Exploring Basic Needs Support Across Public and Community College Libraries

Opportunities for Collaboration

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ITHAKA S+R

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Introduction

There are many intersections between public and community college libraries, both in the populations they serve and their functions within their local communities. Both types of libraries play a crucial role in supporting the diverse needs of their communities, serving as hubs for education, information, and essential services. Maximizing partnerships between public and community college libraries therefore presents a significant opportunity. As basic needs insecurity has only been exacerbated by the pandemic, and funds for both community college and public libraries continue to remain constrained, we see the potential for immense and immediate value in building collaborative partnerships between these institutions.

Through collaboration, libraries can do more, from providing access to technology to supporting basic needs such as food, housing, and transportation. Collaboration also offers libraries the opportunity to optimize resources and offer more holistic support to students and the public alike. However, despite their common goals there is little guidance on how these two types of libraries can effectively collaborate and maximize resources.

The Maximizing Public-Academic Library Partnerships project, funded by ECMC Foundation, aims to explore these opportunities and provide actionable guidance to libraries seeking to create or strengthen collaborations to enhance the basic needs resources and services they offer. As a first step, we developed an inventory of how libraries use their websites to publicize information about the basic needs resources and services they provide. Key findings from the inventory include:

- The types of basic needs resources available at public and community college libraries are heavily influenced by the populations they serve.
- Libraries that have greater financial and human resources more readily provide and communicate essential basic needs information and services to patrons.
- Public and community college libraries most commonly advertise the availability of technological services and assistance, though their specific offerings are often different.

- While both community college and public libraries offer mental health information and programming, public libraries prioritize these resources and services more robustly.
- Public libraries are more likely to provide resources and services related to food insecurity than community college libraries.
- Shared collections—providing students and public library patrons with shared access through library cards and direct links to online collections—are the most common form of public-academic library collaboration.

The findings of this inventory will be used to inform subsequent research phases of this project, including case studies of cross-library partnerships and state policy analysis. The project will culminate in a Library Partnership Development Institute that will forge an implementation framework to equip the library community with recommendations and tools to support the basic needs of students and their wider community.

Basic Needs

This project defines basic needs insecurity using ECMC Foundation's definition: "the lack or fear of the lack of resources like food, housing, childcare, transportation, technology, physical safety, mental health services and more."[1] Based on our preliminary content analysis and review of community college and public library websites, we developed a codebook to identify basic needs information, resources, and programming at a high level (i.e., food insecurity, housing insecurity, mental health) and at a more granular level (i.e., the kinds of information, resources, and programming available). See Appendix 1 for more detailed information on our preliminary search process and protocol.

The high-level categories of basic needs included align with ECMC Foundation's basic needs definition and include technology, food insecurity, housing insecurity, physical health, mental health, financial literacy and assistance, transportation, and child services and care. An "Other" high-level category includes highly tailored resources and services

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[1] "Basic Needs Initiative," ECMC Foundation, https://www.ecmcfoundation.org/what-we-do/initiatives/basic-needs-initiative#:~:text=ECMC%20Foundation%20defines%20basic%20needs,mental%20health%20services%20and%20more.

that did not neatly fit into our definition of basic needs but expand upon them and/or target highly-specific populations—such as legal assistance, veterans' services, DACA/immigration services, social work staff member(s), and more.

We also identified subcategories of basic needs for each high-level category to gain a more refined understanding of the different kinds of resources and services provided by each library type. Some of these subcategories were tailored to specific library types, for instance, all subcategories in the technology high-level category were consistent across library types, yet the financial literacy and assistance high-level category included work-study or part-time work options for students at community college libraries specifically. See Appendix 2 for the full codebook.

Methods

We designed a qualitative inventory of library websites that gathered data on the basic needs resources, services, and information advertised to library patrons. We regularly employ this methodological approach to characterize activity patterns and trends of public-facing data and information.[2]

The population for this qualitative inventory is two-year, not-for-profit, associate-granting institutions across the United States and their corresponding municipal public library systems. This included city and county library systems that were mostly defined as central libraries.

To select our sample, we used a randomized list of applicable colleges based on Integrated Postsecondary Education Data System (IPEDS) data.[3] We then integrated data from the Public Libraries Survey (PLS FY 2021), which is collected by the Institute of Museum and Library Services (IMLS),[4] to approximate institutions and libraries in vicinity of each other. We matched community college libraries to public libraries based on city, county, and state metrics. This approach ensured that the selected

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[2] Danielle Cooper and Sage Love, "Made By Hand: The Case for Manual Data Collection in the Era of Automation," *Ithaka S+R*, June 2023, https://sr.ithaka.org/blog/made-by-hand.

[3] Integrated Postsecondary Education Data System, https://nces.ed.gov/ipeds/.

[4] "Public Libraries Survey," Institute of Museum and Library Services, https://www.imls.gov/research-evaluation/data-collection/public-libraries-survey.

institutions were near enough to each other to surface potential collaborations and resource sharing.

After gathering and finalizing the sample, we began the qualitative inventory of websites by examining public information on basic needs resources and benefits that the libraries advertised. We then used a Qualtrics form to note the presence and absence of basic needs services and other relevant information from these library websites, including library collaborations and partnerships.

The resulting sample included 100 randomly selected community college libraries and their corresponding public libraries: 200 library websites in total. Of the 200 library websites in the sample, we excluded two community college libraries because their websites were non-operational at the time of analysis (e.g., broken links, not loading or slow to load, etc.). As a result, our sample consisted of 198 libraries, including 100 public libraries and 98 community college libraries. All public library websites were operational at the time of data collection.

One limitation of the inventory is that since we only collected information about basic needs resources advertised on library websites, it does not provide a complete picture of the resources and services available to patrons. For example, the inventory may not include basic needs resources and services that are not listed on websites. As this research initiative continues, we will seek to mitigate this limitation by conducting a series of case studies with libraries to explore what kinds of resources and services they offer, as well as how they create and maintain partnerships with other types of libraries.[5]

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[5] Melissa Blankstein, "Supporting Public-Academic Library Partnerships," *Ithaka S+R*, March 2023, https://sr.ithaka.org/blog/supporting-public-academic-library-partnerships/.

Acknowledgements

Basic Needs Services Across Library Types

When assessing basic needs services, information, and resources currently available on community college and public library websites, we focused on eight key categories: *Technology, Food Insecurity, Housing Insecurity, Physical Health, Mental Health, Financial Literacy and Assistance, Transportation, and Child Services and Care*.[6] Following the categorization, we surfaced general themes that are summarized in the aggregate below. We also utilized data from IPEDS and IMLS to extract trends related to staffing and organizational resources. The subsequent sections discuss the trends and observations from these analyses.

Figure 1: Overview of Basic Needs Services Provided by Community College and Public Libraries

	Total Libraries	Community Colleges	Public Libraries
Technology	86%	81%	92%
Financial Literacy/Assistance	61%	45%	76%
Children services	56%	15%	96%
Mental Health	52%	38%	65%
Physical Health	46%	21%	71%
Food Insecurity	39%	14%	63%
Transportation	21%	7%	34%
Housing Insecurity	21%	8%	34%
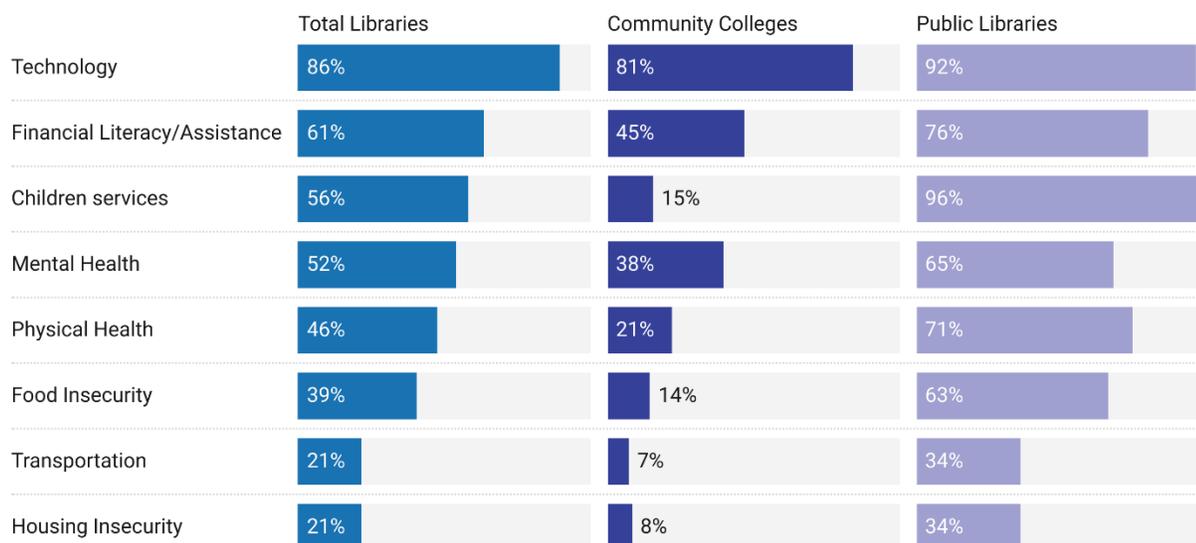
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Across public and community college libraries, the top three basic needs resources advertised were technology (86 percent), financial literacy and assistance (61 percent), and children's services (56 percent). The least

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[6] These basic needs were selected for the qualitative inventory to account for holistic student experiences and challenges. For more information, see: Melissa Blankstein and Christine Wolff-Eisenberg, "Measuring the Whole Student: Landscape Review of Traditional and Holistic Approaches to Community College Student Success," *Ithaka S+R*, 30 September 2020, https://doi.org/10.18665/sr.313888.

advertised basic needs resources were transportation (21 percent) and housing insecurity (21 percent). Overall, public library websites offer more information, resources, and services to address basic needs on average relative to community colleges (see Figure 1). Both community college libraries (81 percent) and public libraries (92 percent) provide more technology-related services than other basic needs resources. The majority (96 percent) of public libraries offer programming for children compared to just 15 percent of community college libraries. Financial assistance is offered at nearly half (45 percent) of community colleges and three-quarters (76 percent) of public libraries, with career services being the most promoted service. About two-thirds (65 percent) of public libraries advertise mental health resources compared to 37 percent of community college libraries.

Overall, community college libraries seek to prioritize student support for learning and well-being, with a focus on technological services, financial literacy and assistance, and mental health services. Alternatively, public libraries primarily advertise childcare services, technology, and financial literacy and assistance. This distinction is likely driven by public libraries' comprehensive approach to engaging a wider range of community members. Community college libraries are more apt to support students' academic endeavors, while public libraries extend a broader array of services to families, teens, and the elderly.

Library Revenues and Expenditures[7]

Aside from examining advertised basic needs services across public and community college libraries in aggregate, we also wanted to understand what other factors might influence the promotion and advertisement of these services. In the next sections, we discuss staffing, revenue, and expenditures of public and community college libraries, whether there were significant differences in these metrics, and whether services were advertised on library websites. Overall, the analysis underscores the

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[7] We examined revenue for public libraries and expenditures for community colleges primarily due to the limitations of available data. IPEDS does not consistently track revenues or library budgets over time, hence the absence of revenue information for community colleges. We opted to analyze expenditures as a proxy for financial assessment in this context.

importance of staffing and financial resources: libraries with greater resources, both in terms of staffing and financial capacity, are more likely to advertise basic needs services.

Community Colleges: Staffing and Expenditures

Using publicly available data from IPEDS, we examined community college libraries' staffing and expenditures. As evidenced below, institutional resources have significant impacts on the advertisement of basic needs services.

Table 1: FTE Community College Library Staff by Basic Need Service[8]

Basic Need Service	FTE Staff at Libraries where basic needs are Not Advertised	FTE Staff at Libraries where basic needs are Advertised	Mean Difference
Technology	6.44	11.8	-5.37
Food Insecurity	8.51	24.3	-15.8*
Housing Insecurity	10.06	18.65	-8.58
Financial Literacy and Assistance	7.08	15.28	-8.19*
Physical Health	8.75	18.15	-9.4*
Mental Health	7.62	15.95	-8.34*
Transportation	8.6	38.82	-30.22*
Children Services	9.85	15.82	-5.97
Other	7.09	15.88	-8.79*

Note: * indicates significant difference of p<.05.

The table above demonstrates the differences in full-time equivalent (FTE) staff capacity between libraries that advertise at least one basic needs service in each category.[9] Overall, community college libraries where at least one basic needs service is advertised have significantly more staff members compared to community college libraries that do not offer basic needs services. For instance, libraries that advertised at least one financial literacy and assistance service had on average 15 FTE staff whereas libraries that did not advertise financial literacy and assistance

[8] The significant difference column suggests the statistical significance of these differences. "*" Indicates significant difference of p<.05.
[9] FTE staff includes librarians, student assistants, and other professional staff.

services had on average seven FTE staff. There are significant differences in the total number of FTE staff at libraries that offer at least one service dedicated to food insecurity, financial literacy and assistance, physical health, mental health, transportation, and other services for special populations. However, there were no significant differences in whether a service was advertised for technology services, housing insecurity, physical health, or children services.

Table 2: Total Community College Expenditures by Basic Need Service

Basic Needs Service	Expenditures of Libraries where basic needs are Not Advertised	Expenditures of Libraries where basic needs are Advertised	Mean Difference
Technology	$374,788	$879,117	$(504,329)*
Food Insecurity	$618,446	$1,758,695	$(1,140,249)*
Housing Insecurity	$723,466	$1,432,405	$(708,939)*
Financial Literacy and Assistance	$496,308	$1,131,149	$(634,841)*
Physical Health	$624,750	$1,355,499	$(730,749)*
Mental Health	$549,896	$1,162,905	$(613,009)*
Transportation	$629,644	$2,753,365	$(2,123,721)*
Children Services	$695,132	$1,258,346	$(563,214)*
Other	$491,453	$1,184,350	$(692,897)*

Note: * indicates significant difference of $p<.05$.

Table 2 presents the total expenditures of community college libraries, which includes the salaries and wages and the expenditures for operations, materials, services, and maintenance. Overall, community college libraries where at least one basic needs service is advertised have significantly higher expenditures compared to libraries that do not. For instance, on average, libraries that advertised at least one technology service had yearly expenditures of $879,117, while libraries that did not had average expenditures of $374,788. These findings suggest that libraries that do advertise basic needs services have more staff and larger budgets, ultimately enhancing the range of services and information they provide to their community.

Public Libraries: Staffing and Revenue

We also analyzed whether staffing and revenue had an impact on whether public libraries advertised basic needs services. As with community college libraries, we found that organizational resources are significantly associated with the promotion of basic needs services on public library websites.

Table 3: FTE Public Library Staff by Basic Needs Service

Basic Need Service	FTE Staff of Libraries Where basic needs are Not Advertised	FTE Staff of Libraries Where basic needs are Advertised	Mean Difference
Technology	11.1	130.2	-119.2*
Food Service	17.2	181.5	-164.3*
Housing Service	38.6	280.0	-241.4*
Financial Literacy and Assistance	16.2	153.7	-137.4*
Physical Health	18.0	162.6	-144.6*
Mental Health	21.2	174.2	-153.0*
Transport Service	69.9	219.2	-149.2*
Children Services	7.4	125.4	-118.0*
Other	15.6	155.7	-140.2*

Note: * indicates significant difference of $p < .05$. Our public library sample included 41 city libraries, 17 suburban libraries, 38 town libraries, and four rural libraries.

The table above shows the significant differences between a public library's FTE staff and if the library advertised at least one basic needs service in each category. All public libraries where basic needs services were advertised had a higher number of FTE staff compared to libraries that did not, similar to community college libraries. This trend was consistent across all services examined and suggests that libraries that advertised more basic needs services had more resources to allocate towards staff and capacity.

Table 4: Public Library Operating Revenue by Basic Need Service

Basic Needs Service	Operating Revenue of Libraries Where Service is Not Available	Operating Revenue of Libraries Where Service is Advertised	Mean Difference
Technology	$919,180.30	$18,700,000	($17,780,819)*
Food Service	$1,303,770	$26,600,000	($25,296,230)*
Housing Service	$4,055,396	$42,800,000	($38,744,604)*
Financial Literacy and Assistance	$1,233,839	$22,300,000	($21,066,161)*
Physical Health	$1,712,729	$23,600,000	($21,887,271)*
Mental Health	$1,934,208	$25,500,000	($23,565,792)*
Transportation	$8,558,525	$34,100,000	($25,541,475)*
Children Services	$972,284.50	$17,900,000	($16,927,715)*
Other	$1,395,553	$22,500,000	($21,104,447)*

Note: * indicates significant difference of $p < .05$.

Table 4 above illustrates the differences in operating revenue between public libraries where basic needs services were advertised and those where they were not. Operating revenue includes revenue from the local, state, and federal government. It also includes miscellaneous revenue that is held by the library. Public libraries that advertised any basic needs services had on average, a larger operating revenue.

Staffing and the operating revenue of libraries is of course tied to their size and the size of the communities they serve, and urbanization is also tied with basic needs service provision. For instance, 90 percent of city public libraries in our sample advertised food insecurity services, compared to 71 percent of public libraries in suburbs, and 34 percent of public libraries in towns. Further, 85 percent of city public libraries advertised mental health services and financial literacy and assistance resources, compared to 59 percent and 76 percent of suburb libraries respectively, and 50 percent and 68 percent of town libraries respectively.

Landscape of Basic Needs Services on Library Websites

This section presents a specific analysis of each basic needs service advertised by community college and public libraries. Overall, both community colleges and public libraries play vital roles in addressing basic needs in their communities but have different focuses. For example, public libraries more generally serve as community hubs that offer extensive resources, services, and information across all basic needs, while community college libraries take the lead in providing essential resources and support for the academic success and well-being of students. The subsequent sections provide a holistic overview of the services advertised within library contexts and illuminate areas of strength and potential gaps.
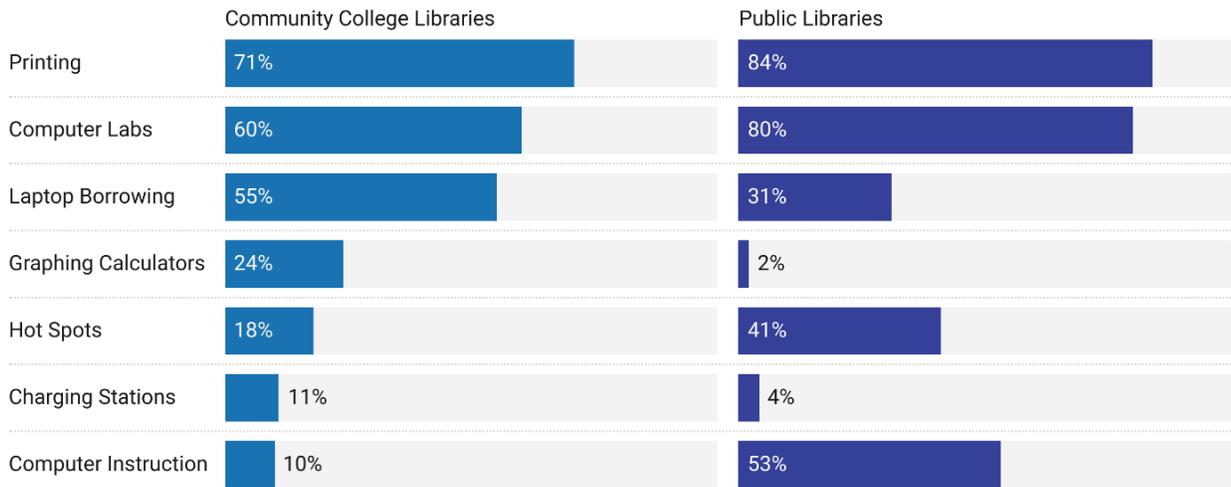
Technology

Among both public libraries and community college libraries, the most advertised services were printing and providing computer labs, with 84 percent of public libraries and 71 percent of community college libraries advertising printing services, and 80 percent of public libraries and 60 percent of community college libraries advertising computer labs. Some community college libraries loan devices such as laptops (55 percent), while public libraries more often loan Wi-Fi hotspots (41 percent) and provide computer instruction services (53 percent). These differences are likely due to the distinct priorities of each library type, as community college libraries are likely to focus on student access to devices to support their coursework needs, while public libraries are more likely to focus on broader outreach to enhance digital literacy. Both community college and public libraries also provide other services, including copying, scanning, faxing, and tablet loaning. Additionally, some public libraries provided information on the Affordable Connectivity Program (ACP),[10] which gives low-income households a discount on internet services.

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[10] "Affordable Connectivity Program (ACP)," Federal Communications Commission, https://www.fcc.gov/acp.

About 19 percent of community college libraries did not advertise any technological services or resources compared to 8 percent of public libraries.

Figure 2: Technology Resources and Services Advertised in Community College and Public Libraries

	Community College Libraries	Public Libraries
Printing	71%	84%
Computer Labs	60%	80%
Laptop Borrowing	55%	31%
Graphing Calculators	24%	2%
Hot Spots	18%	41%
Charging Stations	11%	4%
Computer Instruction	10%	53%

Created with Datawrapper

To assess the specific information, resources, and services that library websites provide to their patrons for each basic need in the inventory, we reviewed both community colleges' LibGuides, and public libraries' calendar of events. For technology services specifically, about a third of community college libraries hosted LibGuides on technology that focused on services available through their own library (like software, hardware, IT support, research help, etc.). Thirty-six percent of public libraries held events that focused on technology services, particularly classes focused on computer instruction or digital literacy.

Financial Literacy and Assistance

As shown in Figure 3, public libraries provide a host of financial assistance and aid-related resources and services compared to community college libraries: overall 76 percent of public libraries and 45 percent of community college libraries provided any financial literacy and assistance information or services. While public libraries share more information about financial literacy and assistance resources and services across all sub-categories, community college libraries offer support in only a few areas. However, both public and community college libraries prioritize connecting patrons to career services and job search resources. Despite the ample work-study or part-time positions available for students, few offered any information on these opportunities on their websites: 13 percent of community college libraries provide information about scholarships, grants, and student loan options, and three percent share work-study or part-time work on campus on their websites.

Figure 3: Financial Literacy and Assistance Resources and Services Advertised in Community College and Public Libraries

	Community College Libraries	Public Libraries
Career Services and Job Search	40%	65%
Financial Aid Application Support	10%	17%
Financial Literacy and Debt Workshops	9%	22%
Emergency Aid	6%	4%
Financial Assistance Programs	4%	20%
Tax Assistance	3%	39%
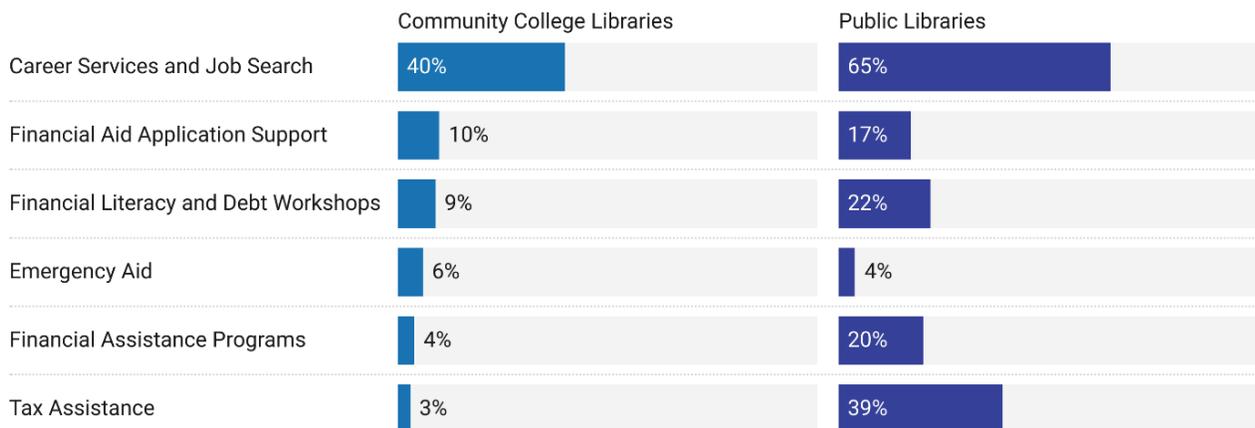
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Thirty-seven percent of community college LibGuides shared financial literacy and assistance information. In general, these guides focused on career services and job search preparation more than any other subcategory. They were commonly labeled as "Career Services," "Careers

101,"[11] or "Career and Employment Resources."[12] Some financial literacy focused LibGuides shared direct links to FAFSA, contact information for the campus Financial Aid Office, and details about scholarships. A notable example is Tunxis Community College's "Financial Aid & Scholarships" LibGuide.[13]

For public libraries, 26 percent of financial literacy and assistance resources and services were discovered by searching the calendar of events. Programs and events included a range of financial assistance topics such as how to pay for college, financial literacy workshops, and career assistance workshops.
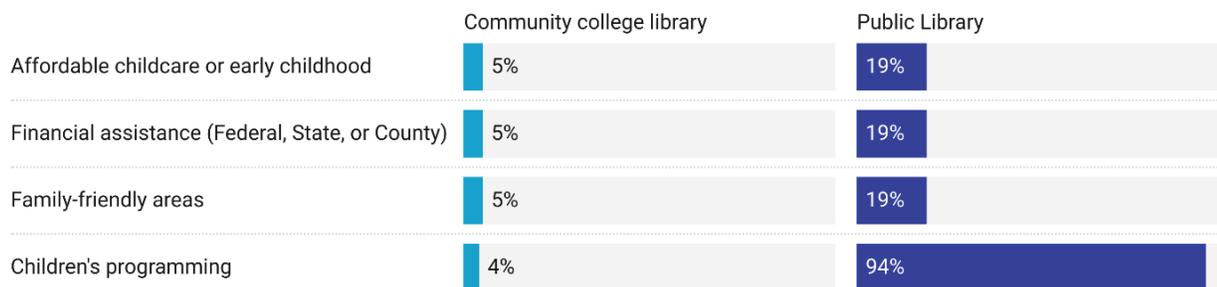
Child Services and Care

A significantly larger share of public libraries (96 percent) advertised services and programming for children and parents compared to community college libraries (15 percent). Public libraries often prioritize providing information on affordable childcare, the availability of county, state, and/or federal financial assistance for children, and family-friendly rooms. This is likely due to the fact that public libraries include well-established children's collections and supporting families and young readers is part of their mission. It is worth noting that among all basic needs services, children's programming is the most commonly advertised service at public libraries.

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[11] "Careers 101," Butler Community College, https://butlercc.LibGuides.com/careers101.
[12] "Career & Employment Resources," Honolulu Community College, https://library.honolulu.hawaii.edu/career.
[13] "Financial Aid & Scholarships," Tunxis Community College, https://library.ctstate.edu/c.php?g=1318944.

Figure 4: Children Services Advertised in Community College and Public Libraries

	Community college library	Public Library
Affordable childcare or early childhood	5%	19%
Financial assistance (Federal, State, or County)	5%	19%
Family-friendly areas	5%	19%
Children's programming	4%	94%

Created with Datawrapper

Eighty-eight percent of public libraries host events tailored specifically for children, including "storytimes" for young children and community events for teenagers. A notable example is the Rochester Public Library, which holds provides storytimes, pre-reading skills days, board game days, "Take Your Child to the Library" days, music classes, children's yoga, therapy dogs, and more.[14] Like other libraries in our sample, Rochester also has a toy library.

Other children's services advertised at public libraries included parenting classes, early literacy information, learning tablets, activity kits, homework help, and teen spaces. Libraries also provided resources on child development, autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD), and on reporting child abuse. The Eugene Public Library, for example, provides information on early literacy and teaching resources for learning at home, as well as parenting resources on behavior, communication, health, and support for children with disabilities.[15] Additionally, seven percent of public libraries advertised book drives or fairs aimed at children, and about a third of public libraries advertised playgrounds or toys. However, none of the public libraries advertised the availability of lactation or parent rooms specifically.

Within community colleges, we found that less than 10 percent provided any information on financial assistance for student parents or promoted on-campus childcare services. However, about 15 percent of community colleges shared LibGuides related to children's services. In general, these guides were focused on providing information on off-campus services and learning resources. For example, Eastern Arizona College's website

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[14] "Kids," Rochester Public Library, https://roccitylibrary.org/services/kids/.
[15] "Eugene Public Library - Parents & Teachers," LibGuides, Eugene Public Library, https://eugene.LibGuides.com/parents-teachers.

includes a LibGuide that compiled resources on affordable childcare, child development information, hotlines to report child abuse, and information on pre-natal and delivery classes.[16] Other libraries provided learning resources like Dolly Parton's Imagination Library, which gives free books to children regardless of a family's income.[17] In addition, some LibGuides provided resources to student parents during the COVID-19 pandemic, like SUNY Erie, which compiled basic needs services, tips on working from home, and play ideas for their LibGuide.[18]
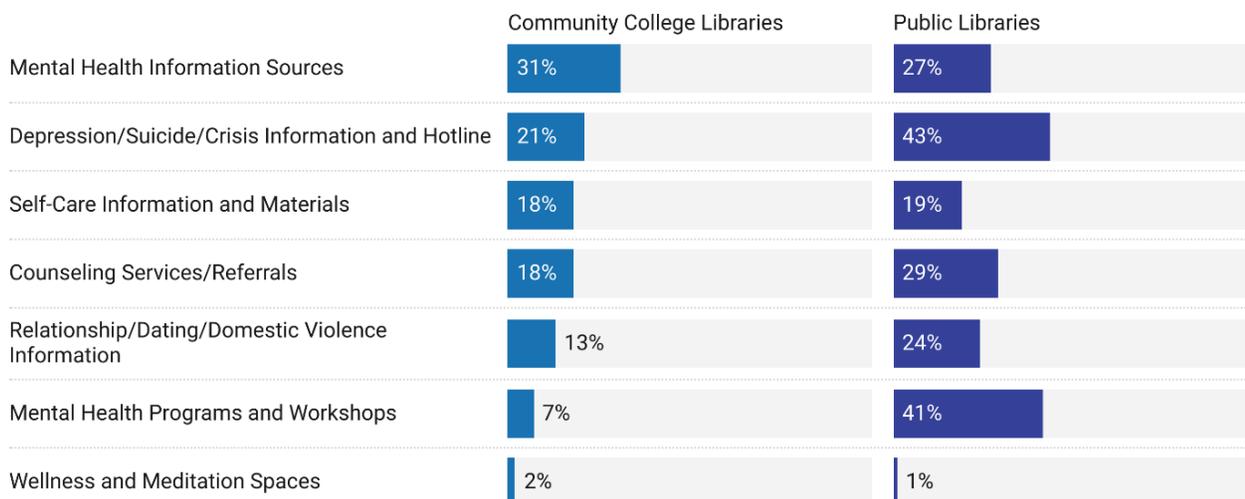
Mental Health

Overall, public libraries advertised mental health information, resources and services, particularly around connecting patrons to depression and general mental health information—including crisis and suicide support hotlines—and provided access to no-cost mental health programs, events, and workshops more frequently than community college libraries When they do offer mental health information, community college libraries tend to focus on sharing information sources, crisis hotline support, and self-care information and materials.

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[16] "EAC Library Services for Parents and Educators," LibGuides, Eastern Arizona College, https://eac.LibGuides.com/c.php?g=1031457&p=7476002#s-lg-box-2373501.
[17] "Dolly Parton's Imagination Library," Imagination Library, https://imaginationlibrary.com/usa/.
[18] "ECC Library Learn, Work, Parent from Home," LibGuides, SUNY Erie, https://LibGuides.ecc.edu/learnworkparentfromhome.

Figure 5: Mental Health Resources and Services Advertised in Community College and Public Libraries

	Community College Libraries	Public Libraries
Mental Health Information Sources	31%	27%
Depression/Suicide/Crisis Information and Hotline	21%	43%
Self-Care Information and Materials	18%	19%
Counseling Services/Referrals	18%	29%
Relationship/Dating/Domestic Violence Information	13%	24%
Mental Health Programs and Workshops	7%	41%
Wellness and Meditation Spaces	2%	1%

Created with Datawrapper

Both library types offer counseling referrals or provide information about counseling services. As the library is a unique and quiet space for independent work for students and community members, it is uncommon for both library types to have dedicated wellness and meditation spaces.

Roughly 35 percent of the mental health resources and services that community college libraries shared were available in LibGuides. Research guides on this topic are typically divided into the following tabs or sections: services for students (on or off campus), mental health sources of relevance to the campus community, links or information to hotlines, mental health apps, and everyday mental health and self-care strategy resources and infographics. Mental health guides are commonly titled "Mental Health Awareness" and "Mental Health Resources."

Sometimes LibGuides also provided food and housing services information alongside mental health resources and services. A noteworthy example is Hillsborough Community College's Critical Help - Mental Health and At-Risk Resources guide.[19] Once inside the guide, students can find an array of different information: crisis resources, LGBTQ+ mental health resources, Black mental health resources, housing resources and referrals, food services information, financial assistance, and community care resources.

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[19] "Mental Health & At-Risk Resources - Critical Help," Hillsborough Community College, https://LibGuides.hccfl.edu/mentalhealth.

Public libraries prioritize patron and community events around mental health. About 46 percent of public libraries organized events and programs related to mental health, which suggests that library programming serves as a strong connector between community members and mental health information. At the Indianapolis Public Library's Community Resource Fair, patrons had access to 45 community organizations, connecting patrons to counseling services, suicide prevention, grief and loss support, and more.[20] A notable number of public libraries also host meditation and mindfulness events, such as sound baths and healing events at the Los Angeles Public Library and walking meditation classes at the Hawaii State Public Library.[21] Other libraries also collaborated with local therapists to offer programming like the Green Hills Public Library's Art for Wellness workshop which included art, creative writing, and group sharing.[22]

Some libraries also provided a few items to support mental health and promote self-care. Items ranged from compression bedsheets for stress and anxiety, wellness kits, light therapy lamps, essential oil diffusers, stress balls, and yoga/meditation mats. While mental health support items for borrowing were more common in public libraries, we found one community college library that provided a light therapy lamp and a diffuser with essential oils available for students.

Physical Health

Overall, a larger share of public libraries (71 percent) than community college libraries (21 percent) provides opportunities for patrons to access information, resources, and services related to physical health. Public libraries provide information on health insurance and offer a range of health and wellness programming and workshops. This suggests that
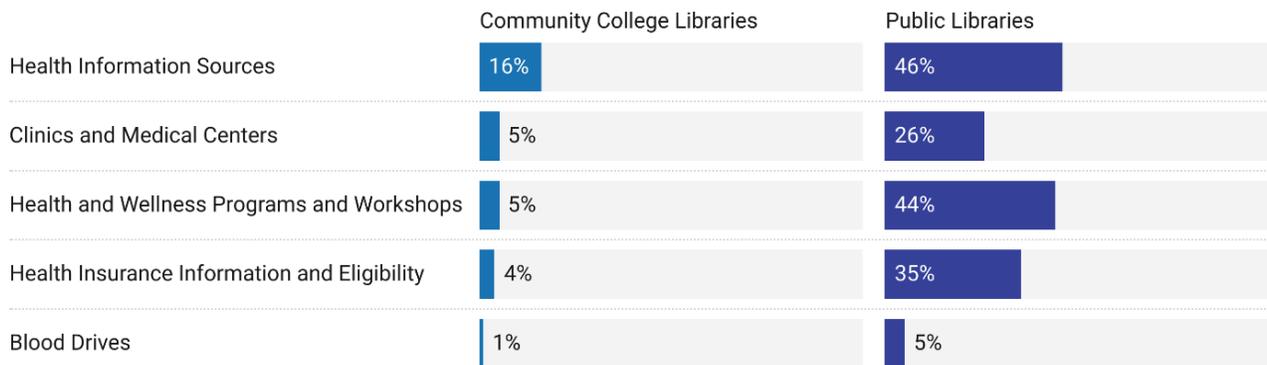
[20] "Get Connected at The Indianapolis Public Library Resource Fair," The Indianapolis Public Library, https://www.indypl.org/news-and-announcements/get-connected-at-the-indianapolis-public-library-community-resource-fair.
[21] "Sound Bath & Energy Healing," Los Angeles Library, https://www.lapl.org/whats-on/events/sound-bath-energy-healing-heather-nevell; "Energy Bagua - Walking Meditation Classes," Hawaii State Public Library System, https://www.librarieshawaii.org/event/energy-bagua-2/2023-11-18/.
[22] "Art for Wellness Workshop," Green Hills Public Library, https://greenhillslibrary.evanced.info/signup/EventDetails?EventId=7107&backTo=Calendar&startDate=2023/09/27.

public libraries play a critical role in connecting their patrons and communities to both physical activities and health information, particularly for patrons and community members who may not otherwise have access to this kind of support. Other physical health related resources and sources included on-site blood pressure stations, support groups (e.g., Parkinson's support groups, cancer support groups, etc.), and end-of-life care.

Figure 6: Physical Health Resources and Services Advertised in Community College and Public Libraries

	Community College Libraries	Public Libraries
Health Information Sources	16%	46%
Clinics and Medical Centers	5%	26%
Health and Wellness Programs and Workshops	5%	44%
Health Insurance Information and Eligibility	4%	35%
Blood Drives	1%	5%

Created with Datawrapper

Library initiatives that promote community physical wellness and activity are not as common in community college libraries. We found that 21 percent of community college LibGuides included physical wellness and health information. Rather than publish specific guides, resources and services for physical wellness, activity, and health were often folded into guides that covered broader topics. For example, Butler Community College Library's LibGuide for first-generation student success links out to the campus health center.[23] In a few unique cases, we uncovered LibGuides that were specific to physical health information, such as Manchester Community College Library's guide on fitness, exercise, and movement.[24]

Public libraries prioritized sharing physical health information, resources, and services via the calendar of events as well as on health resource

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[23] "First Generation College Students (FGCS)," Butler Community College, https://butlercc.LibGuides.com/c.php?g=1314592&p=9665632.
[24] "Staying Active at Home," Manchester Community College, https://library.mccnh.edu/fitness.

webpages.[25] Half of public libraries advertised physical health information through programming that falls into two categories: physical activity/movement classes and health insurance workshops. Movement classes included yoga, yoga for children, exercise classes for older adults, walking or hiking programs, chair yoga, tai chi, and more.[26] Health insurance workshops were heavily centered around Medicare information sessions, such as an event found at the Athens Limestone County Library and another at the Los Angeles Public Library.[27] Medicare information sessions covered insurance eligibility, how to navigate benefits, or some combination therein. Some public libraries also provide resources and tools specifically related to physical health, including CPR kits, blood pressure kits, workout equipment (e.g., jump ropes, kettlebells, etc.), memory kits, hiking kits, and other health equipment.

Food Insecurity

Sixty-three percent of public libraries provide patrons with resources and services related to food insecurity compared to 14 percent of their community college library counterparts. This difference is also likely attributed to each library type's mission.[28] Programming and events around food comprise the majority of food insecurity support in public libraries, followed by food assistance programs and application support, and information and access to community food pantries, banks, and

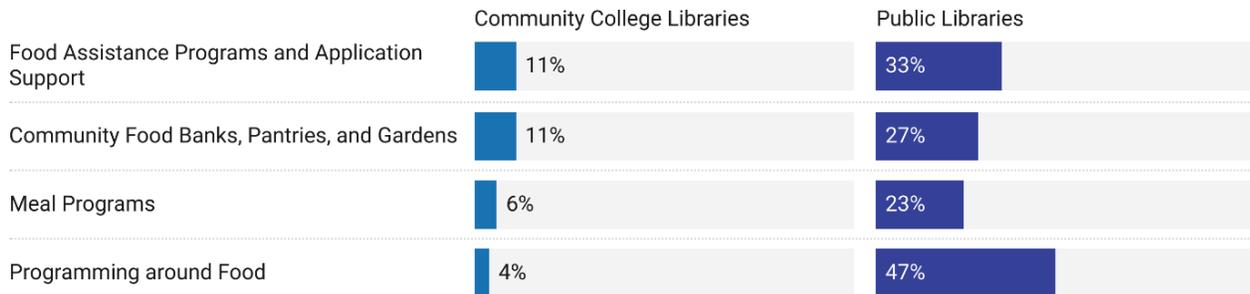[25] "Health & Wellness," Indianapolis Public Library, https://blog.indypl.org/health-wellness/.
[26] See "Yoga Storytime at Rincon Library," Livermore Public Library, https://library.livermoreca.gov/Home/Components/Calendar/Event/6028/3921; "My Little and Me Yoga," Galesburg Public Library, https://galesburglibrary.org/calendar/my-little-and-me-yoga-winter-wonderland/; "Feeling Fit," San Diego County Library, https://sdcl.bibliocommons.com/events/651b1f91a9308cd2411a06d0; "Listening to Place: Nature and Poetry Walks," Bradford Memorial Library, https://www.megankaminski.com/events/listening-to-place-nature-and-poetry-walk-3; "Chair Yoga," San Diego County Library, https://sdcl.bibliocommons.com/events/6542c7718708684100f85843; "Yoga and Tai Chi," Los Angeles Public Library, https://www.lapl.org/whats-on/events/yoga-and-tai-chi.
[27] "Medicare Info Series with Medicare Chick," Athens Limestone County Library, https://sdcl.bibliocommons.com/events/651b1f91a9308cd2411a06d0; "Medicare 101," Los Angeles Public Library, https://www.lapl.org/whats-on/events/medicare-101-2.
[28] "Libraries: Nourishing Children's Minds and Bodies," Urban Libraries Council, https://www.urbanlibraries.org/blog/libraries-nourishing-childrens-minds-and-bodies.

gardens. About 34 percent of public libraries and 67 percent of community college libraries did not advertise or share food insecurity resources and information on their websites.

Figure 7: Food Insecurity Resources and Services Advertised in Community College and Public Libraries

	Community College Libraries	Public Libraries
Food Assistance Programs and Application Support	11%	33%
Community Food Banks, Pantries, and Gardens	11%	27%
Meal Programs	6%	23%
Programming around Food	4%	47%

Created with Datawrapper

About half of public library websites promoted events, programs, and workshops related to food insecurity and needs. These events usually ranged from nutrition education workshops to storytime programs for kids that include snacks, food benefit application workshops, and after school mealtimes.

While community college libraries advertise food insecurity resources and services less frequently, when they do these resources center on food assistance programs, campus food pantries and banks, as well as community meal programs. About 17 percent of LibGuides that focused on food insecurity and needs shared direct links to community resources and services. A notable example is the Food Insecurity and College Students LibGuide created by librarians at Hillsborough Community College.[29] It shares links to a local food bank, campus food pantry, and more. Cape Cod Community College's Food If You Need It LibGuide shares a direct link to the Massachusetts application for SNAP benefits.[30]

While many libraries in our sample do not appear to provide patrons with immediate access to food resources and services, they help connect patrons to certain cookware and other food-related items. For example, some public and community college libraries maintain baking kits, cooking

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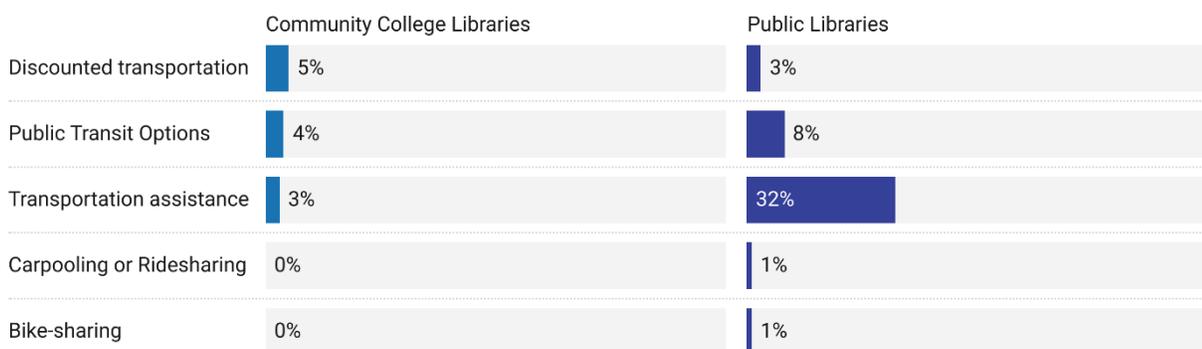[29] "Food Insecurity and College Students," Hillsborough Community College, https://LibGuides.hccfl.edu/foodinsecurity.
[30] "Food and Nutrition - Food If You Need It," Cape Cod Community College, https://capecod.LibGuides.com/FoodAndNutrition/FoodIfYouNeedIt.

kits, cookbooks, canning kits, and recipe sheets in their collections for patrons to loan.

Transportation

Figure 8 shows that transportation information isn't promoted as extensively as other basic needs services in both library types. While public libraries are more inclined to advertise public transit options (with 34 percent featuring transportation information on their websites, compared to seven percent of community college libraries), neither library type promotes services like campus transportation, carpooling, ridesharing, bike-sharing, and bike-friendly routes. Despite low levels of information on transportation across sectors, a third of public libraries do provide transportation assistance, such as auto repair manuals, book mobiles, and driving test information.

Figure 8: Transportation Services Advertised in Community College and Public Libraries

	Community College Libraries	Public Libraries
Discounted transportation	5%	3%
Public Transit Options	4%	8%
Transportation assistance	3%	32%
Carpooling or Ridesharing	0%	1%
Bike-sharing	0%	1%

Created with Datawrapper

Most services that were advertised at public libraries focused on book mobiles, homebound services, and outreach. Examples include the Bronson Library's mobile library and home delivery services that provide book delivery, programming, service information, and free Wi-Fi hotspots.[31] The Los Angeles Public Library also has three mobile outreach vehicles that are used to showcase library services like the online library
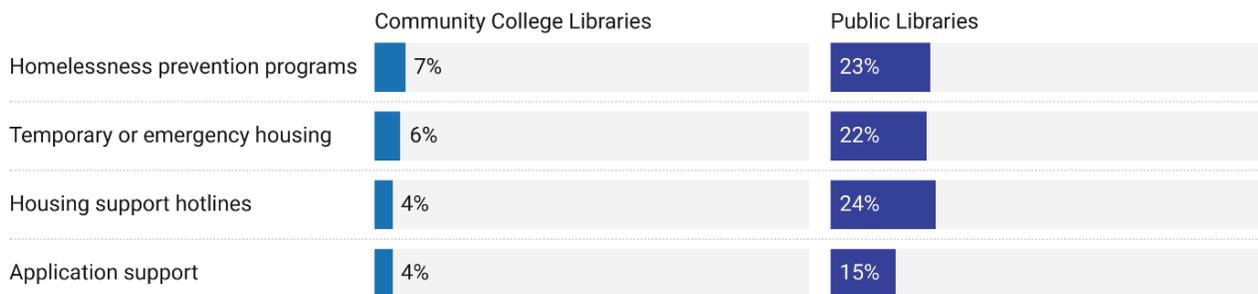
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[31] "Mobile Library," Bronson Library, accessed February 6, 2024, http://www.bronsonlibrary.org/mobilelibrary.

catalog, database research, and e-media services.[32] Some public libraries also provide information regarding driving tests. For example, the Northwestern Regional Library in North Carolina linked to free practice tests. [33]

Housing Insecurity

Neither public nor community college library websites provide much in the way of information or resources for patrons facing housing insecurity. While only a third of public libraries offer this information, public libraries still offer more comprehensive services to address housing insecurity than community college libraries. More public libraries provide information on homelessness prevention, temporary and emergency housing, and housing support hotlines than community college libraries. This suggests that public libraries play a more active role in connecting individuals in their communities to housing assistance than community college libraries.

Figure 9: Housing Services Advertised at Community College and Public Libraries

	Community College Libraries	Public Libraries
Homelessness prevention programs	7%	23%
Temporary or emergency housing	6%	22%
Housing support hotlines	4%	24%
Application support	4%	15%

Created with Datawrapper

Only 12 percent of public libraries advertised information regarding homeownership. Other housing services advertised by public libraries included utility assistance support, home improvement guides, and temporary housing for women, children, refugees, and veterans. Eight percent of community college library websites provide information about housing compared to 44 percent of public libraries. Only 6 percent of

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[32] "Frequently Asked Questions," Los Angeles Public Library, https://www.lapl.org/outreach/faqs.
[33] "North Carolina DMV Practice Tests," Northwest Regional Library, https://nwrl.driving-tests.org/north-carolina/.

community colleges advertised information on off-campus housing and only 1 percent shared resources about on-campus housing.

However, we did find that a few community college libraries have LibGuides related to housing insecurity. For example, Monroe Community College Library provides a comprehensive list of resources that cater to individuals facing homelessness or housing instability.[34] They provide information on emergency housing options, including shelters, domestic violence centers, and other types of crisis centers. The website also lists resources like hotlines, counseling services, financial aid programs, legal assistance, and eviction prevention.

We also found that 17 percent of public libraries held events focused on housing insecurity At the New York Public Library (NYPL), a social work intern provides dedicated hours to assist patrons with housing and other basic needs.[35] NYPL also provides a comprehensive list of housing resources like the Emergency Rental Assistance Program (ERAP) which provides relief for rent payments, while legal services under the Right-to-Counsel law ensures free representation for tenants facing eviction. Other resources included links to support services for LGBTQ+ youth, eviction-prevention services, and other rental assistance programs through the Department of Social Services.[36]

One interesting example of new opportunities for direct support for housing insecurity are libraries acting as co-located housing.[37] For example, the Sunset Park Library and Apartments project introduced a model of co-locating affordable housing with a new city library. The library offers dedicated spaces for community programs and rooms to provide resources and services to the neighborhood.[38]

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[34] "Resources for Students Experiencing Homelessness or Housing Instability," Monroe Community College, https://sites.monroecc.edu/student-resource-guide/resources-for-students-experiencing-homelessness-or-housing-instability/.

[35] "Meet a Social Work Intern | The New York Public Library," The New York Public Library, www.nypl.org/events/programs/2024/02/01/meet-social-work-intern.

[36] "Housing & Tenants Resources," The New York Public Library, https://www.nypl.org/about/remote-resources/community-resources/housing-tenants-resources.

[37] "New Chapter." Lincoln Institute of Land Policy, https://www.lincolninst.edu/publications/articles/new-chapter.

[38] "City Officials Cut the Ribbon on a First-of-Its-Kind Library with Affordable Housing in Sunset Park," *BK Reader*, November 19, 2023, www.bkreader.com/non-profit-community/library-with-affordable-housing-in-sunset-park-7840530.

Special Populations and Other Services

In addition to assessing the high-level basic needs of students and community members, we also examined other crucial library services tailored for underserved and underrepresented subgroups, as well as services that did not neatly fit into the main basic needs categories.

Figure 10: Other Specialized Services Advertised at Community College and Public Libraries

	Community College Libraries	Public Libraries
Disability Services	33%	59%
Immigration Services	15%	25%
Legal Assistance	8%	54%
Clothes Closet	3%	7%
Veterans Services	2%	26%
Formerly Incarcerated Persons Services	1%	9%
Caregiver Services	0%	21%
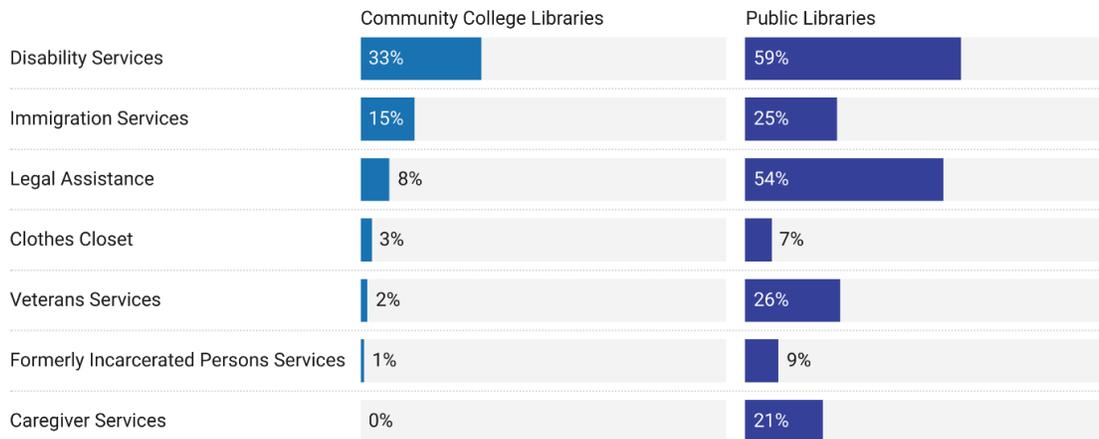
Created with Datawrapper

Overall, public libraries led in advertising services related to legal assistance (54 percent of public libraries compared to 8 percent of community college libraries) and disability services (59 percent of public libraries compared to 33 percent of community college libraries). Public libraries also demonstrated a greater focus on catering to specific community needs, including specific services for veterans, immigrants and refugees, caregivers, and formerly incarcerated people. They also provided more community amenities like clothes closets.

We observed that 14 percent of public libraries advertised the availability of seed libraries, offering patrons the opportunity to borrow seeds for planting at home. Lastly, 10 percent of public libraries highlighted social work assistance as a service, indicating a focus on providing more holistic support beyond traditional library resources. Some other special services that were advertised at public libraries included adult literacy and learning classes, English as a Second Language (ESL) support, voter registration, disaster assistance, and hygiene information. Both public and community

college libraries also advertised events and resources on politically polarizing topics like banned books and climate change.

For other specific services available only at community college libraries, we found that 11 percent promoted community engagement projects that address needs beyond the college community. Other special services that were advertised at community colleges included resources and LibGuides for students of color, students who identify as LGBTQIA+, and first-generation students.

About half of community college library websites did not advertise services for special populations and other services compared to 20 percent of public libraries. Even though public libraries often advertised more specialized services for community members, both community college and public libraries shared information on these services through events or LibGuides at similar levels: 28 percent of public libraries hosted events centered around the listed subgroups and special services, while 26 percent of community college libraries provided information on LibGuides for the same services.

Collaboration between Community College and Public Libraries

We searched websites for any specific instances of collaborations or partnerships between community college and public libraries. For community colleges specifically, we noted any mention of on-campus collaboration with other departments, or references to off-campus resources and organizations. Similarly, for public libraries, we noted if the referred patrons to any resources external to the library, such as community-based organizations or government agencies (see Table 5 below).

Table 5: Internal vs. External Resources

Community College Library		Public Library	
On-campus resources	47%	Internal library resources	21%
Off-campus resources	2%	External resources	1%
Combination of on-campus/off-campus	39%	Combination of internal/external resources	74%
Not Available	14%	Not Available	4%

As Table 5 shows, nearly half of community college libraries provided information solely on services available on campus while 39 percent advertised a combination of on-campus and off-campus services. In contrast, nearly three quarters (74 percent) of public libraries advertised a combination of internal and external services, suggesting that public libraries collaborate more often with external organizations to address basic needs in their community. Given that a significant portion of community college and public libraries offer a combination of internal and external services, this could signify that these libraries are open to collaboration or are actively seeking to expand their service offerings by leveraging external resources.

In addition to examining collaborations with external organizations, we narrowed our search to determine the extent to which community college

libraries collaborated with their local public library. To do this, we first searched for direct links from community college library websites to the public library. While hosting a link to the public library (or vice versa) does not indicate a partnership or collaboration with the community college library, it does suggest an awareness that the public library is a resource that can connect students to relevant services, information, programming, and more.

About 27 percent of community college libraries provided a link on their websites to the local public library compared to 20 percent of public libraries that shared a link to the local community college library. In the case of community college libraries, links to the public library were often located in a library resources LibGuide. Links to the community college libraries were found on "Resources" or "Community Resources" webpages. In a few search cases, we could only find links to the community college homepage, not the homepage of the campus library.

For a more specific understanding of the ways both library types might collaborate, we searched for specific mentions of resource sharing (e.g., tech spaces), joint programming around basic needs, and shared library access (e.g., collections, services, etc.). Only in a few cases did both public and community college libraries mention collaborative programming.[39] About 18 percent of community college libraries advertise how students can use shared library access with the public library. Shared library access was usually listed via a link to get a public library card or a direct link to a public library's online collection.

A noteworthy example of shared library access is the Spokane Public Library Partnership between Elyria Public Library and Spokane Community College.[40] From the library homepage, students can navigate to information about this partnership and gain access to a library card, as well as instructions on how to access audiobooks, Kanopy films, and additional materials. Another example of a public-community college library partnership is the Community Living Room on the first floor of the

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[39] For example, only two percent of both library types mentioned resource sharing partnerships, whereas three percent of public libraries mentioned a joint programming collaboration with their community college compared to one percent of community college libraries.

[40] "Spokane Public Library Partnership," Community Colleges of Spokane, Spokane Community College, https://scc.spokane.edu/For-Our-Students/Libraries/Borrow/Spokane-Public-Library-Partnership.

Elyria Public Library.[41] This library offers joint programming, shared resources, and shared library access with Lorain County Community College. The Community Living Room invites patrons from the public library and Lorain County Community College to explore children's reading and learning materials and the library's new fiction and other resources for personal enrichment. There is also an Information Commons that provides access to 60 desktop computers and 10 laptops that can be used by students and public community members.

> **Through the sharing of resources and knowledge, these institutions can work together to create a supportive system for community engagement, community care, and learning.**

While only a limited number of formal partnerships are presented on library websites, this study underscores that there is room for improvement in expanding collaboration. By identifying areas where services are potentially under-advertised, this research highlights opportunities for bridging knowledge gaps and enhancing overall service offerings. Fostering greater collaboration between community colleges and public libraries can lead to partnerships that expand access to resources, improve service offerings, and better address community needs. Through the sharing of resources and knowledge, these institutions can work together to create a supportive system for community engagement, community care, and learning.

We see many potential areas for library collaboration that could expand access to the wide range of programming public libraries offer, from literacy initiatives to job training workshops to mental health workshops. Collaboration with community colleges could involve co-developing programs that address community needs, such as career development seminars or financial literacy workshops. In addition, community colleges can collaborate with public libraries to host specialized services, such as tutoring centers, writing labs, or career counseling within library spaces to reach a broader audience.

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[41] "Barbara and Mike Bass Library/Community Resource Center," Lorain County Community College, https://www.lorainccc.edu/library/barbara-mike-bass-librarycommunity-resource-center/.

Conclusion

Maximizing partnerships between public and community college libraries holds immense potential. The findings of our research underscore the significant role that both public and community college libraries play in addressing the basic needs of their patrons. While both library types offer resources and services related to basic needs, there are notable differences in the scope and focus of these offerings. Public libraries, for instance, prioritize mental health, physical health, and food insecurity more robustly, offering a wider range of programming, events, and access to community resources compared to community college libraries.

One key distinction between public and community college libraries is their mission and target audience. Public libraries typically serve a broader community, including families, teens, and the elderly, while community college libraries primarily focus on supporting their student population. As such, public libraries may be more inclined to collaborate with external organizations such as community colleges to address basic needs and leverage a wider range of resources and programming to meet the diverse needs of their communities.

> There is a clear opportunity for both public and community college libraries to further enhance their support for community basic needs.

These findings suggest there is a clear opportunity for both public and community college libraries to further enhance their support for community basic needs. By leveraging external partnerships, expanding programming and events, and improving the accessibility of information, libraries can better serve their patrons and contribute to the overall well-being of their communities. Moving forward, our research aims to explore strategies for fostering greater collaboration between public and community college libraries, with the goal of providing actionable recommendations for forging, maintaining, and maximizing these partnerships.

Appendix 1: Methodology

Research Development and Search Protocol

The inventory began with a preliminary search of 10 community college and public library websites, noting the presence and absence of specific variables for basic needs resources and services on community college library and public library websites. Two reviewers worked collaboratively to examine these websites cohesively to develop a codebook and resulting data collection instrument for the full inventory.

The preliminary review identified nine high-level categories of basic needs: technology, food insecurity, housing insecurity, physical health, mental health, financial literacy and assistance, transportation, child services and care, and "Other." The last category (Other) included highly tailored resources and services that did not neatly fit into the categories--such as legal assistance, veterans' services, DACA/immigration services, social worker staff member(s), and more.

Subcategories were also identified for further examination of what types of basic needs resources, services, or information is publicly available on library websites. Subcategories were identified for each of the nine high-level categories included, and, if necessary, tailored to specific library types. For example, all subcategories in the Technology category were consistent across both library types, yet the Food Insecurity category included dining hall options and on-campus food pantry services when for community college libraries specifically.

Alongside codebook development, we also created a step-by-step search protocol and data collection tool. The protocol acted as a one-stop-document to access all the links necessary to perform the inventory such as the data collection tool and the codebook.

The protocol was divided into five sections to outline the search process. The first, Beginning the Inventory, focused on logistics like navigating to the Qualtrics form and the library website, using the correct URL. The second, Community College Libraries: Search Steps and Guidelines, recommended searching for tabs like "Menu," "Directory of Services," or "Using the Library." From there, the protocol suggested opening all

relevant tabs and webpages that linked out to basic needs and resources. This section also included guidelines for reviewing LibGuides. Specifically, the guidelines spelled out common names of tabs or pages that would likely lead to the LibGuides, as well as example LibGuide titles. The third section, Public Libraries: Search Steps and Guidelines, was similarly laid out except for a step on searching for the calendar of events rather than research guides.

The fourth section focused on what to look for when reviewing a website to uncover collaborations between library types. Our preliminary review revealed it would likely be difficult to find specific mentions about collaborations between community college libraries and public libraries. Therefore, we narrowed the search regarding collaboration such as a link to the public library from the community college library website or vice versa—and more specific mentions—such as links to resource sharing or shared library access.

The final section, Library of Things Search, helped us to search for the kinds of items available to patrons that meet certain basic needs. This was a small section in the protocol, outlining how to search for the Library of Things in the search bar for the website or scanning for a visual icon on the homepage. It also provided examples of what kinds of items that could meet basic needs such as physical health items (e.g., Fitbit, blood pressure monitor, etc.), food items (e.g., nutritional recipes, baking pans, etc.), mental health items (e.g., light therapy lamp), and more.

Data Collection Instrument

To collect data and public-facing information about basic needs from library websites, we designed a data collection instrument using a Qualtrics questionnaire. While Qualtrics is typically used for survey research with the goal of representing structured data from a large group of participants via statistical analysis, we opted to create a basic questionnaire to be used by two Ithaka S+R analysts.

The form was divided into four sections. The first, Library and Institution Information, quickly gathered demographic information about each library type (e.g., community college library or public library), institution or library name, geographical location, and the library website link. Contingent on the type of library being investigated, the next section provided specific

questions particular to community colleges or public libraries. Community college libraries included questions on basic needs information in LibGuides, whereas for public libraries, included questions about basic needs information in a library's calendar of events. Whether an inventory entry was for a public or community college library, information was collected on all nine high-level basic needs categories described above. The subcategories in each high-level category varied slightly depending on the library type, and this is reflected in the Landscape of Basic Needs Services Across Library Type below.

We used branch logic via the Qualtrics questionnaire to view the appropriate section or block of questions based on the library type. For instance, if an entry was for a public library, the form branched out to the Public Libraries section only. Therefore, per each inventory entry, not all sections were displayed.

Appendix 2: Codebook

Basic Needs	Basic Needs Subcategory
Technology	- Wi-Fi hotspots - Laptop borrowing - Graphing calculators - Charing devices - Computer instruction (e.g., basic computer skills, digital literacy, etc.) - Computer labs - Printing - Other
Food insecurity	- On-campus food pantry* - Dining hall options* - Food assistance programs and application support (including local state, federal benefits) - Community food banks, pantries, and gardens - Meal programs (e.g., meal vouchers, food drives, mobile deliveries) - Food policy (i.e. allows or bans food in the library) * - Programming around food (e.g., nutrition services snacks to students) - Other
Housing insecurity	- Homelessness prevention programs and resources - Off-campus housing* - On-campus housing* - Temporary or emergency housing - Housing support hotlines (e.g., 211 hotline or similar) - Housing application support - Homeownership information and resources^

	• Other
Physical health	• Student health center* • Clinics or medical centers • Health information sources (e.g., books, guides, online resources) • Health and wellness programs and workshops (e.g., exercise, movement, fitness) • Health insurance information and eligibility • Blood drive • Other
Mental health	• Self-care information and materials • Mental health information (e.g., books, guides, online resources) • Dedicated wellness, meditation, and spirituality spaces • Programs and workshops (e.g., stress management, mindfulness) • Relationship/dating/domestic violence information • Depression/Suicide/crisis information or hotline (e.g., 988) • Counseling services ^ • Counseling/referrals to on-campus or off-campus counseling* • Other
Financial literacy and assistance	• Financial Aid application support • Scholarship, grants, and loan information • Financial literacy and debt workshops • Career services and job search support • Tax assistance • Emergency aid • Work-study or part-time work* • Financial assistance programs (e.g., federal, state, local benefits) • Other
Transportation	• Campus bus routes and shuttle services* • Public transit options and schedule • Carpooling or ride-sharing • Bike-sharing or bike-friendly routes • Discounted or subsidized transportation (e.g., bus passes) • Transportation assistance (e.g., community vans or vouchers) • Other
Child services and care	• On-campus childcare services* • Off-campus childcare services or subsidized childcare* • Financial assistance for student parents* • Affordable childcare or early childhood education programs • Financial assistance for child services (e.g., local, state, federal benefits) • Programming for parents and children (e.g., workshops, story time, games) • Family-friendly areas • Lactation/parent room • Book drives/book fairs^ • Playground/toys^ • Other
Other	• Formerly incarcerated persons • Veterans • DACA/Immigration services • Accommodations, Accessibility, and/or Disability services • Caregiver and in-home care services • Clothes closet • Seed library^

	• Social work staff member^
	• Legal assistance
	• Community Engagement*
	• Other

Note. * indicates a Basic Needs Subcategory was only identified on community college library webpages. ^ indicated a Basic needs Subcategory was only identified on public library webpages. The remaining subcategories were identified across both community college and public library webpages.

Appendix 3: Descriptive Analysis of Sample

Public Library Sample

Variables	Obs.	Mean	Median	Min	Max
County Population	100	608,787	149,077	4,741	9,829,544
Number Of Central Libraries	100	1	1	0	1
Number Of Branch Libraries	100	8	1	0	92
FTE Paid Staff, Ala-Mls Librarians	100	30	5	0	460
FTE Librarians	100	38	9	1	520
Other Paid FTE Employees	100	82	15	0	1,510
Total Paid FTE Employees	100	121	24	2	1,970
Operating Revenue from Local Government	100	14,100,000	1,616,399	0	202,000,000
Operating Revenue from State Gov	100	1,175,038	56,530	0	33,700,000
Revenue From Federal Gov	100	132,156	2,644	0	4,077,210
Total Operating Revenue	100	17,200,000	2,166,849	64,001	367,000,000
Total Staff Expenditures	98	10,200,000	1,238,274	41,936	212,000,000
Operating Expenditures for Electronic/Digital Materials	100	832,832	42,270	0	12,900,000
Total Annual Visits	100	340,447	67,853	0	6,722,578
Registered Users	100	166,966	29,277	482	2,696,713
Total Number of Synchronous Program Sessions	97	1,251	228	2	35,554
Number Of Children's Programs	100	531	113	0	11,787
Synchronous YA Programs	97	155	15	0	4,730

Synchronous Adults 19+ Programs	72	592	59	0	19,037
Synchronous General Interest Programs	72	48	2	0	892
Synchronous In-Person Onsite Programs	61	329	53	0	4,127
Synchronous In-Person Off Site Programs	61	73	1	0	2,248
Synchronous Virtual Programs	61	605	108	0	9,053
Total Attendance at Synchronous Programs	96	22,807	5,793	44	477,354
Total Audience for All Children Programs	96	10,340	3,154	19	183,488
Total Audience at YA Programs	96	1,981	137	0	48,412
Attendance At Synchronous for Adults 19+	71	8,968	899	0	253,481
Attendance At Synchronous General Interest Programs	71	3,850	114	0	153,122
Synchronous In-Person Onsite Program Attendance	58	6,073	1,137	0	71,524
Synchronous In-Person Offsite Program Attendance	58	1,474	19	0	43,707
Synchronous Virtual Program Attendance	58	13,645	1,416	0	185,883
Internet Computers Used by Gen Public	99	223	37	3	2,586
Uses Of Public Internet Computers Per Year	100	38,926	8,265	0	544,110
Total Annual Wireless Sessions by Library Wireless Service	88	174,518	23,471	0	3,127,372
Total Visits to Library Site (In Sessions)	88	1,213,653	127,574	0	22,700,000

Community College Libraries

	Number of Observations	Mean	Median	Min	Max
Total library FTE staff	98	11	7	0	127
Total library FTE Librarians	98	4	2	0	36
Total salary and wages	98	$502,563	$262,624	$0	$5,130,404
Total expenditures (including salaries/wages, operations, materials)	98	$781,339	$446,023	$0	$7,545,304
Percent of undergrads awarded grant aid	98	60%	57%	18%	99%
Number of undergrads awarded Pell-grants	98	2,146	1,236	206	22,692

Graduation rate- Total	98	32%	31%	9%	74%
Graduation rate- Black, Non-Hispanic	98	19%	17%	0%	100%
Graduation rate- Hispanic	97	28%	28%	0%	71%
Graduation rate- White Non-Hispanic	98	35%	34%	12%	74%
Graduation rate- American Indian	95	18%	0%	0%	100%
Graduation rate- Asian	95	35%	33%	0%	100%