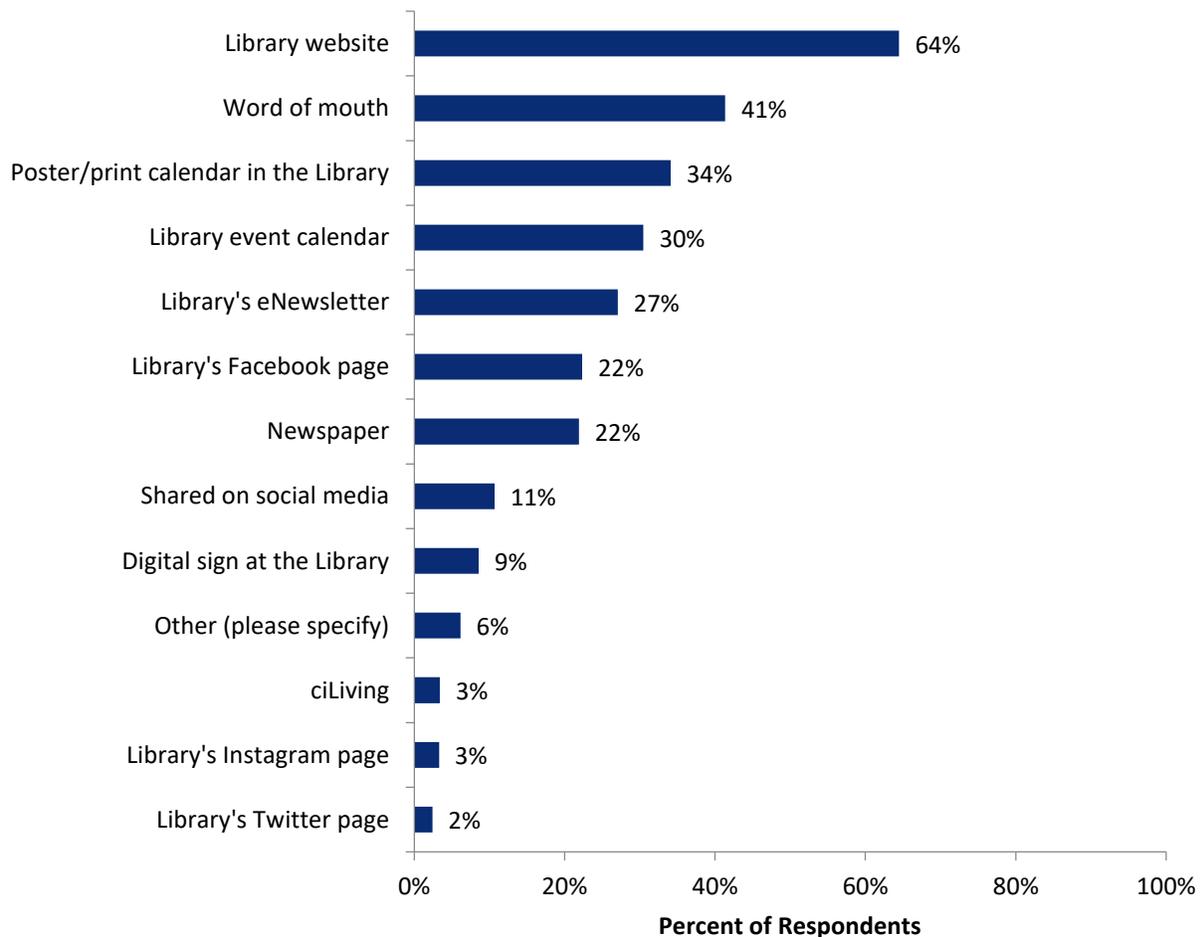
How can we improve accessibility for all community members?
<ul style="list-style-type: none"> • Improve navigation for respondents with physical, mental, and learning disabilities (e.g., create wider aisles, larger elevators, provide assistive technology, provide space for autistic children)
<ul style="list-style-type: none"> • Improve navigation for all respondents (e.g., eliminate the need for two elevators, remove items from top and bottom shelves, more signage, label the floors in multiple languages, add bathrooms)
<ul style="list-style-type: none"> • Improve access to the physical building (e.g., free/expanded parking, outdoor ramps, shuttle services, larger outdoor space)
<ul style="list-style-type: none"> • Improve awareness of resources, services, and programs (e.g., outreach to areas with high immigrant populations, outreach to schools, create a mobile library, increase programming, explain how to use the online resources)
<ul style="list-style-type: none"> • Improve access to information (e.g., update the website, provide information in multiple languages, provide a welcome packet for new members, upgrade the computer lab, advertise services and events, teach people how to use the resources, remove fines, expand hours)
<ul style="list-style-type: none"> • Improve accessibility through a sense of belonging (e.g., hire diverse staff, have friendly staff greet respondents at the front desk, provide linguistic support for non-native English speakers)

**Q14
Findings**

Respondents who rated the Library's accessibility as "good" or "very good":

- 83% of infrequent users
- 67% of non-users
- 88% of females
- 88% of respondents with children living at home
- 84% of respondents aged 19 and younger
- 85% of respondents aged 20 – 35
- 86% of respondents aged 36 – 50
- 87% of respondents aged 51 – 70
- 87% of respondents aged 71 and older

Q15: Where do you get information about Library news and programs? (Check all that apply.)



Other ways you get information about Library news and programs.

- Chabanamoms.com
- Posters and signs in the library
- Emails
- Information from schools
- Facebook (employee posts)
- Listservs
- Traditional media (radio, newspaper)
- Word of mouth

**Q15
Findings**

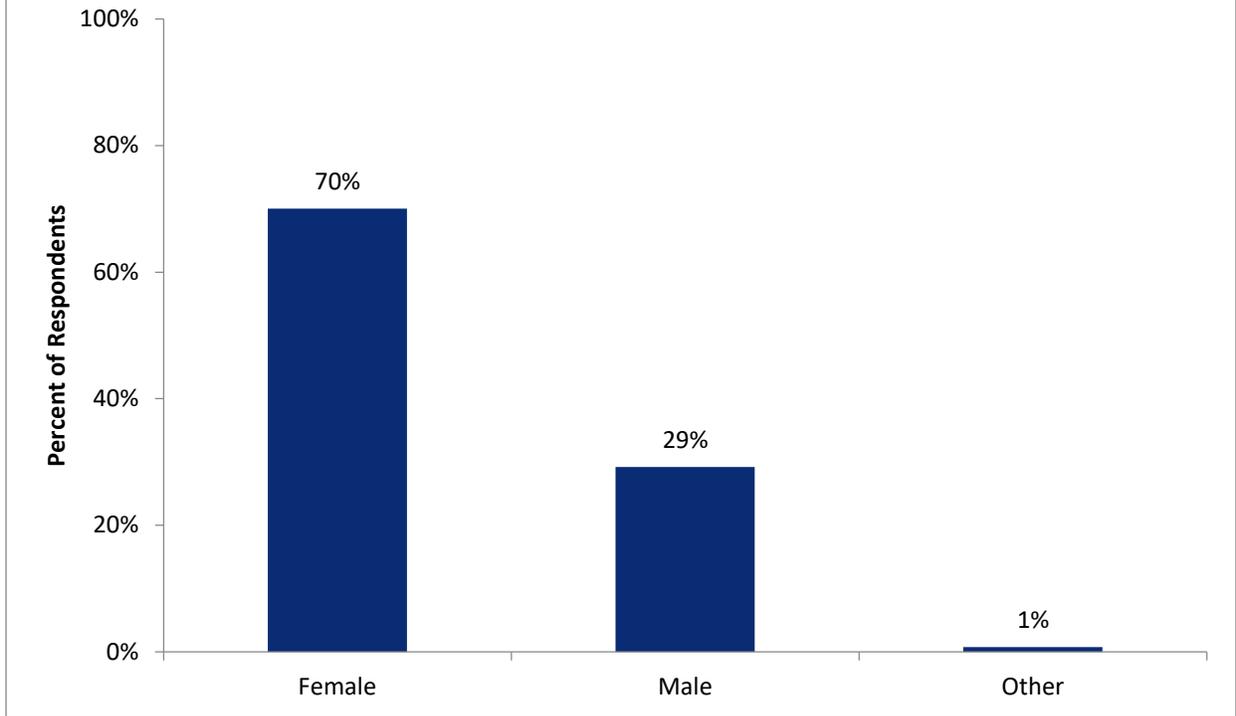
Respondents primarily get information about Library news and programs through:

- Infrequent users: Library’s website (47%) and word of mouth (46%)
- Non-users: newspaper (44 %) and the Library’s website (44%)
- Females: Library’s website (65%) and word of mouth (42%)
- Respondents with children living at home: Library’s website (64%) and word of mouth (49%)
- Respondents aged 19 and younger: word of mouth (53%) and the Library’s website (47%)
- Respondents aged 20 – 35: Library’s website (67%) and word of mouth (48%)
- Respondents aged 36 – 50: Library’s website (65%) and word of mouth (40%)
- Respondents aged 51 – 70: Library’s website (68%) and word of mouth (39%)
- Respondents aged 71 and older: Library’s website (52%) and the newspaper (51%)

Please share any final feedback you’d like to give about future services, programs, collections, the facilities.

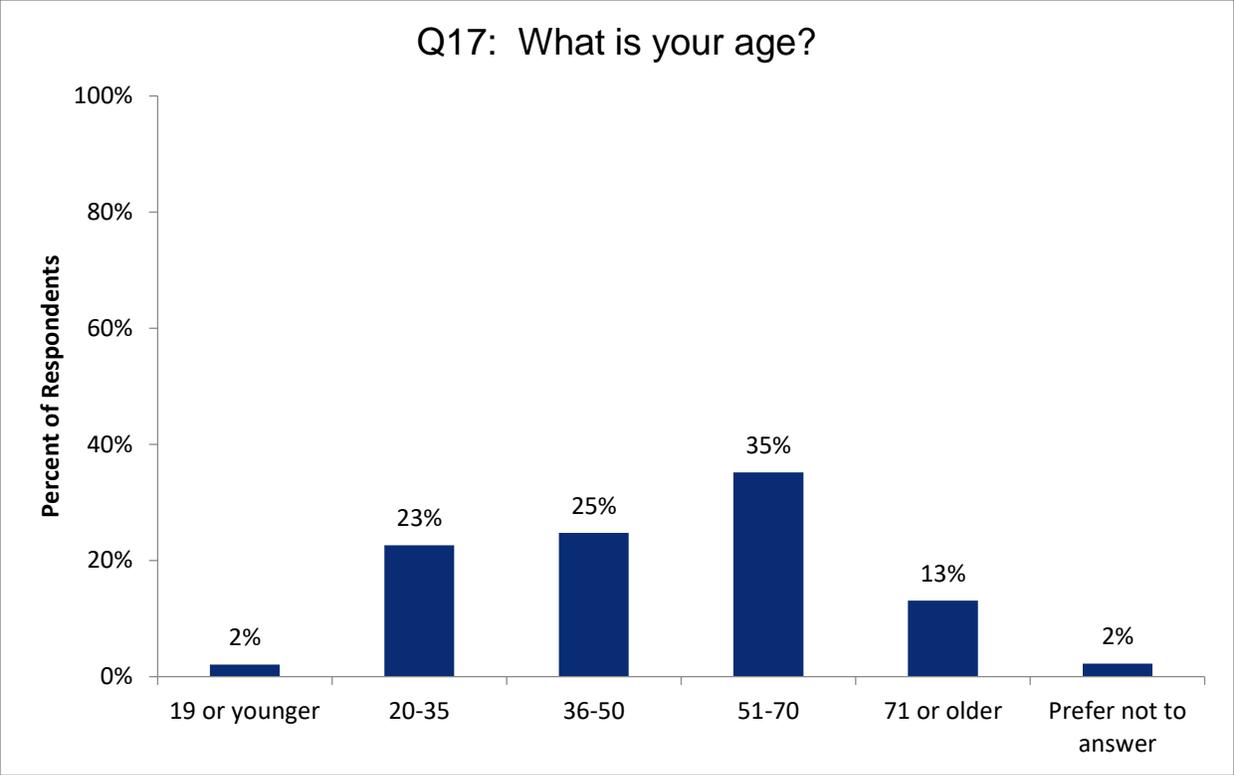
<ul style="list-style-type: none"> • Ideas for future services included a mechanism for respondents to make purchasing suggestions, user friendly online catalogs, increased technology, updated website, more computers for kids, and synchronization with online databases (e.g., Ancestry.com). • Respondents mentioned an interest in keeping the genealogy center, musical instrument collection, and book sales.
<ul style="list-style-type: none"> • Ideas for future programming included community topic speakers, support groups, weekend and evening programs, book clubs, music classes for babies/Pre-K, music/dance/art clubs, host local authors, language classes for travelers, weekday programs for homeschoolers, more drop-in programs. • Respondents were interested in additional programming (non-specific) for children, tweens, young adults (20's and 30's), adults, senior citizens (computer classes). • Respondents mentioned keeping the early childhood, teen, and adult programming; the music programs; and the summer reading programs.
<ul style="list-style-type: none"> • Ideas for future collections included more copies of popular books, topical book displays, books in French, magazine subscriptions, online magazines, audiobooks, e-books, audio e-books, and large print books. • Respondents were interested in keeping fiction, science fiction, fantasy, and cookbook collections; DVDs, e-books, audiobooks, and materials from early eras.
<ul style="list-style-type: none"> • Ideas for the facility itself included expanding the building, adding outdoor seating, additional meeting space, separate teen computer areas, no talking areas, better parking, adding an auditorium, updating the décor, removing the café, creating wider aisles, adding a literary garden, restoring the community bulletin board to former size and location, better placement of security cameras, adding a branch campus on the south side of town, installing an outdoor book return that is accessible from the car, adding a solar array on the roof, making the inside cleaner and brighter. • Respondents were interested in keeping the study rooms with WiFi and the history/archival room.
<ul style="list-style-type: none"> • Ideas related to outreach in the future included children at home during the summer, bringing in social and health care workers, and giving Urbana teachers free library cards. • Respondents were interested in keeping the collaboration with Urbana schools.
<ul style="list-style-type: none"> • Several respondents noted that the library should return its focus on the core mission, which meant focusing on access to information, informing and empowering people, allocating resources towards books, and not trying to solve every problem.

Q16: With which gender identity do you most identify?



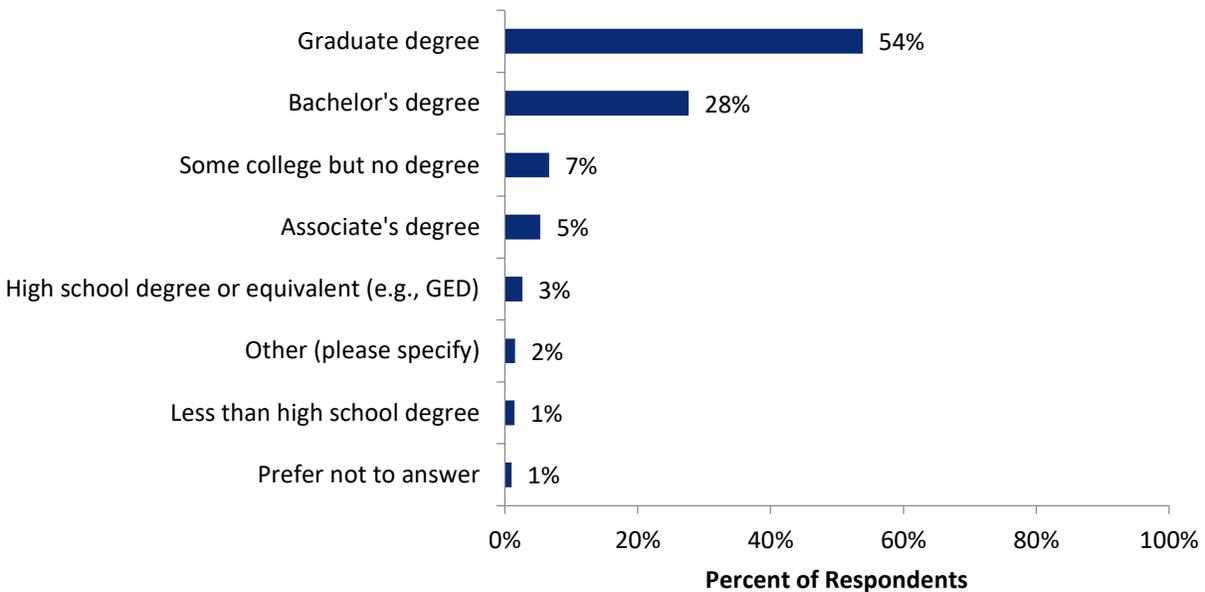
Other gender identity:

- Agender/nonbinary
- Boy and girl
- Gender creative



- Q17 Findings**
- The age distribution of infrequent users mirrors the distribution of all respondents.
 - Over half of non-users fall into the categories of 19 or younger (27%) and 51-70 (27%).
 - The age distribution of females mirrors the distribution of all respondents.
 - Over half of respondents with children living at home are aged 36-50 (55%).

Q18: What is the highest level of education you have completed?



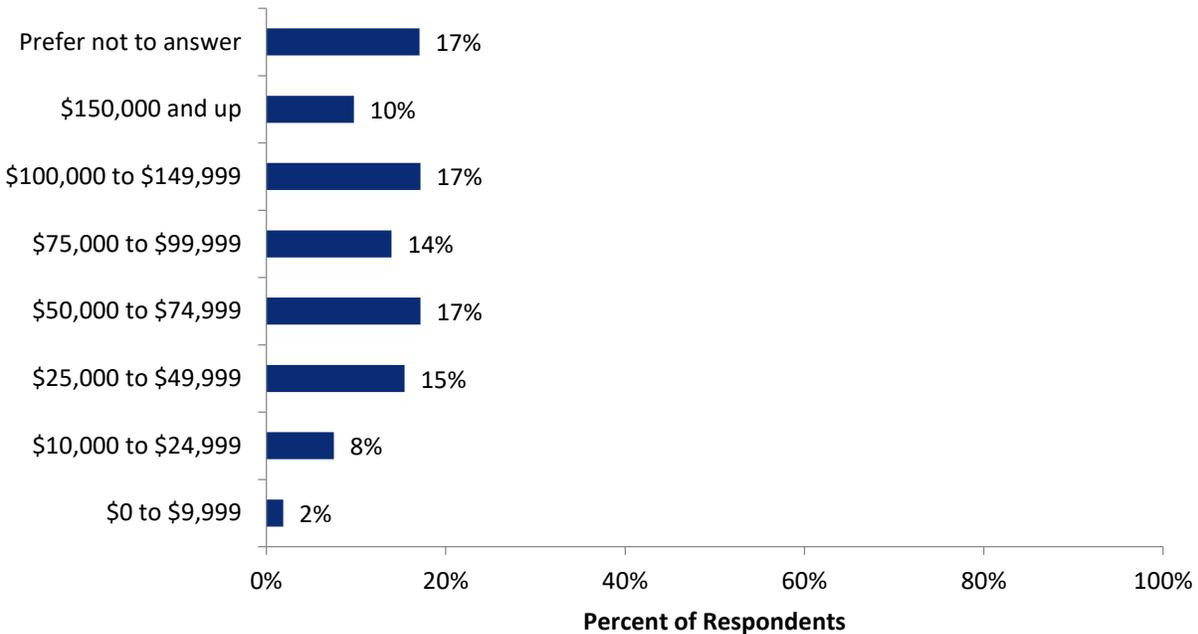
Q18 Findings

- The education distribution of infrequent users mirrored the distribution of all respondents. However, 75% of infrequent users have a college degree, versus 82% of all respondents.
- Over half of non-users have a graduate degree (55%).
- The education distribution of females mirrored the distribution of all respondents.
- The education distribution of respondents with children living at home mirrored the distribution of all respondents, with a slightly higher percentage with less than high school degree (3%) and a slightly higher percentage of graduate degrees (59%).
- Most respondents aged 19 and younger have less than a high school degree (67%).
- The education distribution of respondents aged 20 – 35 mirrored the distribution of all respondents, with a higher percentage have a bachelor’s degree (41%).
- The education distribution of respondents aged 36 – 50 mirrored the distribution of all respondents.
- The education distribution of respondents aged 51 – 70 mirrored the distribution of all respondents.
- The education distribution of respondents aged 71 and older mirrored the distribution of all respondents, with a higher percentage having a graduate degree (65%) and a lower percentage having a bachelor’s degree (16%).

Other highest level of education you have completed.

- Registered nurse
- Doctorate degree

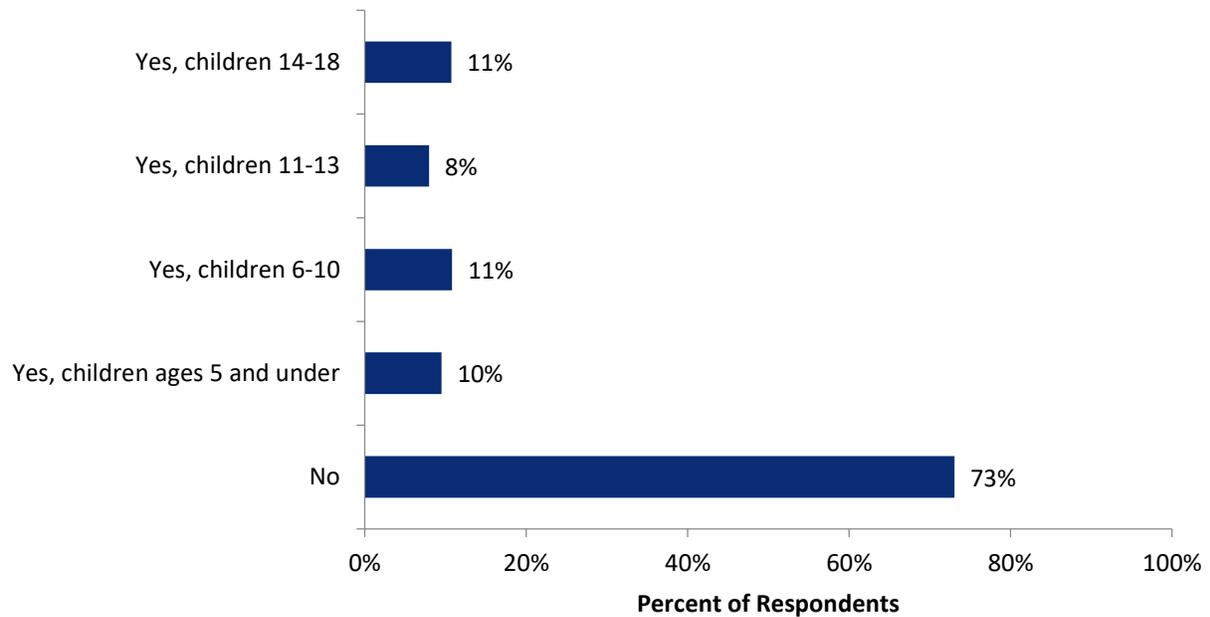
Q19: What is the approximate total net income for all members of your household last year?



Q19 Findings

- The income distribution of infrequent users mirrored the distribution of all respondents.
- The income distribution of females mirrored the distribution of all respondents.
- The income distribution of respondents with children living at home mirrored the distribution of all respondents, with slightly higher percentages in the \$75,000 - \$99,999 (20%) and \$100,000 to \$149,999 categories (23%).
- Over half of respondents aged 20 – 35 fall into the \$25,000 - \$49,999 and \$50,000 - \$74,999 income brackets (52%).
- The income distribution of respondents aged 36 – 50 mirrored the distribution of all respondents, with slightly higher percentage in the \$100,000 to \$149,999 category (23%) and a slightly lower percentage in the \$10,000 to \$24,999 category (4%).
- The income distribution of respondents aged 51 – 70 mirrored the distribution of all respondents, with slightly lower percentages in the lower income brackets and slightly higher percentages in the high income brackets.
- The income distribution of respondents aged 71 and older mirrored the distribution of all respondents, with a higher percentage in the \$150,000 and up category (18%) and a slightly lower percentage in the \$25,000 to \$49,999 category (7%).

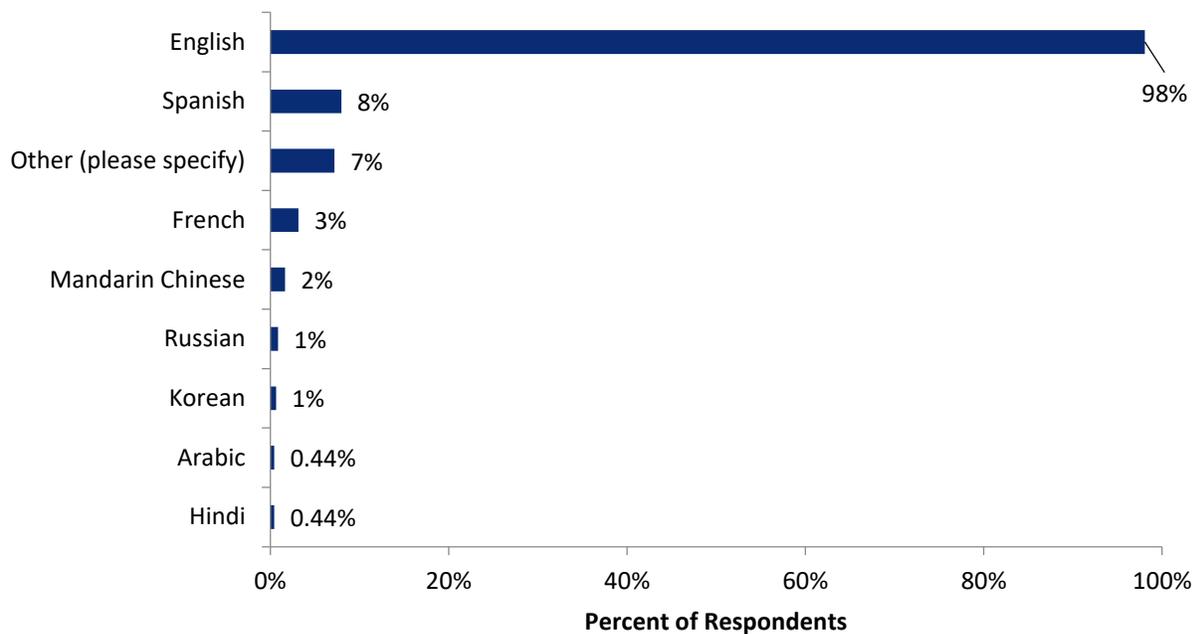
Q20: Do you have children under the age of 18 living in your home? Check all that apply.



Q20 Findings

- A majority of infrequent users do not have children at home (81%).
- Almost all of the non-users (90.0%) do not have children at home.
- A majority of females reported not having children at home (73%).
- The ages of children living at home (for respondents with children living at home) are fairly evenly distributed: 5 and under, 35%; 6 – 10, 40%; 11 – 13, 29%; and 14 – 18, 39%.
- A majority of the respondents aged 20 – 35 (75%) do not have children at home.
- 40% of respondents aged 36 – 50 do not have children at home.
- A majority of respondents aged 51 – 70 (88%) do not have children at home.
- A majority of respondents aged 71 and older (97%) do not have children at home.

**Q21: What languages are spoken in your home?
Please indicate all that apply.**



*Less than one-half of one percent.

Other languages spoken in your home. (Mentioned by more than one respondent, listed in order of highest frequency.)

- German
- Japanese
- Hebrew
- Italian
- Vietnamese
- Dutch
- Turkish
- American Sign Language
- Greek
- Polish
- Portuguese
- Serbian

Q21 Findings

- The languages spoken in the homes of infrequent users mirrored the distribution of all respondents.
- Almost all of the non-users (91%) speak English in their homes.
- The languages spoken in the homes of females mirrored the distribution of all respondents.
- The languages spoken in the homes of respondents with children living at home mirrored the distribution of all respondents, with a higher percentage speaking Spanish (14%).
- 100% of respondents aged 19 and younger report speaking English in their home.
- The languages spoken in the homes of respondents aged 20 – 35 mirrored the distribution of all respondents.
- The languages spoken in the homes of respondents aged 36 – 50 mirrored the distribution of all respondents, with a higher percentage speaking Spanish (15%).
- The languages spoken in the homes of respondents aged 51 – 70 mirrored the distribution of all respondents, with a lower percentage speaking Spanish (4%).
- Almost all of the respondents aged 71 and older (99%) speak English in their homes.

Community Focus Groups & Interviews

The Library engaged with consultant Amanda McKay to hold a series of focus groups on May 28 and 29, 2019. Seven focus groups were held with 58 people attending. Two sessions were open to the public, while the other four were comprised of volunteers through the community survey. In addition, a “teen only” session during Teen Open Lab focused on the needs of these patrons.

Each focus group started by asking participants to describe what made them proud as well as curious about the Library. These questions resulted in a rapid fire brainstorm to get participants pondering their instinctual thoughts about the Library. Responses centered on the inviting and warm nature of both the building and staff. Additionally, respondents said:

- The archives sparked pride as it was mentioned in nearly every session.
- The availability of resources came up over and over again—participants were impressed at the depth and breadth they are able to access in both the physical and online resources.
- They like the emphasis on “free”: so much of what is available is available to all, regardless of income level or situation.
- Participants are proud of the innovation that happens—they are excited that new resources and types of materials continue to be made available.

Participants were especially curious about how budgetary decisions are made in face of a large revenue cut. They have an eye to the future and think about what is next for the Library—what new things will be offered and what would a possible expansion look like? They were also curious about the services offered. They were aware of a lot of services, but did not feel that they could possibly know about all of them and felt they were missing out on things that might benefit them.

The focus then shifted to a deeper exploration of how the Library is used and perceived. Participants discussed ways that the Library enriched the community by being an anchor institution as well as allowing people to make different financial decisions by freeing up dollars on all types of entertainment. Additionally, children’s programs and resources received praise as a great asset. Finally, the Library enriches the community through the way that it embraces social justice issues.

Participants said that the Library is a resource to foster literacy and life-long learning through relationships with the schools as well as the resources provided. Participants noted the tutoring that occurs as well as the opportunities for both personalized and independent learning through online resources. Others saw opportunities through deeper partnerships with the schools and developing early literacy efforts, such as 1,000 Books Before Kindergarten.

These comments go well with the ideas raised about inspiring and increasing community engagement, which included:

- Participants in all groups noting that they either wanted to see/know more about the partnerships with the area schools or wanted to see more visibly how the Library and schools interact.
- They said that because of the amount of services and resources available, they wanted to see better marketing to improve access to those services.
- Marketing was a consistent theme during this part of the discussion with many ideas about how to promote the Library, including offering behind the scenes tours of the Library and offering a book bike to take items and services into the community.

- They also commented that they loved seeing the Library at community events, but wanted to see that even more frequently.

The discussions then turned to ways that the Library might improve patron experience. Parking and a lack of space surfaced as primary concerns. Participants noted the need for more intentional space for teens, new materials, quiet study, meetings, and hanging out. They also miss the robust access to interlibrary loan that they used to have—expressing frustration about waiting for materials or being told that they are not going to be able to fill the request.

Overwhelmingly, the most popular word about The Urbana Free Library was welcoming, followed closely by friendly and resources.

Nine interviews were conducted the week of June 3, 2019. Many responses were of a similar theme with the focus groups. Some unique responses included conversations around celebrating the longevity of individual members and the safety of the location for all ages and backgrounds.

Community Information & Demographics

A total of 36 sources were reviewed, including data from local organizations, state and local governments, and nonprofit organizations. See Appendix A for a complete list.

Overall Community Data Findings

- Residents of Urbana represent diversity in multiple ways (e.g., age, education, income, languages, race/ethnicity), thus the Library's services and marketing tactics may need to reflect this diversity.
- A number of inequalities are embedded in this diversity. Compared to the national averages, Urbana has a higher percentage of college graduates, but also a higher poverty rate. Asian residents have the highest income and the second highest poverty rate.
- Urbana is home to 2,512 businesses. Fewer than 40% are owned by women; about 25% are owned by minorities. Given the anticipated job growth, the mayor's priorities for economic development (e.g., Lincoln Square), and the mayor's priorities for increasing minority employment rates, the Library may want to emphasize current resources (e.g., business-related books, entrepreneurship-related DVDs) and consider partnerships with UIUC and/or business leaders to help raise awareness of and information for business ownership.
- The mayor's priorities of increasing employment rates, increasing economic development, and increasing housing may translate into an increase in population, which may or may not result in an increase to the tax base.
- There are a number of social concerns in Urbana/Champaign County, including homelessness, access to mental health services, unemployment, childcare, and kindergarten readiness. Given that over 2,000 2-1-1 calls were made in Champaign County for these same reasons, and senior citizens reporting a lack of information in some of the same areas, the Library may want to consider partnerships with social services.
- Each generation is more technology savvy than the prior generation (as noted by the Chamber of Commerce). In addition, senior citizens reported using technology such as email newsletters and the Internet to get information. The Library may want to leverage this digital trend as a source of communication.
- A majority of Urbana's students come from low-income families, and more students have IEPs and other disabilities/impairments than are found elsewhere in the state. One in three children are not kindergarten ready. The Library may want to consider a partnership with the United Way's Cradle 2 Career program (and other organizations focused on early childhood learning) as they implement a plan to increase the number of locations supporting Prescription to Read and increase the number of distribution sites that provide community education materials supporting kindergarten readiness.
- As various groups work through their planning processes, the Library may want to consider serving as a host site for the committees as well as any open forums to help bring further exposure of facilities, programs, and services.

Urbana, IL Census Data (from American Community Survey 2013-2017 estimates, unless noted)

- Population 42,046 (2018 Population Estimate (as of July 1, 2018))
- Majority of residents are between ages 18 and 64 (80%)
- Residents are predominantly White (59%), Asian (20%), Black or African American (17%)
- 50% are male; 50% are female
- 2.2 persons per household
- 48% of households are non-family; 38% of households are married couples
- 36% of residents have moved since the previous year
- 26% of residents speak a language other than English
- Over half of the residents (55%) have earned a bachelor's degree or higher
- Residents spend an average of 15.6 minutes traveling to work
- Median income is \$34,273
- 32% of residents are in poverty
- 95% of residents (age 25 and older) are high school graduates
- 2,512 businesses; 977 owned by women; 655 owned by minorities

Urbana School District #116 Report Card 2017-2018

- Enrollment 4,590
- Unlike the city population, students are Black or African American (37%), followed by White (33%), and then Hispanic (14%)
- 17% of students have individualized education plans (IEPS)
- 15% of students are English learners
- 70% of students come from low income families; 2% are homeless

A higher percentage of students in the Urbana schools have disabilities than the state: autism (2% vs. 1%), emotional disability (2% vs. 1%), specific learning disability (6% vs. 5%), and speech/language impairment (4% vs. 3%)

American Community Survey (2013-2017 estimate)

- 95% of Urbana residents are high school graduates, which is higher than the United States average (87%) and Illinois (89%)
- 55% of Urbana residents are college graduates, which is higher than the United States average (31%) and Illinois (33%)
- Among residents who have attended college, 39% have a Bachelor's degree, 29% have a Master's degree, 15% have a Doctoral degree, 11% have an Associate's degree, and 5% have a professional school degree

Data USA Urbana, IL <https://datausa.io/profile/geo/urbana-il/> accessed 2019

- Employment rate dropped 2% from 2016 to 2017
- 32% poverty rate, which is higher than the national average (13%)
 - Males 18-24 have the highest rates (36%), followed by Females 18-24 (28%)
 - Caucasians have the highest rates of poverty (43.6%), followed by Asians (30.7%) and African Americans (18%)
- Median household income is \$34,273, which is less than the United States (\$60,336) and Illinois (\$61,229)

- Average salary for females is \$52,403, average salary for males is \$71,579
- Highest average salaries by race include Asian (\$65,613), followed by White (\$56,297), and Native Hawaiian and Other Pacific Islander (\$46,947)
- Income inequality is 0.483 (higher than national average)
- Average travel time to work is 14.7 minutes, which is lower than the United States (25.1 minutes) and Illinois (27.4 minutes)
 - Most common methods of travel include car (52%), walking (14%), and public transit (14%)
- Median property value: \$146,700
 - Homeownership rate is 38%, which is lower than the United States (64%) and Illinois rates (66%)
 - 59% of homeowners are paying over \$3,000 in property taxes
- On average, each household owns 1 car
- Average age for native-born residents is 24 (25 for foreign-born residents)
 - 11% are below age 18; 31% are aged 18-24
 - 11% are aged 25-34; 6% are aged 35-44
 - 6% are aged 45-54; 3% are aged 55-59
 - 11% are aged 60 and older
- 20% of residents are foreign-born, which is higher than Illinois (14%) and the United States (13%)
 - Top three countries of origin are Mexico, India, and Poland
 - 256% of residents are non-English speakers, which is higher than the national average (22%)
 - Most common non-English languages spoken are Chinese (92%), Spanish (4%), and Korean (3%)

Selected Urbana City Council and Mayoral Priorities, 2018-2021

- Priority #1: With consideration of the downtown as a whole, initiate and plan for transformation of the Lincoln Square site into a destination
- Priority #2: Increase minority participation in city procurement, hiring and contracting work with the Human Relations Commission to develop a system to incentivize and advocate for equity and increased minority employment rates
- Priority #5: Invest in, and repurpose, older housing stock
- Priority #6: Make SE Urbana an economic priority, with an emphasis on the Philo Road Business District

United Way Community Report for Champaign County (2019)

- Issues of high concern: basic needs, housing and homelessness, family support and childcare, education, access to health care, mental health services, and employment and the economy
- Child homelessness has more than doubled between 2011 and 2015
- Over 30% of residents are rent burdened
- Illinois is the 5th most expensive state for childcare
- Domestic violence is the 5th most common crime
- 67% of children were kindergarten-ready (1/3 of children were not ready)
- 50% of children qualify for free/reduced lunch

- 13% of residents remain uninsured
- Suicide rates are double the national average
- United Way's targeted gaps: homeless children, mental health services, kindergarten readiness
- 20% poverty rate (higher than national levels at 14-15%)
- Unemployment rates continue to decline; Champaign County (at 4%) is on par with the Illinois rate (4%) and the national rate (4%)
- 16% of Champaign County residents are food insecure (national average is 13%)

United Way 2-1-1 Reports for Champaign County (2018-2019)

- During 2018, 2,303 calls were made to 2-1-1 from Champaign County
- Calls were most frequently made by adult women between 8:00 am and 5:00 pm
- Top reasons for calling included: homeless shelter services, rent assistance, low income/subsidized housing, food pantry/food services, transportation, utility assistance, temporary financial assistance, information and referral, emotional support, general legal aid, tax preparation, holiday programs, general relief, support only, and clothing
- During the first quarter of 2019, 445 calls were made

Crisis Nursery 2018 Annual Report

- 6,144 admissions
- 793 unduplicated children served
- 679 unduplicated caregivers served
- 486 unduplicated families served
- Top three reasons for admission: parental stress (37%), job/school related (36%), medical related (14%)
- 79% of the children served were classified as non-Caucasian

Age-Friendly Champaign-Urbana Survey Results (2017)

- October 2017 report represents 521 respondents, ages 50 – 96 (Mean age = 67)
- Household income was almost equally spread from less than \$25,000 to \$150,000 or more
- 82% have a college degree
- 32% are employed; 64% are retired
- 100 respondents mentioned libraries as an age-friendly place
- 50% use the public library often/very often; 23% sometimes; 26% seldom/never
- Respondents were asked to rate the availability of information. About 1/3 of respondents rated the following as average/fair/poor (Scale: Excellent, Good, Average, Fair, Poor, Do Not Know): leisure and recreational activities (31%), dealing with public programs (e.g., social security) (37%), help filling out forms (31%), financial/legal planning (32%), and resources for older adults (35%)
- The top sources for obtaining information include: word of mouth, Internet on a personal computer, Internet on a smartphone or tablet, email newsletters, notices in public places, and hard copy free newspapers

YMCA of the University of Illinois New Americans in Champaign County Report (2018)

- 1 in 5 Urbana residents were immigrants from over 76 countries
- Immigrants represent 12% of the county's population

- Number of immigrants living in Urbana in 2016: 7,768
- In 2016, the non-college student immigrant population came from:
 - East Asia 29%
 - Europe & North & Central Asia 16%
 - North America 14%
 - South and Southeast Asia 13%
 - Southeast Asia 12%
 - Other regions of origin 16%

Champaign County Chamber of Commerce Trends Report (Fall 2018)

- Champaign County has experienced 2% job growth recently
- In the next 10 years, future job growth will be around 38%
- Unemployment rate is just under 4%
- University of Illinois Urbana-Champaign population is increasing, currently at 47,826
- Median age is 29.3, the youngest in all Illinois counties
- Population is expected to increase over 3% by 2022
- Top sectors expecting the largest increase are education (21%), finance/insurance/real estate (10%), health (9%), wholesale trade (7%), state and local government (6%), and food services and accommodations (4%)
- Champaign County has been recognized as the #3 best county in Illinois for millennials to live
- Champaign County has been recognized as the #5 healthiest county in Illinois
- Champaign County has been recognized as the #11 most diverse county in Illinois
- Of the 5 psychographic profiles depicted in the Chamber of Commerce report, 4 groups were identified as tech savvy or above-average in technology use

Champaign County Regional Planning Commission – Champaign County Community Indicators (2017-2019)

- Accessibility
 - 77% of residences are within ¼ mile of a bicycle facility
 - 100% of residences are within ¼ mile of a park/open space
 - 98% of residences are within ¼ mile of a bus stop
- Economics and Poverty
 - The City of Urbana’s unemployment rate has been steadily decreasing since 2013, with a current unemployment rate of 4%
 - There is over an \$11,000 wage gap between year-round, full-time male workers (Median: \$50,014) and year-round, full-time female workers (Median: \$38,944)
 - Median household income in 2017 was \$50,281 (an increase from \$45,254 in 2010)
 - 20% of the Champaign County population is below the poverty line
 - 10% of Champaign County households are receiving SNAP (Supplemental Nutrition Assistance Program) benefits
- Education
 - University of Illinois enrollment has been steadily increasing since 2012, with enrollment of 49,339 during 2018
 - Parkland College enrollment has been steadily declining since 2012, with enrollment of 12,238 during 2018

- In 2017, 54.1% of the Champaign County community (aged 25 and older) had a college degree: associate's (9%), bachelor's (22%), graduate (23%)
- In 2018, Urbana School District 116 had an 80% high school graduation rate
- In FY2017, Urbana School District 116 spent more money per student (\$22,558) than any other Champaign County school district
- Health
 - In 2017, the median age of Champaign County residents was 29.9, which is lower than the median age in Illinois (38) as well as the United States (38.1)
 - The low birth-weight rate has consistently remained around 8%
- Mobility
 - Transportation to work is primarily by car (72%), carpooling (8%), public transportation (6%), walking (7%), bicycling (1%), taxicab or motorcycle (1%); 5% work from home
 - During FY18, 11,528,385 transit rides were given
 - The mean travel time to work is 17.8 minutes, lower than the average in Illinois (29.1) and the United States (26.9)
- Safety
 - The number of traffic crashes has been steadily declining since 1998, with 2,016 crashes reported in 2013
 - Bicycle and pedestrian crashes have gone through periods of increase and decrease, with 50 bicycle crashes and 45 pedestrian crashes reported in 2013

Other Community Strategic Plans, Annual Reports, and Missions

- Outreach and research to address community needs (Champaign County Head Start, Champaign Public Library, City of Urbana, Cunningham Children's Home, Habitat for Humanity, Housing Authority of Champaign County, Rosecrance, University of Illinois, Urbana-Champaign Independent Media Center)
- Workforce development (Champaign Public Library, Champaign-Urbana Mass Transit District, Parkland College, University of Illinois)
- Early childhood literacy and learning (Champaign County Head Start, Champaign Public Library, Champaign Urbana – Cradle to Career, Cunningham Children's Home)
- Technology access and education (Champaign Public Library, Champaign-Urbana Mass Transit District, Parkland College, University of Illinois)
- Building community (Champaign Public Library, Habitat for Humanity, Parkland College, University of Illinois, Urbana Park District, Urbana-Champaign Independent Media Center)
- Transportation options to promote mobility (Champaign-Urbana Mass Transit District, City of Urbana)
- Transparent communication (Champaign-Urbana Mass Transit District, University of Illinois)
- Fiscal responsibility (Champaign-Urbana Mass Transit District, Cunningham Children's Home, Parkland College, University of Illinois)
- Broadening and support of diversity (Cunningham Children's Home, University of Illinois, Urbana Park District, Urbana-Champaign Independent Media Center)

Appendix A: Community Information

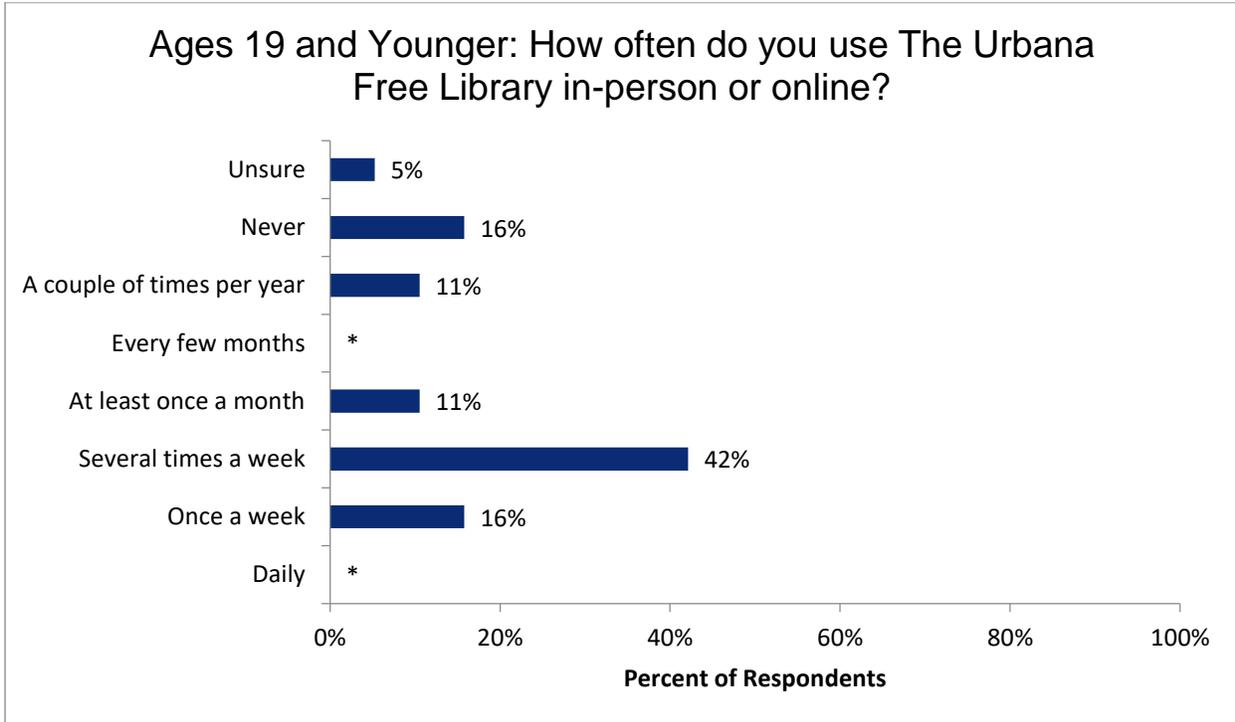
Community Information – Sources Incorporated

- Age-Friendly Champaign-Urbana Survey Report 2017
- Census Reporter Urbana, IL 2017
- Champaign County Chamber of Commerce Trends Report Fall 2018
- Champaign County Head Start 2015-2016 Annual Report
- Champaign Public Library Strategic Plan 2018-2021
- Champaign County Regional Planning Commission – Champaign County Community Indicators (Data ranged from 2013 – 2019)
- Champaign-Urbana – Cradle to Career Student Road Map to Success 2013
- Champaign-Urbana Mass Transit District Strategic Plan 2014
- City of Urbana 2005 Comprehensive Plan
- City of Urbana City Council and Mayor Priorities 2018
- City of Urbana Mayor/Council Priorities Continuing the Conversation 2018
- City of Urbana Memorandum re: Operationalizing Mayor/Council Priorities 2018
- Crisis Nursery 2018 Annual Report
- Cunningham Children’s Home Strategic Plan 2015-2018
- Data USA Urbana, IL 2016-2017
- Habitat for Humanity of Champaign County Mission, Vision & Values
- Housing Authority of Champaign County 2019 Fact Sheet
- Illinois School Report Card Urbana School District 116 2018
- Land of Lincoln Legal Assistance Foundation, Inc., 2017 Annual Report
- New Americans in Champaign County (YMCA of the University of Illinois) 2016
- Parkland College Strategic Plan
- Rosecrance Website
- Town Charts from the American Community Survey 2017
- United Way 2-1-1 Reports for Champaign County 2018 and 1st Quarter of 2019
- United Way of Champaign County 2015 Community Report & 2019 Draft Updates
- University of Illinois The Next 150 Strategic Plan 2018-2023
- Urbana IL Census Data July 2018
- Urbana Park District Strategic Pillars
- Urbana-Champaign Independent Media Center Mission and Accomplishments

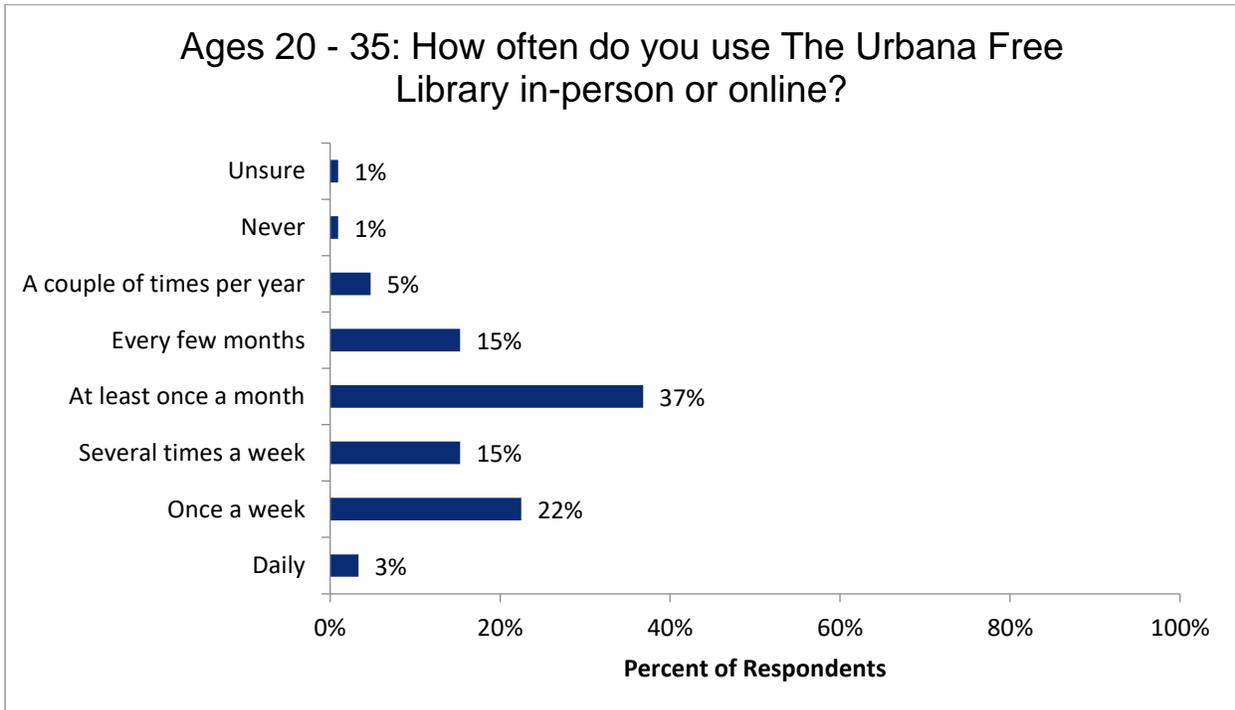
Community Information – Additional Sources Reviewed

- Amber Glen Alzheimer's Special Care Center Website
- Champaign County Emergency Management Agency 2013 Local Emergency Planning Committee Annual Report
- City of Urbana Planning Division Annual Report 2016
- City of Urbana Police Goals and Objectives 2019
- Cunningham Township Website
- FRED Economic Research Federal Reserve Bank of St. Louis 2017-2019

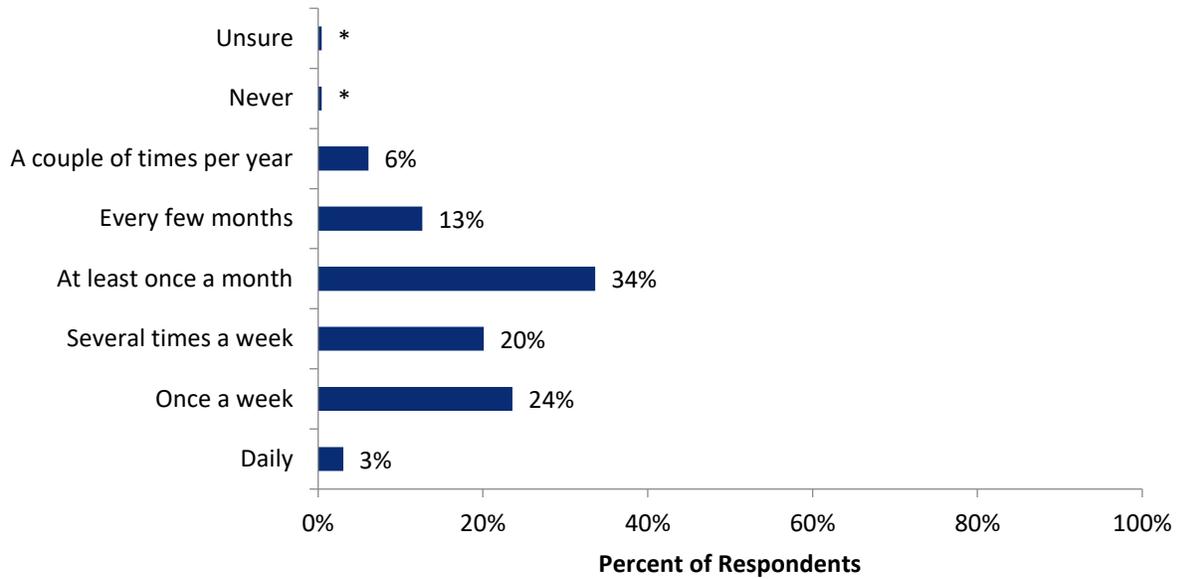
Appendix B: Use Frequency by Age



*Less than one-half of one percent.

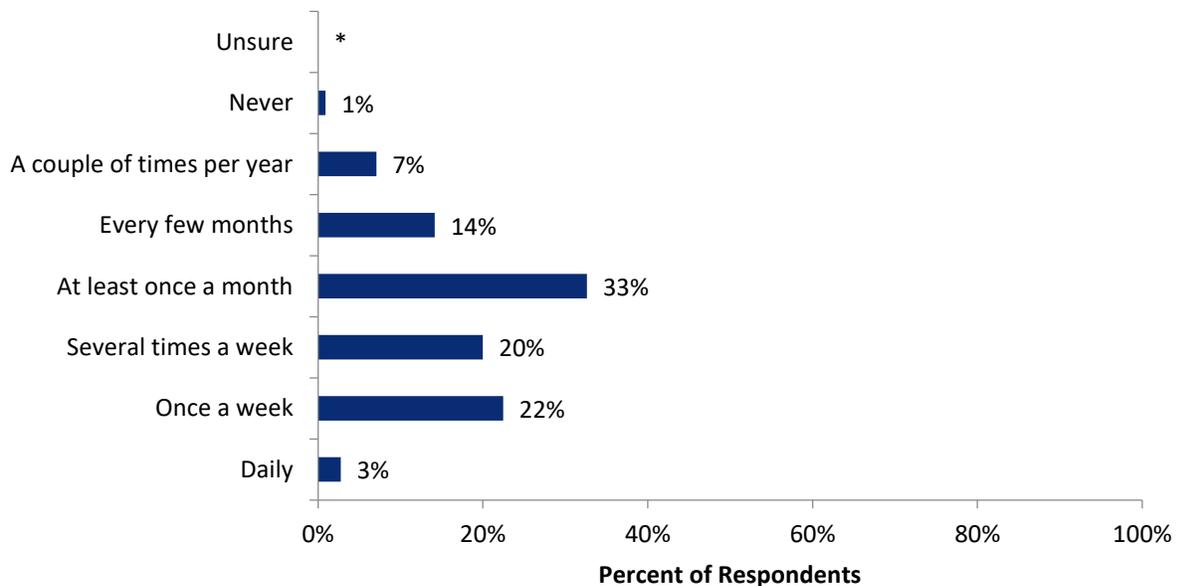


Ages 36 - 50: How often do you use The Urbana Free Library in-person or online?



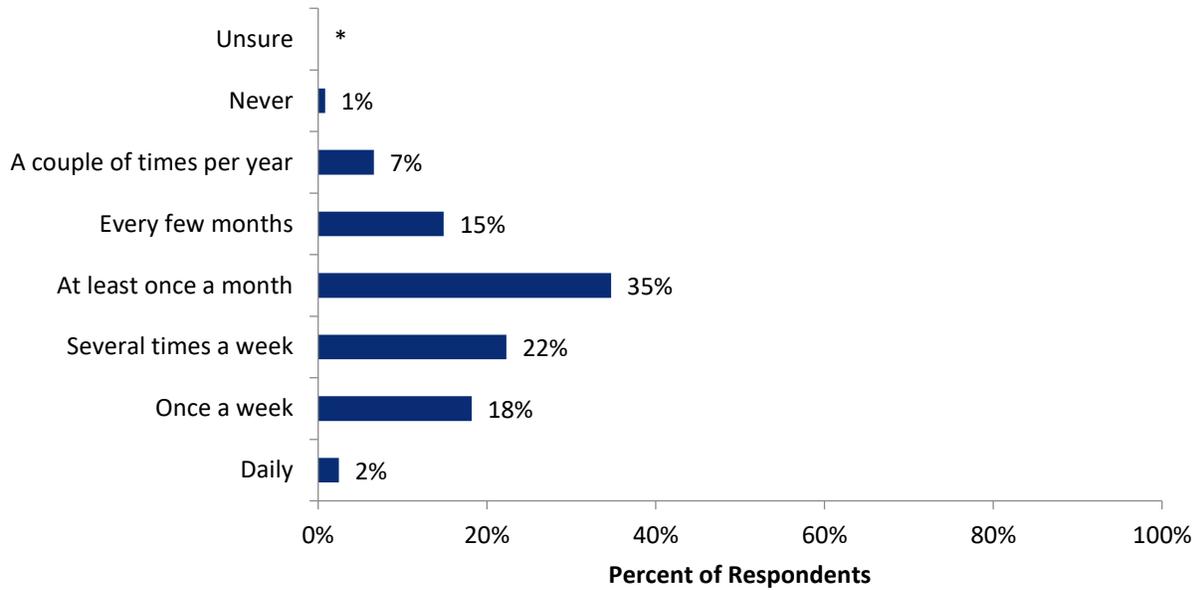
*Less than one-half of one percent.

Ages 51 - 70: How often do you use The Urbana Free Library in-person or online?



*Less than one-half of one percent.

Ages 71 and Older: How often do you use The Urbana Free Library in-person or online?



*Less than one-half of one percent.

Prefer Not to Answer: How often do you use The Urbana Free Library in-person or online?

