

## **Appendix A: Spanish Language Outreach Pilot Evaluation**

Submitted by Sara Laughlin, Sara Laughlin & Associates, Inc

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### **Introduction**

Consultant Yolanda Cuesta, curriculum specialists, WebJunction staff, and the evaluator, working closely with staff at the Bill & Melinda Gates Foundation, developed and agreed upon the five goals of the Spanish Language Outreach Program in August 2004:

1. In participating libraries in the five [four] pilot states, increase the number of activities directed at reaching Spanish-speaking customers.
2. Improve the attitude, knowledge, and skills of local library staff toward outreach to Spanish-speaking customers, with the longer-term goal of increasing the numbers of Spanish speakers involved in public access computing at their local libraries.
3. Increase partnerships among local libraries and other community organizations service Spanish-speaking customers.
4. Create an online community with best practices for outreach to Spanish-speaking customers and discussion boards for sharing among participating libraries and community organizations, with the longer-term goal of sharing materials with a larger audience of local libraries through WebJunction.
5. Test training materials and instruments for data collection.

Four states participated in the pilot program: Colorado, Florida, Illinois, and New Mexico. Nevada was originally included but decided to delay participation until the next round.

Goal-by-goal, this report summarizes assessment results for trainers and for local workshop participants who participated in December 2005 and January 2005 workshops; results for later participants will be reported in February 2006. It also updates data on usage of WebJunction content and discussion boards.

### **Methodology**

The evaluation was designed to assess outcomes—changes in attitude, knowledge, skill, behavior, or condition—among the target audience of the Program, including state trainers, local libraries participating in the workshops presented by state trainers, local partner organizations, and members of local Spanish-speaking communities.

Several evaluation methodologies, designed to provide a balanced assessment of progress toward the goals of the Spanish Language Outreach Program, were employed.

#### ***Trainer Assessment***

Before the 18 trainers came to the Institute in November 2004, they each completed an online pre-assessment. Just afterwards, they completed an evaluation of the workshop, reported under

GOAL 5 below. After their first or second workshop presentation in their own states, they participated in individual phone interviews with the evaluator. (Detailed phone interview data was included in the February 2005 interim evaluation report.) In June 2005, the trainers completed an online post-assessment.

**Assessment of Local Library Staff Participating in Workshops**

Before participating local library staff attended a workshop in Colorado, Florida, Illinois, or New Mexico, they received an online pre-assessment. Four hundred fifty six participants completed the pre-assessment—155 from Colorado, 130 from Florida, 95 from Illinois, and 76 from New Mexico.

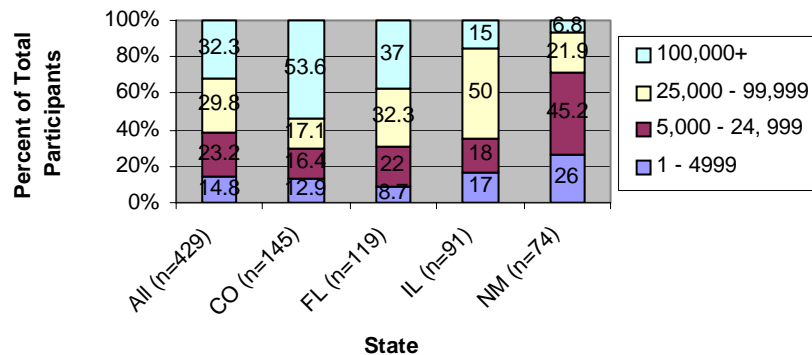
Two out of three participants were from libraries serving fewer than 100,000 people (67.1 percent), 30.5 percent were from larger libraries, and 2.6 percent were from state or regional organizations. The local participant profile varied considerably among the four partner states, with New Mexico and Illinois having the highest percentages of library staff from small libraries and Colorado and Florida participants coming from larger libraries (Chart 1).

Nearly two-thirds (64.0 percent) worked in public service roles at least some of the time, 34.4 percent had administrative responsibilities, 30.7 percent were involved in outreach, and 22.2 percent were responsible for information technology functions. The state-by-state variations were less noticeable here, except, as one would expect, a higher percent involved in several functions in Illinois and New Mexico’s smaller libraries (Chart 2).

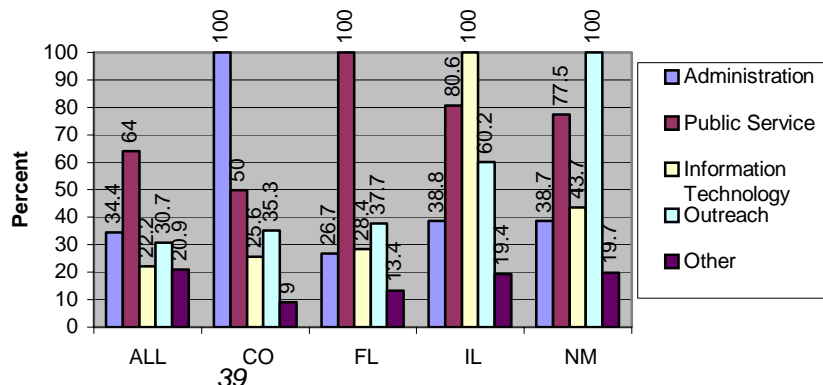
Just after the workshop, local participants received an online evaluation. By June 2005, 384 participants had completed the evaluation, results of which are reported under GOAL 5.

Participants received an online post-assessment five months after their workshop attendance. To determine whether changes were statistically significant, the evaluator ran t-tests and chi-square tests against aggregate results and results disaggregated by state, population, and job function. Results comparing pre- and post-

**Chart 1: Population Served, Total and by State**



**Chart 2: Spanish Outreach: Participants by Function in the Library**



assessment responses are included under GOAL 1, 2, 3, and 4 in this report. Pre-and post assessment results by state, by population served, and by function are also included.<sup>1</sup>

### ***Phone Interviews with Community Leaders***

In post-assessments, local librarians who asserted that they had strengthened an existing partnership or formed a new partnership were asked to describe the partnership and share the name and contact information of a representative from the partner organization. The evaluator used responses to select partners in every state for interviews. Between January 5 and January 19, 2006, she conducted 12 phone interviews with 14 individuals identified as partners by librarians who participated in workshops during late 2004 or early 2005. Participating in interviews were:

- Jessica Pacheco, Mineral County Department of Social Services, Del Norte, Colorado
- Greg Nees, Facilitator, New Americans Project, Longmont, Colorado
- Laura Elders, Family Center Coordinator, Clifton Elementary School, Mesa, Colorado
- Jose Alvarez, Business Development and Marketing Specialist, and Augusto Sanabria, Hispanic Business Initiative, Inc., Orlando, Florida
- Alba Orozco, Coordinator of Multicultural Ministry, Diocese of St. Augustine, Jacksonville, Florida
- Violeta Ajoy, Hispanic Ministry, St. Mary of the Lakes Catholic Church, Eustis, Florida
- Carol Little, Executive Director, TEAL Literacy Program, Lincolnland Community College, Auburn, Illinois
- Karen Steffels, Executive Director, and Renee Fager, Director of Family Services, Rockford Literacy Council, Rockford, Illinois
- Carla Raynor, Family Literacy Coordinator, Kishwaukee Community College, Rochelle, Illinois
- Lourdes Hernandez, Human Resources Department, Echo Incorporated, Lake Zurich, Illinois
- Betty Miller, Director, Read Write Adult Literacy Program, Moriarty, New Mexico
- Lynette Gomez, Northwest New Mexico Hispanic Association, Farmington, New Mexico

Highlights from community partner interviews are included in this report; a detailed community partner report is available from WebJunction.

### ***Focus Groups with Spanish Speakers in Each State***

The final step in the evaluation process involved holding focus group with Spanish speakers in communities whose libraries had participated in the Spanish Language Outreach workshops. The objectives of the focus groups were:

1. To evaluate the Spanish-speaking community's awareness of local library outreach efforts.

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<sup>1</sup> Proficiencies in each area are presented from highest level to lowest, not in the order in which questions were presented on the assessment itself.

2. To determine the factors that lead to successfully engaging the Spanish-speaking community in local libraries.
3. To assess the impact of library outreach efforts on the Spanish-speaking community.

The process for selecting focus group sites involved several steps. At the completion of the community partner phone interviews, the evaluator reviewed the responses and identified at least one potential focus group site in each state. In consultation with the WebJunction staff and Yolanda Cuesta, she selected sites, including libraries of different sizes with different kinds of partnerships. At each site, the evaluator first contacted the person she had interviewed earlier at the partner organization. In Colorado, Illinois, and New Mexico, the partner contacts suggested that she work with the library; focus groups in these three locations were held at the library and participants were invited by the library. In Florida, the Hispanic Business Initiative provided the site and invited the participants; staff from the library were involved in the planning and attended the focus group. During March and April 2006, Yolanda Cuesta facilitated all four focus groups—in Colorado, Florida, and Illinois in Spanish and in New Mexico in English.

The four sites, focus group attendance, libraries and their population, community partners, and the focus of the partnership are outlined below:

<b>State</b>	<b>Focus Group Attendance</b>	<b>Library</b>	<b>Partner</b>	<b>Partnership Description</b>
Colorado	12	Longmont Public Library (25,000-99,999)	El Comite and New Americans	Strengthened existing partnership: advocacy for Latino community
Florida	17 + 2 from library and 4 from HBI	Orange County Public Library (100,000+)	Hispanic Business Initiative	Formed new partnership: cross-marketing
Illinois	10 + 1 from library	Rockford Public Library (100,000+)	Rockford Literacy Council and La Voz Latina	Strengthened existing partnership: programming, computer classes, and outreach
New Mexico	8 + 4 from library	Farmington Public Library (100,000+)	Northwest New Mexico Hispanic Association	Strengthened existing partnership: cultural events and festivals
<b>Total Attendance</b>	47 +7 library and 4 partners			

The partner organizations were involved with advocacy, business development, literacy, and culture. Because of local adaptations, each of the four focus groups had a unique flavor and audience:

- In Longmont (CO), the focus group took place just after the Spanish-language mass on Sunday afternoon at the library, which is located just across the street from a Catholic Church. Twelve participants, many in family groups, attended. Most were from Ecuador and a few from Mexico.
- In Farmington (NM), the participants were representatives of agencies with which the library has partnerships, rather than Spanish-speaking customers, including the director of the Boys & Girls Club, the president and secretary of the Northwest New Mexico Hispanic Association, the program director of a local radio station, the bilingual parent liaison and her assistant at a school in a South Farmington Spanish-speaking neighborhood, and a fourth grade teacher in a bilingual class. Ten were Americans, including one man whose ancestors came from Spain 400 years ago. One was from Puerto Rico and one from Mexico.
- In Rockford (IL), the focus group was held at the beginning of a Spanish-language computer class at the library. Ten people attended. They were born in Mexico, Ecuador, and Puerto Rico, and most had been in the U.S. less than 10 years. Julio, the instructor for the class, explained that the library has had to suspend its dance classes because it had the consulate visit and celebrations of Cinco de Mayo and Dia de los Muertos. This month it will have a Spanish author for the first time in Rockford library history.
- In Orlando (FL), the focus group took place immediately following an import/export seminar offered by the Hispanic Business Initiative at their office. The participants were Spanish-speaking business people. This was the largest group, with participants from Columbia, Argentina, Puerto Rico, Ecuador, Mexico, and Peru.

Comments and findings from focus groups are included in this report; a detailed focus group report is available from WebJunction.

## Summary Findings

### ***GOAL 1: Outreach Activities***

Even though the post-assessment showed marginal but not statistically significant increases in the percentage of libraries marketing and offering computer classes to Spanish speakers, there is abundant evidence in the comments of participants, the interviews with partners, and the focus groups with Spanish speakers to confirm that there were notable increases in the range and intentionality of activities. Participant comments provide many examples of increased awareness and activities related to planning, staff development, marketing, and public access computing.

### ***GOAL 2: Attitudes, Knowledge, and Skills***

Participants made very significant gains in attitude and knowledge, library skills, and planning and outreach skills. State-by-state results show differences in the initial levels of proficiency, with Florida participants being much more knowledgeable than those in other states before attending the workshops. Afterwards, participants from Colorado, Illinois, and New Mexico had closed the gap. Participants from the smallest to the largest libraries made significant gains, as did those in every job function.

### ***GOAL 3: Partnerships***

Workshop participants made significant increases in partnerships with other organizations serving the Spanish-speaking population. Among the four states, Florida and Illinois participants reported the large increases; Colorado and New Mexico none. Partnerships blossomed in all but the smallest communities. Participant comments in the post-assessment yield rich descriptions of partnerships with churches, schools, literacy groups, cultural organizations, social service agencies, businesses, and local coalitions. In interviews, representative partners described the benefits and challenges of partnering. In focus groups with Spanish speakers, it was clear that partner organizations have been important in introducing some Spanish speakers to libraries.

### ***GOAL 4: WebJunction***

The Spanish Language Outreach Program introduced many library staff members to WebJunction. Use of Spanish Language Outreach content on WebJunction increased throughout the period. Spanish Language Outreach pages were consistently among the top 20 navigation pages; content pages also ranked in the top 20 twice. In the post-assessment survey, just under half of respondents reported reading message boards. A smaller percentage posted a question, answer, or opinion. New Mexico participants were the most active message board users.

### ***GOAL 5: Curriculum and Evaluation Instruments***

Training design and materials have been effective in reaching most of the Spanish Language Outreach goals. Trainers and local participants were both very positive in their end-of-session evaluations. Instruments and processes for data collection, including online pre- and post-assessments and workshop evaluations, partner interviews, and focus groups yielded useful information and sometimes unexpected details that helped with evaluating program impact.

## Findings

### **GOAL 1:     **Increase the number of activities directed at Spanish-speaking customers.****

Even though responses on the pre- to post-assessment show that, overall, participants in the Spanish Language Outreach workshops made marginal but not statistically significant increases in the two areas of activity measured—marketing and computer classes—there is abundant evidence in the comments from participants, the interviews with partners, and the focus groups with Spanish speakers that there were notable increases in every activity area. Even though the participants’ libraries may have had some kind of marketing or computer classes before the workshop, these activities increased in variety and intentionality afterwards. Participant comments in the post-assessment provide many examples of increased awareness, planning, staff development, marketing, and support for public access computing. Community partner interviews and focus groups with Spanish speakers confirm that libraries’ efforts are noticed and appreciated.

#### *Planning*

Several months after attending a workshop, many participants wrote about their planning efforts in the post-assessment. Several mentioned beginning with community leader interviews, as the workshop suggested:

*“We have begun to interview leaders and we will incorporate their suggestions into our programming/marketing efforts.”*

Other libraries planned changes in many areas of the library—marketing, signage, programs, collections, staffing:

*“We decided to institute classes in Spanish based on the presentation I attended. So this is going to be an experiment for the library. I tried to keep in mind all the pointers that were given on schedule-time and day, involving family members, etc.”*

*“We are just now implementing an aggressive Latino Outreach program including bilingual signage, audio guides at workstations, outreach marketing materials in Spanish and advertising with Spanish-language media.”*

*“Planning a larger section for Spanish language materials in the new proposed library building, planning for advertising for the Spanish speaking paper, gathering bilingual stories for the children’s library.”*

*“I would say that the whole library's outreach efforts to all populations have increased, and that we have an increased awareness of the importance of thinking about your target audiences when deciding how to present materials. The other major change is that about 20 staff members are studying Spanish now, so as to be better able to communicate with Spanish speakers who do come to the library.”*

*“We have a shift in awareness towards outreach to Spanish speakers--this resulted in Spanish language pathfinders, "Hablo Espanol" buttons for staff who speak Spanish, offering People & Stories/Gente y Cuentos program in Spanish (and in English for ESL speakers) and planning for improving our Spanish language collection as well as our outreach and marketing to this population.”*

For some, it was necessary to convince others in the library to take action:

*“I asked our Information Services Unit to investigate providing Spanish keyboards. She was favorable about doing this and was to purchase two.”*

*“After strongly expressing my interest in working with Spanish speaking patrons I was invited by my administration to attend one outreach event, a health fair hosted by a Spanish speaking church. Services to Spanish speaking patrons do not seem to be a priority to management at my library and I have not been told why.”*

### ***Staff Development***

Participants have taken a leadership role in developing staff capabilities for working with Spanish speakers, through language and other training and hiring of bilingual staff, as a few comments from the post-assessment illustrate:

*“We are actively seeking to bring a group of staff members together to review the presentation of our Internet Basico. From this we hope to form a better foundation and workforce to further serve our Spanish speaking customers with a wider variety of classes in Spanish.”*

*“Three of our staff are attending a three-month beginning Spanish class through our Read-Write Coalition with Moriarty Community Library; the rest are on the waiting list... The entire staff has been taught to change the public access computers to Spanish. Five of us have attended Spanish Language Outreach workshops. We five have become the focus group on all bilingual goals.”*

*“We now have a staff person who speaks Spanish. Spanish speakers are coming to the library more often because they feel more comfortable. We are planning to start computer classes for all users including Spanish speakers. We can now make signs and bulletin boards bilingual.”*

*“I have helped groom a person who was tutored in English to finally be prepared to work in the library. She is full of information regarding the Spanish culture and shares willingly.”*

### ***Marketing to the Spanish-speaking Community***

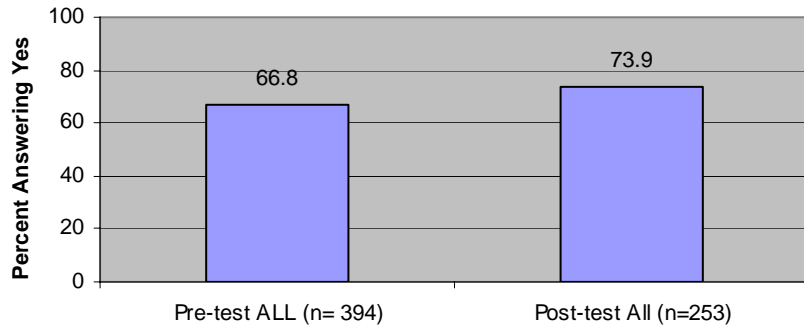
According to the pre- and post-assessments of local workshop participants, the percentage of libraries marketing to Spanish speakers increased overall from 65.8 to 73.9 percent (Chart 4).



Results by Marketing

Channel. Chart 5 shows the change in promotional channels from before to after the workshops. Use of every channel increased. The largest increases were in the more traditional library-controlled channels—library newsletter and website—but substantial increases also occurred in use of methods described in the workshops—promotion through Spanish-speaking organizations, focus groups, and interviews.

**Chart 4: Marketing to Spanish Speakers: Pre- and Post-assessment**

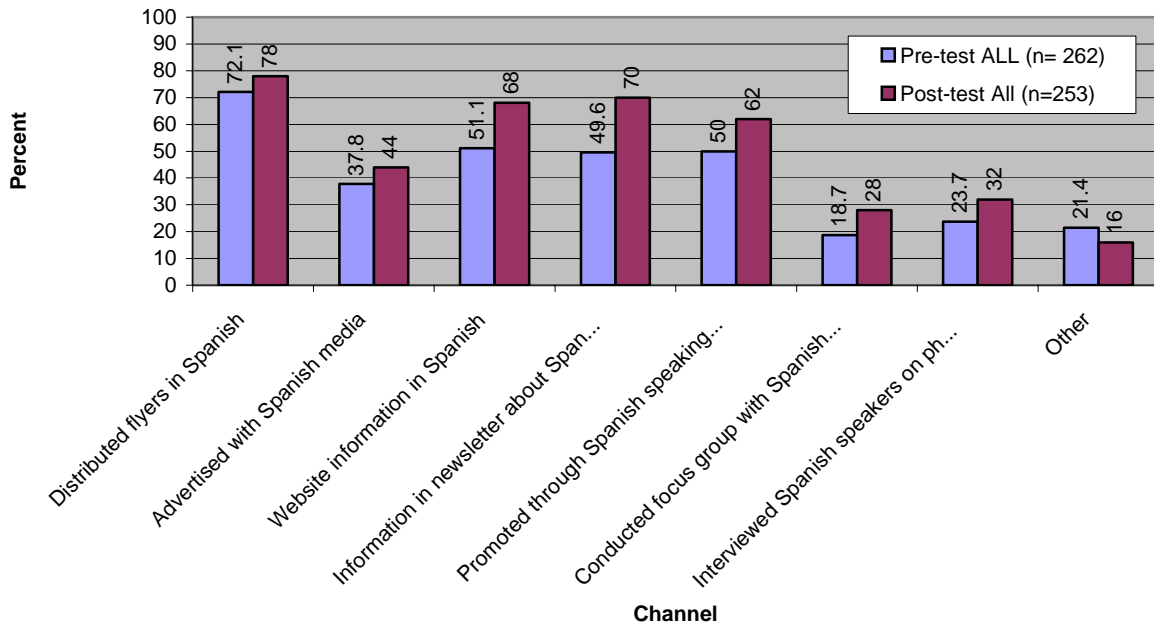


Participant comments on the post-assessment offer a glimpse into how the workshop influenced marketing:

*“We are planning a Spanish-language link on our website which is currently being redesigned.”*

*“Bilingual directional signs. Flyers in Spanish. There is a new Spanish language weekly sales paper that we are going to use.”*

**Chart 5: Spanish Outreach: Marketing Channels**



*“Have done more putting up notices and flyers in local businesses that serve Spanish speakers”*

*“We now have applications written in Spanish, and more programs targeted to the Spanish speaking population.”*

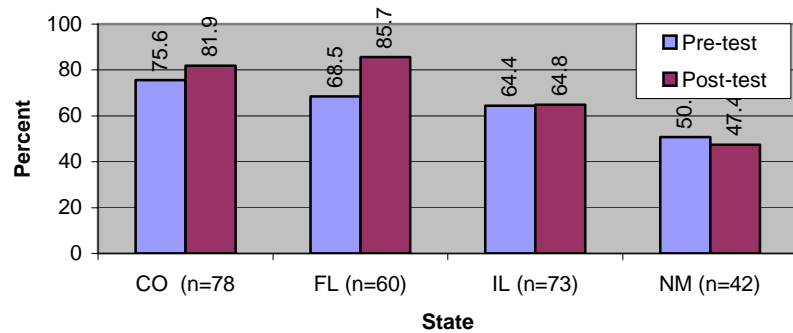
*“We adapted our flyers, visited two churches to speak of our programs, planned events to coincide with Spanish holidays, continue to develop ties to Spanish bodegas or tiendas. Our reference librarian, a Spanish speaker keeps a list of people to whom she speaks who seem interested in Spanish programming. We plan to advertise with Spanish radio, and are determining which station would reach our audience.”*

*“The library has a Spanish language welcome flyer posted around town. The library has “welcome to the library” informational sheets and membership forms in Spanish.”*

*“We have established community contact people within the Spanish-speaking community to help get our message out.”*

*“We have a shift in awareness towards outreach to Spanish speakers--this resulted in Spanish language pathfinders, “Hablo Espanol” buttons for staff who speak Spanish, offering People & Stories/Gente y Cuentos program in Spanish (and in English for ESL speakers) and planning for improving our Spanish language collection as well as our outreach and marketing to this population.”*

**Chart 6: Marketing to Spanish-speakers: Pre- and Post-assessment, by State**



Results varied dramatically by state and by the size of the library.

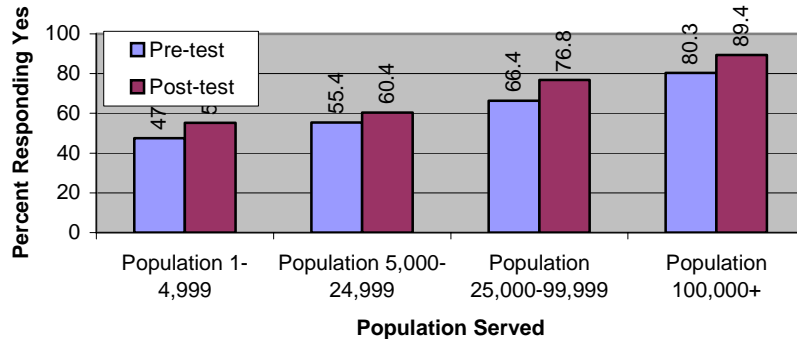
**Results by State.** Respondents from Florida were the only ones to show statistically significant gains in marketing (.01 level); 85.7 percent claimed to be marketing to Spanish speakers following the workshops, compared with 68.5 before (Chart 6). Colorado libraries increased from 75.6 percent to 81.9 percent marketing to Spanish speakers. The percentage of Illinois libraries marketing to the Spanish-speaking community did not increase—64.4 percent before and 64.8 percent in the post-assessment. The percentage also did not change in New Mexico, moving from 50.7 percent in the pre-assessment to 47.4 percent afterwards.

Results by Population Served. The larger the library’s population, the more likely it was to market to Spanish speakers in the pre-assessment; the pattern did not change in the post-assessment. Although each size group made small increases, none were statistically significant (see Chart 7). The percentage of the largest libraries (100,000+ populations) marketing to the Spanish community grew from 80.3 to 89.4. For libraries serving 25,000-99,999, the percentage increased from 66.4 to 76.8. In the 5,000-24,999 category, the portion of libraries marketing moved from 55.4 to 60.4 percent. In the smallest libraries (1-4,999), the percentage grew from 47.5 to 55.3.

Community Partners. In their interviews, community partners indicated that they appreciated proactive contact from the library to, as one participant put it, “ask our advice and experience.” In fact, partners noticed when contacts dropped off and would like to do more with the library.

Partners appreciated cross-marketing opportunities to reach a larger audience through the library and to share the library’s services with their own customers. In Illinois, for example, Literacy Council representatives said the partnership had given them “new ways to reach the people we are trying to serve” and had “increased the visibility of our program.” The library advertises literacy classes and the Council advertises their services and programs.

**Chart 7: Marketing to Spanish-speakers, Pre- and Post-assessment, by Population Served**



Focus Group Participants. Focus groups in Colorado, Florida, Illinois, and New Mexico confirm that, in these communities at least, Spanish speakers are becoming aware of their libraries—through their children, through Spanish-speaking staff at the library, and through word of mouth about Spanish language computers and other services. A large percentage of focus group participants were articulate and well-informed about library services and very supportive of their libraries.

Some were regular users. In Illinois, where the focus group was held just before a Spanish-language computer program, a participant commented on the impact of the library’s Spanish speaking staff member:

*“We attend all library programs. We come to everything... When they hired Julio, everyone started to come. Before there were no Hispanics coming to the library.”*

A Colorado participant described how their awareness developed:

*“I didn’t know there were two floors and that they had things for adults. I thought they just had things for children because that’s what I saw on the first floor.”*

A Florida participant learned about the library when her child had to go for a school assignment:

*“In school my child was required to do the library to get a library card. I tagged along and got my own card.”*

A Colorado participant discovered the library computers first:

*“I was looking for information about the military but I could not find it at the college. I came to the public library and discovered they had a computer in Spanish. I found the information I needed...”*

A New Mexico participant who works as a parent liaison at a school in a Spanish-speaking neighborhood, noted:

*“People are starting to feel comfortable at the library. Word of mouth spreads very rapidly; we refer them to Flo at the library. Families at the school asked where they could find computers. We referred them to Flo.”*

Others are not aware:

*“Not everybody knows about it. I had to bring my friend myself. I have three years living here and coming to the church close by but I didn’t know about the library.”*

### **Computer Access and Classes**

In the pre-assessment, 34.9 percent of participants reported that their libraries sponsored computer classes; in the post-assessment, the number had climbed to 41.8 percent, not a statistically significant increase (Chart 8). While libraries may have been offering computer classes before, Chart 9 suggests that the variety of classes increased following the workshops, as the percentages of libraries reporting classes in every category increased.

Post-assessment survey comments support this:

*“We are actively seeking to bring a group of staff members together to review the presentation of our Internet Basico. From this we hope to form a better foundation and*

**Chart 8: Spanish Outreach: Offer Computer Classes for Spanish Speakers**

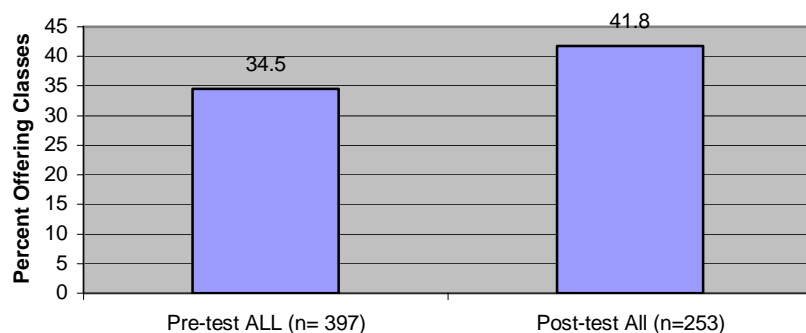
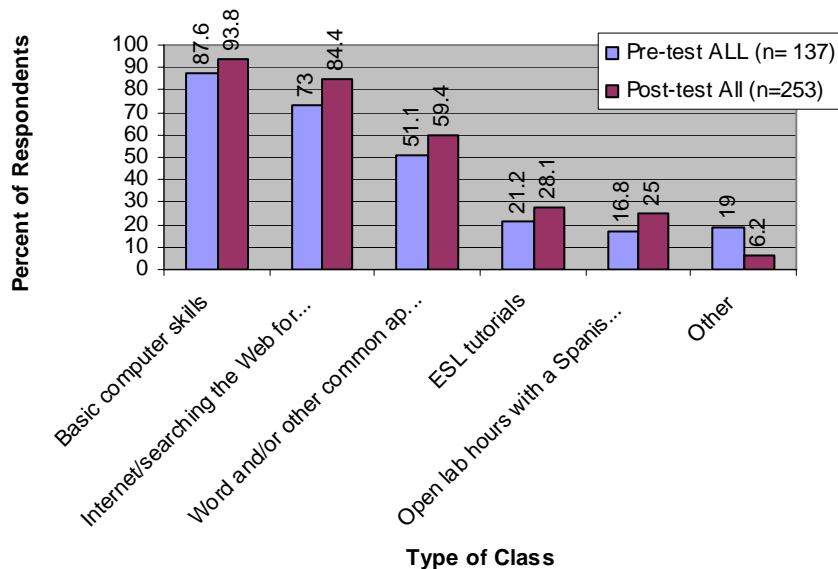


Chart 9: Computer Classes, Pre- and Post-assessment



*workforce to further serve our Spanish speaking customers with a wider variety of classes in Spanish.”*

*“We decided to institute classes in Spanish based on the presentation I attended. So this is going to be an experiment for the library. I tried to keep in mind all the pointers that were given on schedule-time and day, involving family members etc.”*

*“People are more aware of the classes.”*

*“Where once there were no classes taught, there now are two computer classes a month taught in Spanish.”*

*“We have been able to handle more Spanish speaking situations on the computer. We have also supplied more Spanish speaking information at computers.”*

*“More Spanish-speaking people are utilizing the Aprenda Ingles con Computadora Program.”*

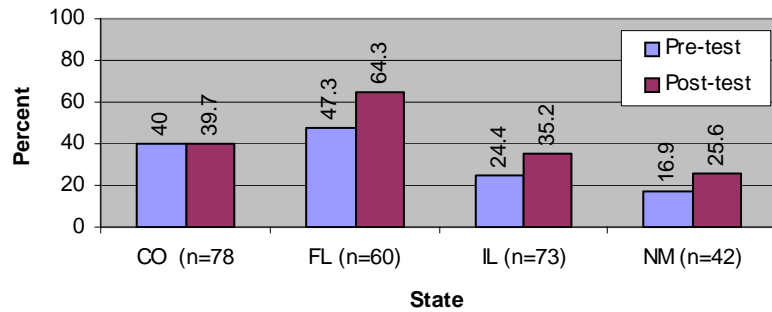
*“Excellent improvement in their computer skills. The people have been demonstrating a great interest and high motivation. They are punctual with some people driving 30 minutes to get to the class. Due to the great demand, the Spanish speaking population requires more computers classes in Spanish.”*

**Results by State.** Results varied widely in the four states (see Chart 10). Florida had the highest percentage of libraries offering classes before—47.3 percent—and after --64.3 percent—and was the only state that showed a statistically significant increase in computer classes offered. In Colorado, there was no change from pre- to post-assessment in the percentage of participants offering computer classes—40.0 percent before and 39.7 percent afterwards. In the other three states, there were small increases. Illinois libraries with computer classes increased from 24.4 percent to 35.2 percent. New Mexico libraries offering classes rose from 16.9 to 25.6 percent.

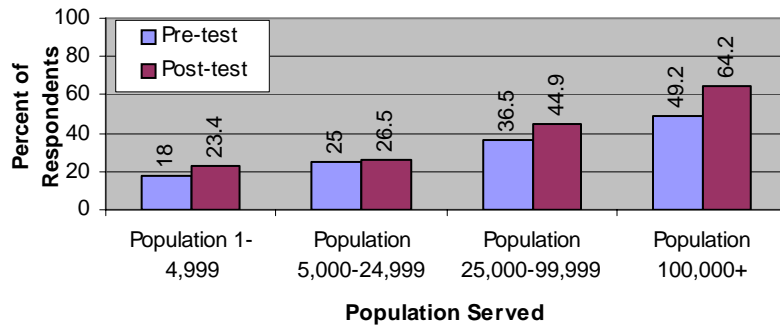
**Results by Population Served.** Results also varied by the size of the library’s population served, with the smallest libraries offering the fewest classes initially and the percentage ascending with size (see Chart 11). Post-assessment results follow the same pattern, with each size group showing increases. Libraries serving 100,000+ that offer computer classes increased by a statistically significant 30 percent, from 49.2 to 64.2 percent. Smaller increases among the other

three size categories were not statistically significant. The percentage of libraries serving 1-4,999 that offer computer classes increased from 18.0 to 23.4. The percentage of libraries serving 25,000-99,999 offering classes rose from 36.5 to 44.9 percent. The number of libraries serving 5,000-24,999 that offer computer classes increased from 25.0 to 26.5 percent.

**Chart 10: Computer Classes for Spanish-speakers: Pre- and Post-assessment, by State**



**Chart 11: Computer Classes Offered, Pre- and Post-assessment, by Population Served**



Community Partners. In their comments, partners mentioned the library’s “amazing resources” and library programs, especially for children and families, but none included computer access or instruction. It may be that, like many individuals, these partners are not aware of the library’s Spanish-language computers or instructional opportunities.

Focus Groups. Access to computers and instruction on how to use them were services that focus group members valued. Participants appreciated being able to use computers at the library:

*“I didn’t have a computer when I first got here and I needed to communicate with my family back home. My friends told me about the library.”*

Participants in every focus group discussed the limited number of computers in Spanish and the limited time availability on computers:

*“They should have more than one computer in Spanish. More importantly, they should let people know about the computer in Spanish. I didn’t know they had one.”*

*“Time on the Internet is too short. I can barely write a letter... One hour maximum with no more than two one-hour sessions per day.”*

They expressed a need for computer instruction at the library:

*“We need to know how to use the computer, how to use the Internet, and how to use the computer with the library catalog. I didn’t know what the computers with the library catalog were for.”*

They cautioned that not everyone knows that the library has computer classes, according to an Illinois participant:

*“The library needs to inform the community about services. Many people are unaware that the library has computer classes and other services for them.”*

A Colorado participant summed it up:

*“Have more computers in Spanish and let people know.”*

**GOAL 2: Improve the attitude, knowledge, and skills of local library staff toward outreach to Spanish-speaking customers, with the longer-term goal of increasing the numbers of Spanish speakers involved in public access computing at their local libraries.**

*Attitudes and Knowledge*

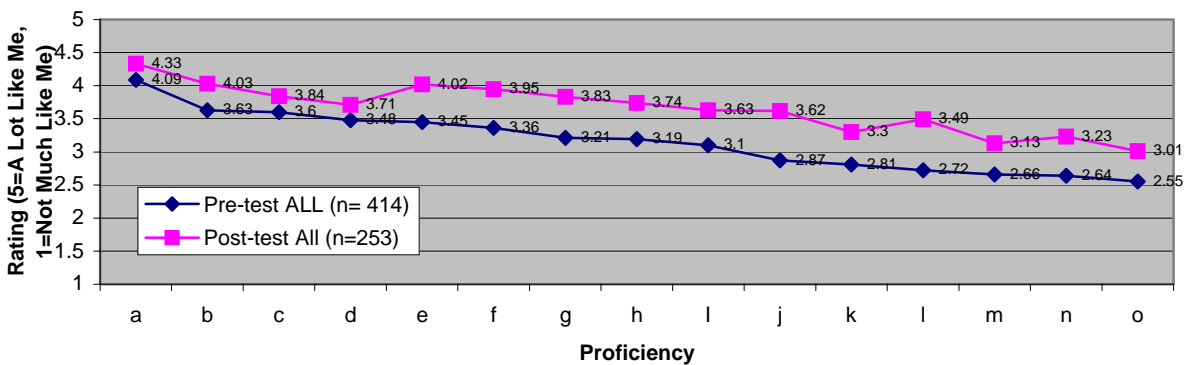
As a result of attending the workshops, *participants made very significant gains (at the .001 level) in attitude and knowledge* between the pre- and post-assessment (see Chart 12) in the areas relating to attitude and background knowledge. Every skill in this area increased, and all were above 3.00 in the post-assessment. Participants were most confident in the more general knowledge areas:

- Understanding how culture can impact their behavior and perceptions (4.33)
- Articulating the benefits of reaching out to Spanish speakers in their communities (4.03)
- Listing the challenges of reaching out to Spanish-speaking customers in their communities (4.02)

Skills that increased to a level between 3.50 and 3.99 included:

- Recognizing the differences in the culture of Spanish speakers and mainstream America (3.95)

**Chart 12: Attitudes and Knowledge:  
Pre- and Post-assessment for All Participants**



- |    |   |
|----|---|
| a. | Understand how culture can impact behavior and perceptions                          |
| b. | Articulate the benefits of reaching out to Spanish-speaking                         |
| c. | Feel comfortable gathering information from non-verbal behavior                     |
| d. | Feel comfortable listening actively ...   |
| e. | List the challenges of reaching out to Spanish-speaking                             |
| f. | Recognize differences in culture of Spanish speaker and mainstream American         |
| g. | Understand different behaviors of Spanish-speaker and mainstream American           |
| h. | Understand culture of Spanish-speaking customers                                    |
| i. | Know what challenges Spanish-speaking customers face in my community                |
| j. | Describe differences in values between mainstream American and Hispanic culture     |
| k. | Know from which countries the Spanish speakers in my community come                 |
| l. | Name differences between Spanish-language and mainstream American communication     |
| m. | Know how many library customers in my community speak Spanish at home               |
| n. | Describe the cultural differences between Spanish-speakers from different countries |
| o. | Know what percentage of Spanish speakers use computers in my library                |



- Feeling comfortable gathering information from non-verbal behavior of Spanish speakers, including tone of voice, gestures, and other body language (3.84)
- Understanding the differences in behaviors between Spanish-speaking and mainstream American customers in their communities (3.83)
- Understanding the culture of Spanish-speaking customers in their communities (3.74)
- Feeling comfortable listening actively to non-English speakers, paraphrasing and testing the meaning of what I hear (3.71)
- Knowing what challenges Spanish speakers face in their communities (3.63)
- Describing differences in values between mainstream American and Hispanic/Latino culture (3.62)

Five areas remained in which participants were between 3.00 and 3.49:

- Naming the differences between Spanish-language and mainstream American communications styles (3.49)
- Knowing from which countries the Spanish speakers in their community come (3.30)
- Describing the cultural differences between Spanish-speaking people from different countries (3.23)
- Knowing how many library customers in their communities speak Spanish at home (3.13)
- Knowing what percentage of Spanish speakers use computers in their libraries (3.01)

Results by State. Pre-assessment results did not vary significantly from the average in Florida, but results did differ significantly for Colorado, Illinois, and New Mexico (see Chart 13).

Post-assessment results in individual states did not differ significantly from the average (Chart 13).

**Chart 13: Attitudes and Knowledge: Pre-assessment, by State**

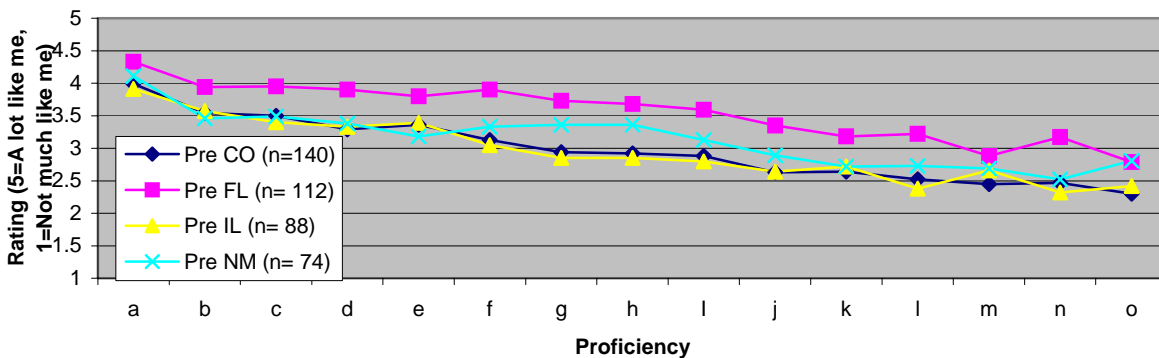
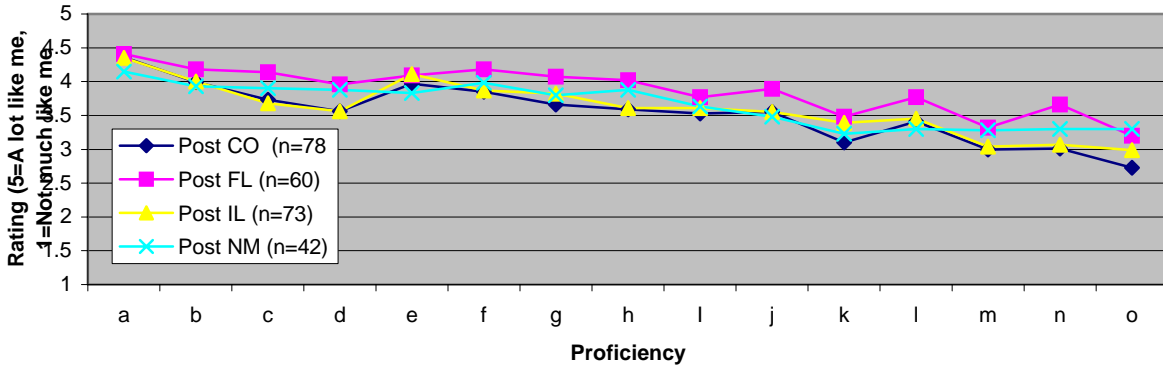


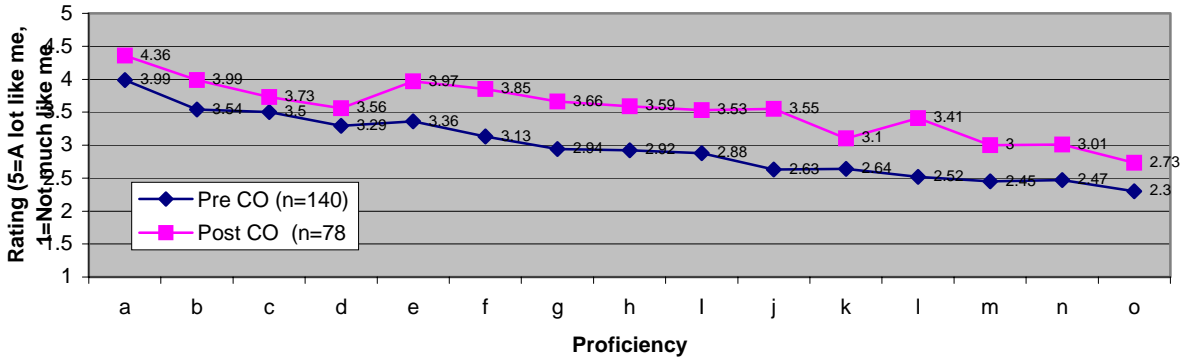
Chart 14: Attitudes and Knowledge: Post-assessment, by State



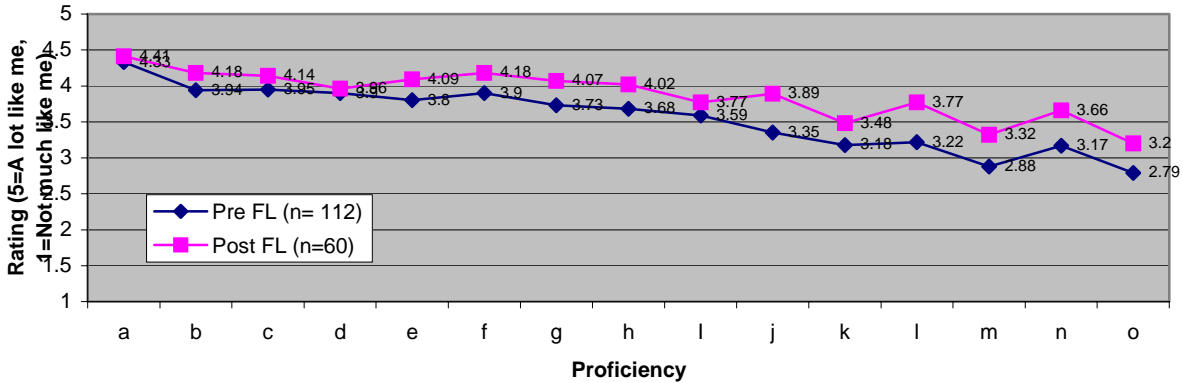
- a. Understand how culture can impact behavior and perceptions
- b. Articulate the benefits of reaching out to Spanish-speaking
- c. Feel comfortable gathering information from non-verbal behavior
- d. Feel comfortable listening actively ...
- e. List the challenges of reaching out to Spanish-speaking
- f. Recognize differences in culture of Spanish speaker and mainstream American
- g. Understand different behaviors of Spanish-speaker and mainstream American
- h. Understand culture of Spanish-speaking customers
- i. Know what challenges Spanish-speaking customers face in my community
- j. Describe differences in values between mainstream American and Hispanic culture
- k. Know from which countries the Spanish speakers in my community come
- l. Name differences between Spanish-language and mainstream American communication
- m. Know how many library customers in my community speak Spanish at home
- n. Describe the cultural differences between Spanish-speakers from different countries
- o. Know what percentage of Spanish speakers use computers in my library

Increases from pre- to post-assessment were very significant (.001 level) for Colorado, Illinois, and Florida, and mildly significant (.05 level) in Florida, where participants initially were more advanced than in the other three states (Charts 15, 16, 17, and 18).

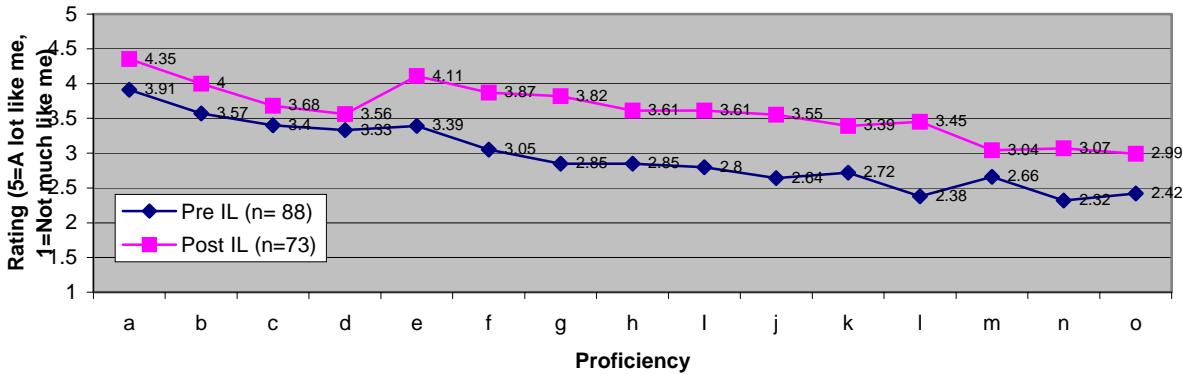
**Chart 15: Attitudes and Knowledge: Pre- and Post-assessment  
Colorado**



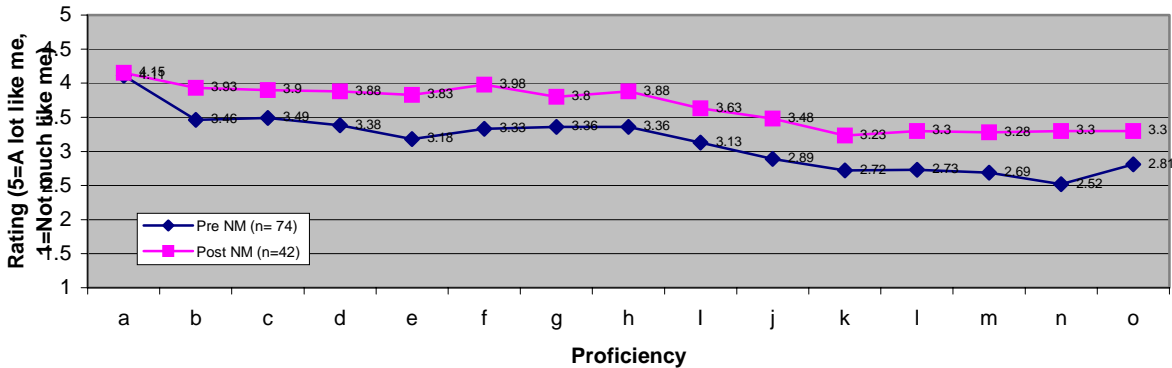
**Chart 16: Attitudes and Knowledge: Pre- and Post-assessment  
Florida**



**Chart 17: Attitudes & Knowledge: Pre- and Post-assessment  
Illinois**



**Chart 18: Attitudes and Knowledge: Pre- and Post-assessment  
New Mexico**

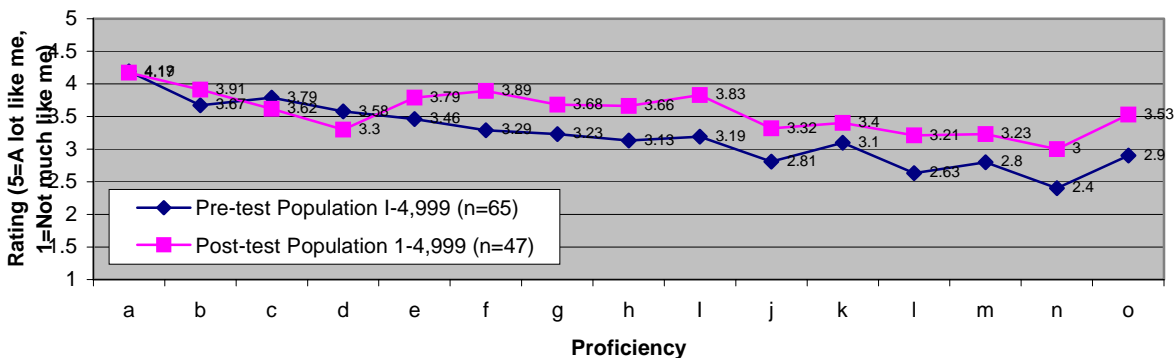


- a. Understand how culture can impact behavior and perceptions
- b. Articulate the benefits of reaching out to Spanish-speaking
- c. Feel comfortable gathering information from non-verbal behavior
- d. Feel comfortable listening actively ...
- e. List the challenges of reaching out to Spanish-speaking
- f. Recognize differences in culture of Spanish speaker and mainstream American
- g. Understand different behaviors of Spanish-speaker and mainstream American
- h. Understand culture of Spanish-speaking customers
- i. Know what challenges Spanish-speaking customers face in my community
- j. Describe differences in values between mainstream American and Hispanic culture
- k. Know from which countries the Spanish speakers in my community come
- l. Name differences between Spanish-language and mainstream American communication
- m. Know how many library customers in my community speak Spanish at home
- n. Describe the cultural differences between Spanish-speakers from different countries
- o. Know what percentage of Spanish speakers use computers in my library

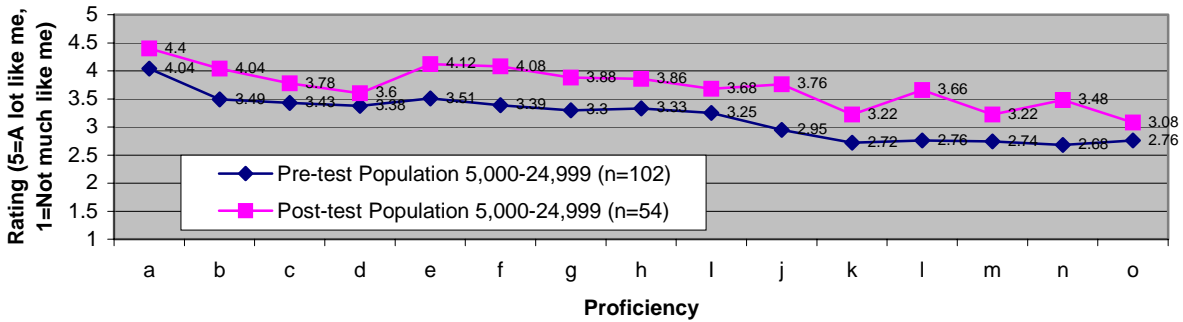
Results by Population Served. The size of the library did not create significant differences among them in pre- or post-assessment results in attitude and knowledge.

Between pre- and post-assessment, participants from the smallest to the largest libraries made significant gains (Charts 19, 20, 21, and 22). Those in the smallest libraries (serving 1-4,999 population) and largest libraries (serving 100,000+) made mildly significant (.05 level) increases. Those in libraries serving 5,000-24,999 made very significant (.001 level) gains in attitude and knowledge. Those serving 25,000-99,999 made significant (.01) gains

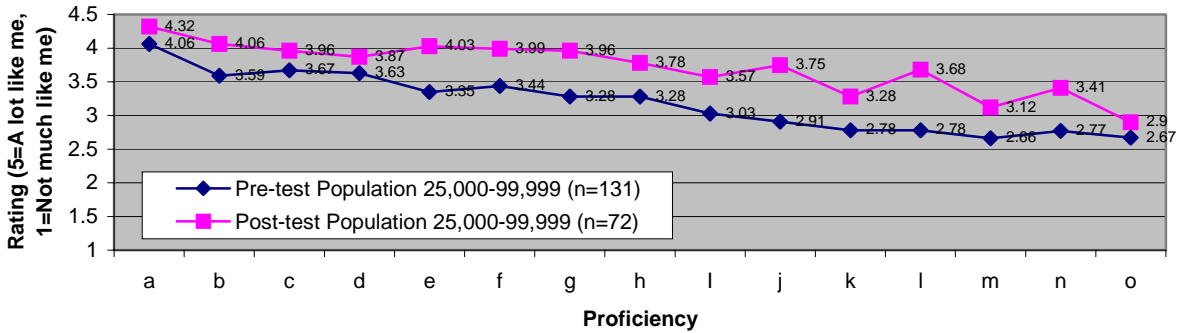
**Chart 19: Attitudes and Knowledge: Pre- and Post-assessment Population  
Served 1-4,999**



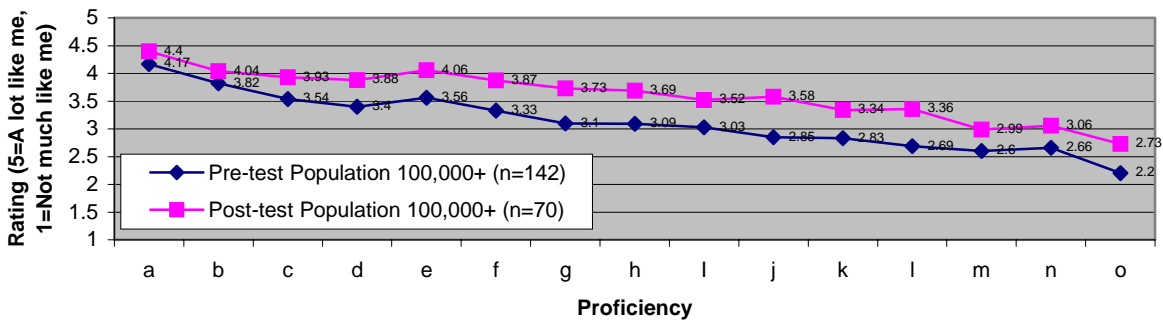
**Chart 20: Attitudes and Knowledge: Pre- and Post-assessment Population Served 5,000-24,999**



**Chart 21: Attitudes and Knowledge: Pre- and Post-assessment Population Served 25,000-99,999**



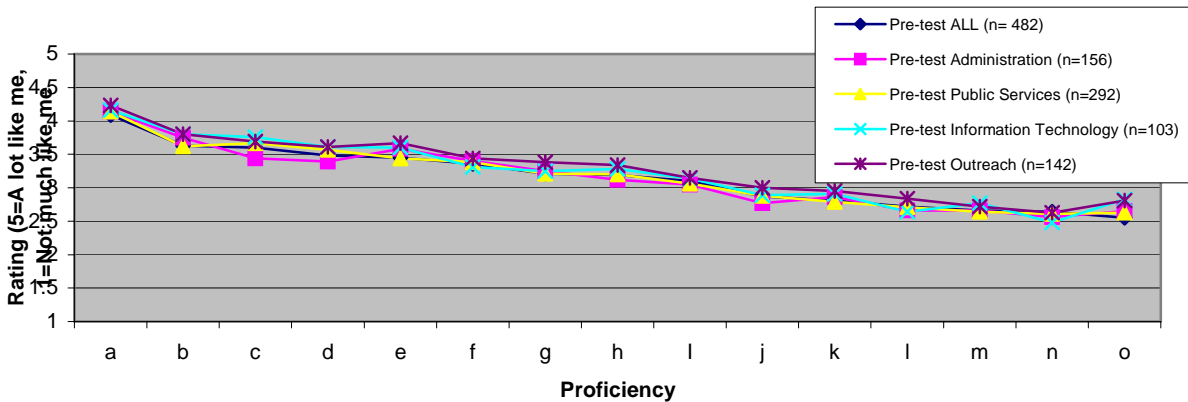
**Chart 22: Attitudes and Knowledge: Pre- and Post-assessment Population Served 100,000+**



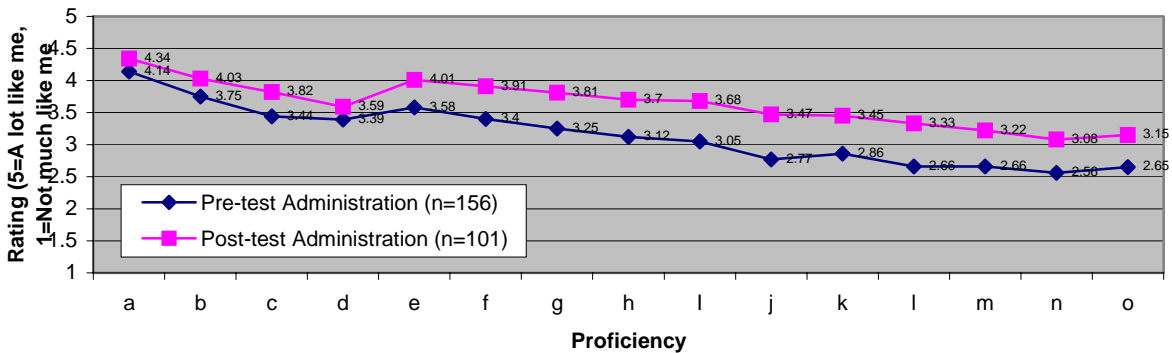
Results by Primary Job Function of Participants. There were not significant differences among participants with different primary job functions, either on the pre- or the post-assessment, perhaps because so many participants have substantial overlap in their job duties (see Chart 23). Ten of the 15 skills reached levels at or above 3.50 for all four groups.

On the other hand, pre- and post-assessment results do show different levels of change for the different groups. Administrators showed very significant (.001 level) improvement (Chart 24). Public services and IT staff showed significant (.01 level) increases (Charts 25 and 26). Outreach staff showed mildly significant increases (Chart 27).

**Chart 23: Attitudes and Knowledge: Pre-assessment, by Function**

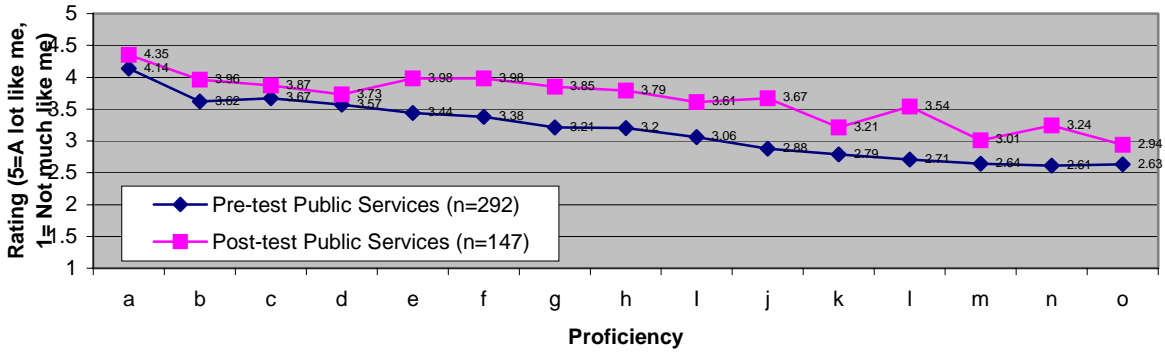


**Chart 24: Attitudes and Knowledge: Pre- and Post-assessment Administrators**

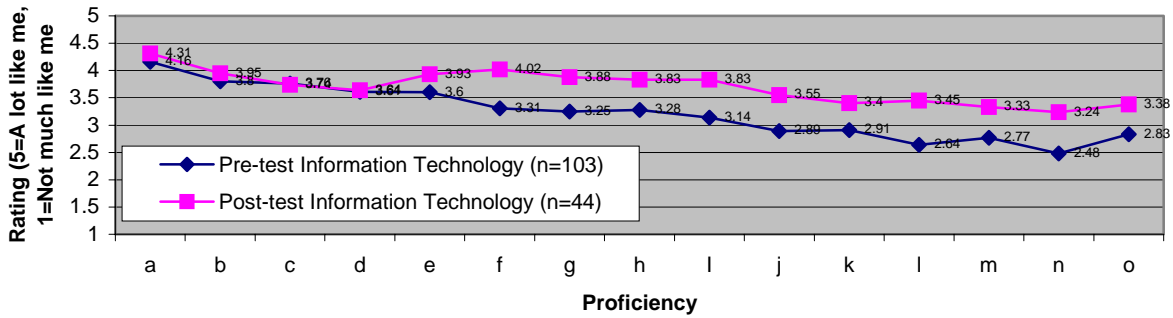


- a. Understand how culture can impact behavior and perceptions
- b. Articulate the benefits of reaching out to Spanish-speaking
- c. Feel comfortable gathering information from non-verbal behavior
- d. Feel comfortable listening actively ...
- e. List the challenges of reaching out to Spanish-speaking
- f. Recognize differences in culture of Spanish speaker and mainstream American
- g. Understand different behaviors of Spanish-speaker and mainstream American
- h. Understand culture of Spanish-speaking customers
- i. Know what challenges Spanish-speaking customers face in my community
- j. Describe differences in values between mainstream American and Hispanic culture
- k. Know from which countries the Spanish speakers in my community come
- l. Name differences between Spanish-language and mainstream American communication
- m. Know how many library customers in my community speak Spanish at home
- n. Describe the cultural differences between Spanish-speakers from different countries
- o. Know what percentage of Spanish speakers use computers in my library

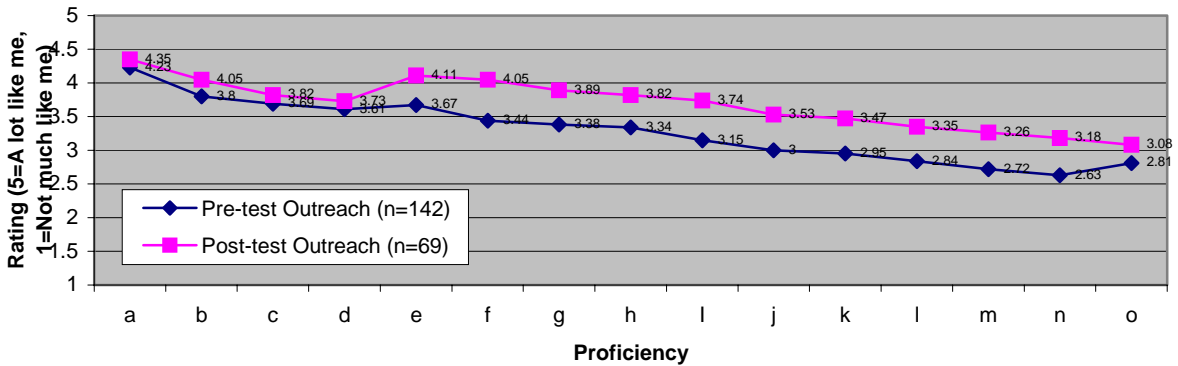
**Chart 25: Attitudes and Knowledge: Pre- and Post-assessment  
Public Service Function**



**Chart 26: Attitudes and Knowledge: Pre- and Post-assessment  
Information Technology Function**



**Chart 27: Attitudes and Knowledge: Pre- and Post-assessment  
Outreach Function**



**Library Job Skills**

**Participants made significant gains (.01 level) in the skills needed as a member of the library staff,** including (see Chart 28):

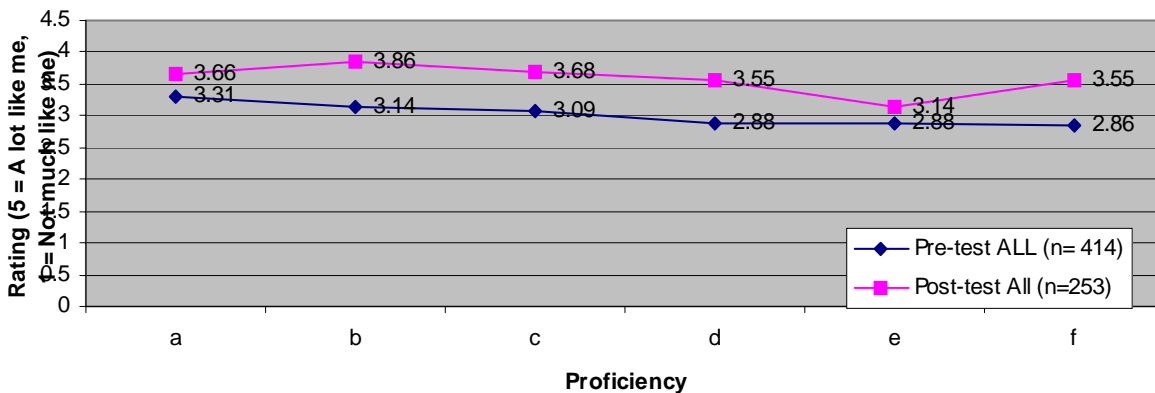
- Helping Spanish speakers use the library’s public access computers (3.66)
- Sharing information with other staff members about how to serve the Spanish-speaking community (3.86)
- Encouraging co-workers to participate in outreach activities designed to reach Spanish-speaking customers (3.69)
- Knowing how to set the language on the computers to Spanish (3.55)
- Contributing the building a culturally diverse staff in their libraries (3.14)
- Referring Spanish-speaking patrons to organizations that meet needs the library cannot (3.55)

In this area, the differences virtually disappeared between the six skills, with one exception. Contributing to building a culturally diverse staff in the library made only a marginal gain, a situation that may be attributed to the perception that the only way to do this is through hiring, a task usually undertaken by administrators. All other skills were above 3.50.

Results by State. Differences in staff skills among the states were not significant within in the pre- or post-assessments.

From pre- to post-assessment, Colorado participants made significant gains (.01 level) (Chart 29). Florida participants made mildly significant gains (.05 level) (Chart 30). Illinois participants made significant gains (.01 level) (Chart 31). New Mexico participants made very significant gains (.001 level) (Chart 32).

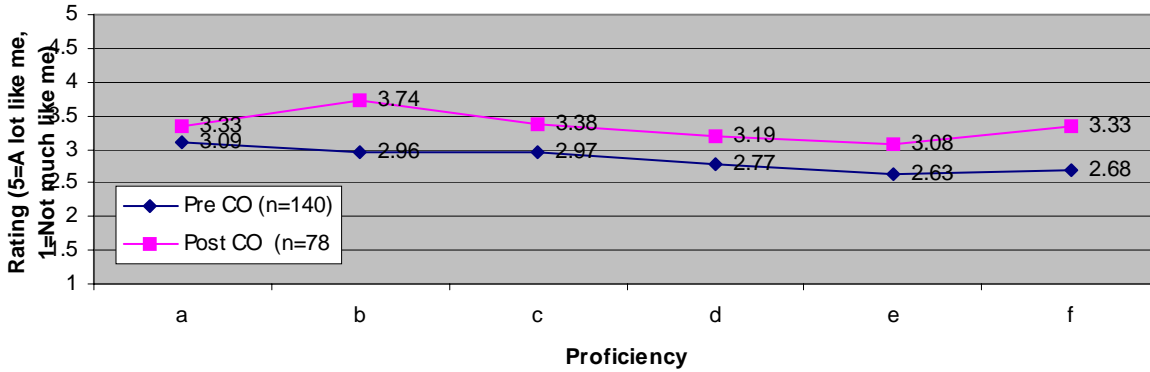
**Chart 28: Job Skills: Pre- and Post-assessment:  
All Participants**



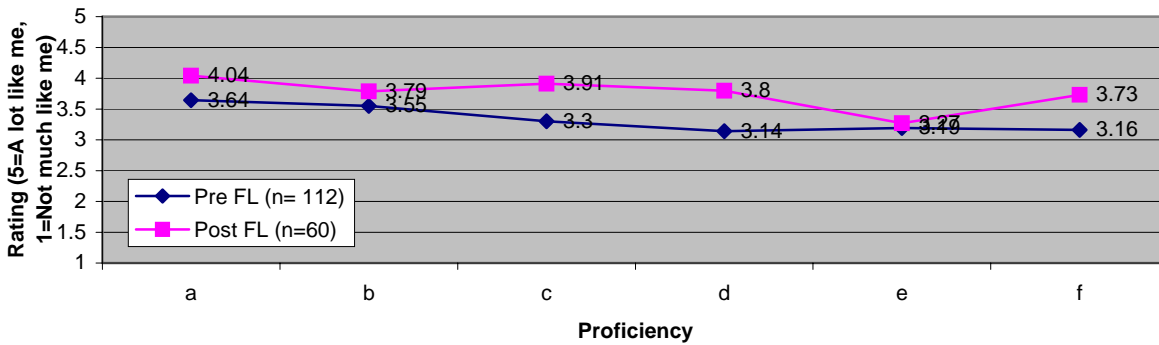
- |   |
|---|
| <p>a. Have helped Spanish speakers use the library’s public computers</p> <p>b. Share information with other staff members about serving Spanish speakers</p> <p>c. Encourage co-workers to participate in outreach activities....</p> <p>d. Know how to set the language on the computer to Spanish</p> <p>e. Contribute to building a culturally diverse staff in my library</p> <p>f. Refer Spanish-speaking patrons to organizations...</p> |
|---|



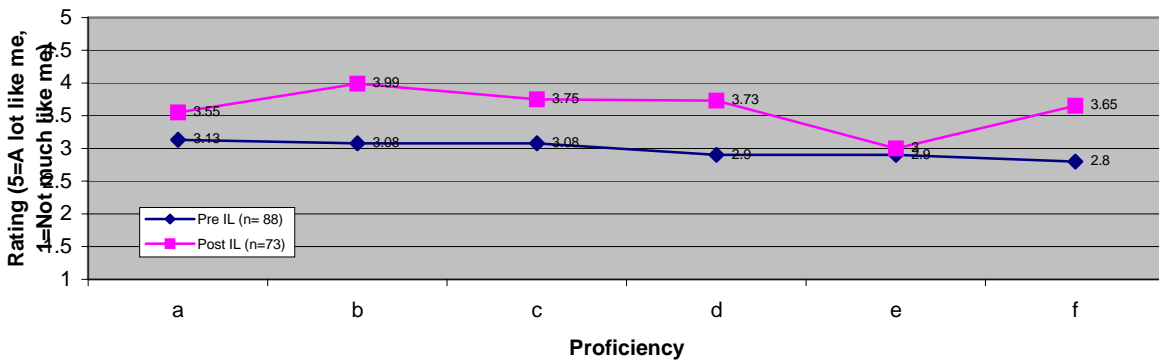
**Chart 29: As a Member of the Library Staff: Pre- and Post-assessment Colorado**



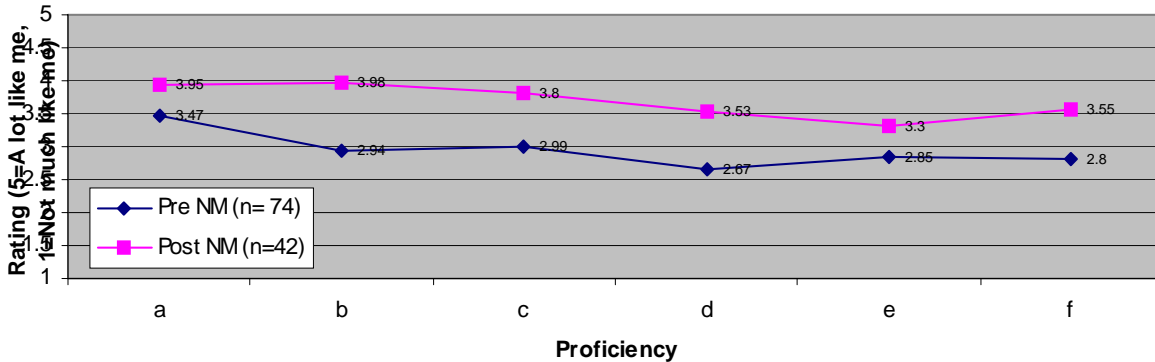
**Chart 30: As a Member of the Library Staff: Pre- and Post-assessment Florida**



**Chart 31: As a Library Staff Member: Pre- and Post-assessment Illinois**



**Chart 32: As a Library Staff Member: Pre- and Post-assessment  
New Mexico**

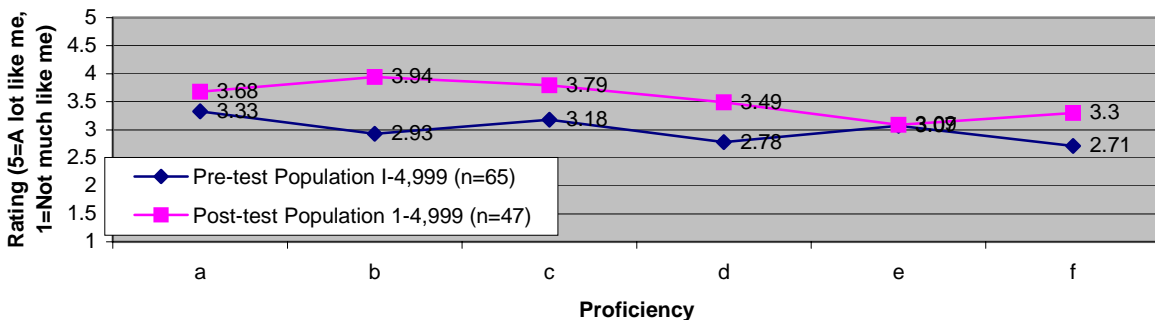


- a. Have helped Spanish speakers use the library's public computers
- b. Share information with other staff members about serving Spanish speakers
- c. Encourage co-workers to participate in outreach activities....
- d. Know how to set the language on the computer to Spanish
- e. Contribute to building a culturally diverse staff in my library
- f. Refer Spanish-speaking patrons to organizations...

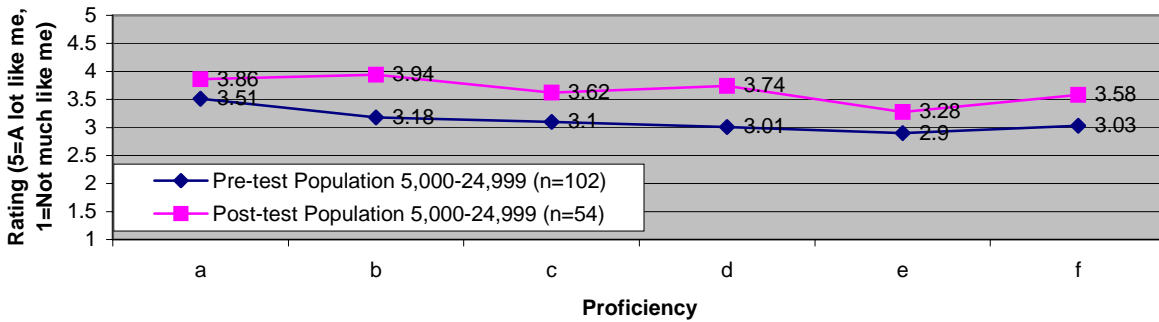
Results by Population Served. Participants serving different sized populations did not differ significantly from the average within the pre- or post-assessments.

Those serving 1-4,999 and 5,000-24,999 made significant (.01 level) gains, while those serving 25,000-99,999 made mildly significant increases (Charts 33, 34, and 35). Those from the largest libraries—serving 100,000+--made very significant (.001 level) increases (Chart 36).

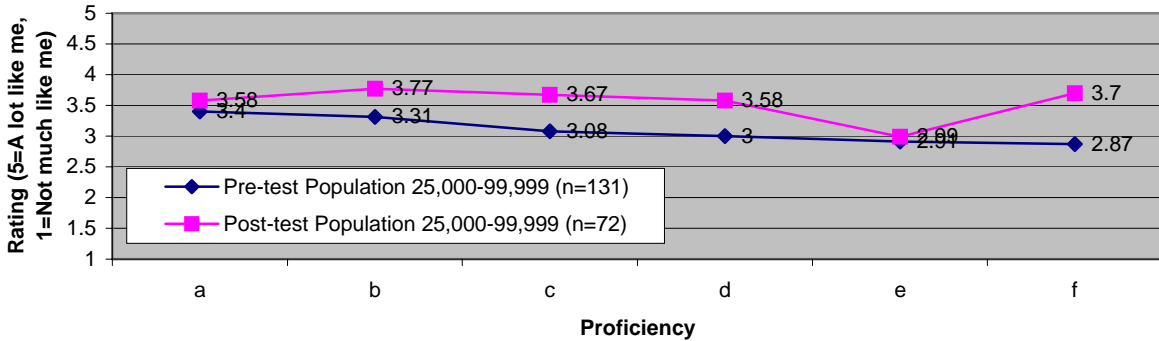
**Chart 33: As a Member of the Library Staff: Pre- and Post-assessment  
Population Served 1-4,999**



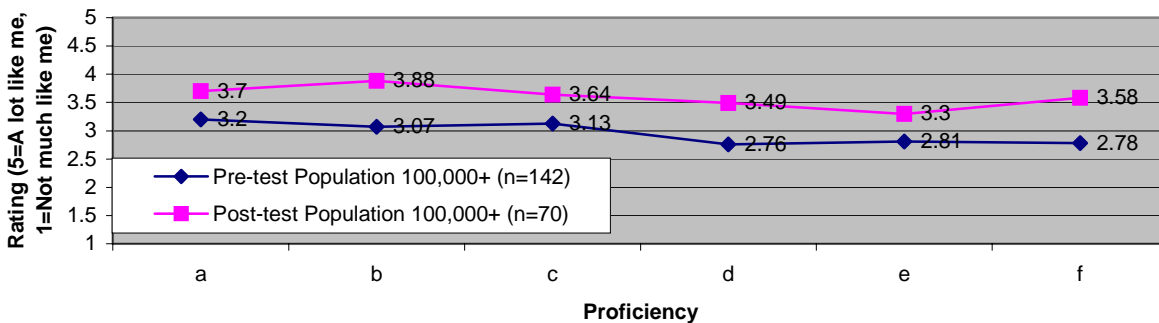
**Chart 34: As a Member of the Library Staff: Pre- and Post-assessment  
Population Served 5,000-24,999**



**Chart 35: As a Member of the Library Staff: Pre- and Post-assessment  
Population Served 25,000-99,999**



**Chart 36: As a Member of the Library Staff: Pre- and Post-assessment  
Population Served 100,000+**

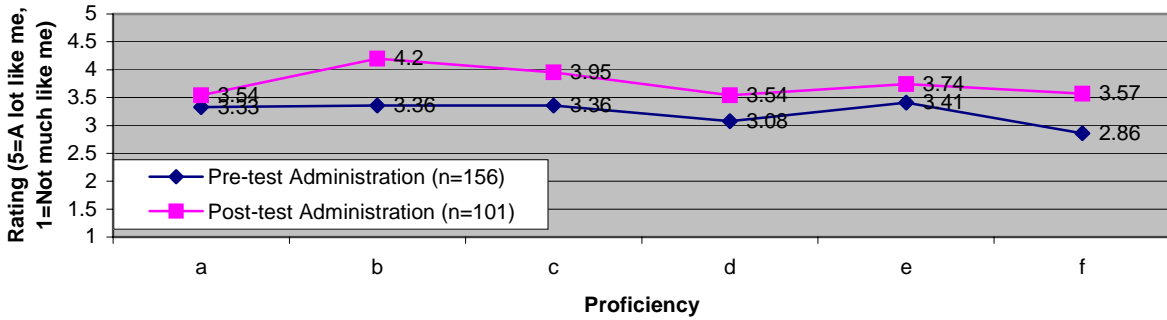


- a. Have helped Spanish speakers use the library's public computers
- b. Share information with other staff members about serving Spanish speakers
- c. Have helped Spanish speakers use the library's public computers
- d. Know how to set the language on the computer to Spanish
- e. Contribute to building a culturally diverse staff in my library
- f. Refer Spanish-speaking patrons to organizations...

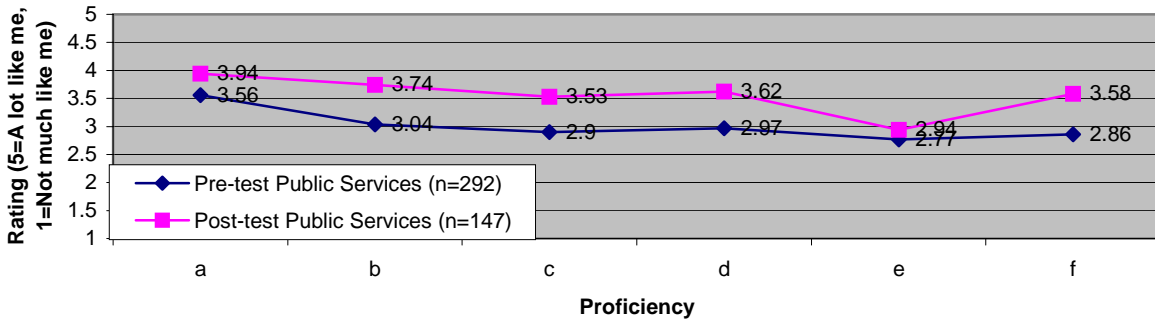
Results by Primary Job Function in the Library. Results for those with different job functions in the library were not significantly different from the average pre- or post-assessment results.

Administrators made significant (.01 level) increases between the pre- and post-assessments (Chart 37). The other three functional groups—public services, IT, and outreach staff—each made mildly significant (.05 level) gains (Charts 38, 39, and 40).

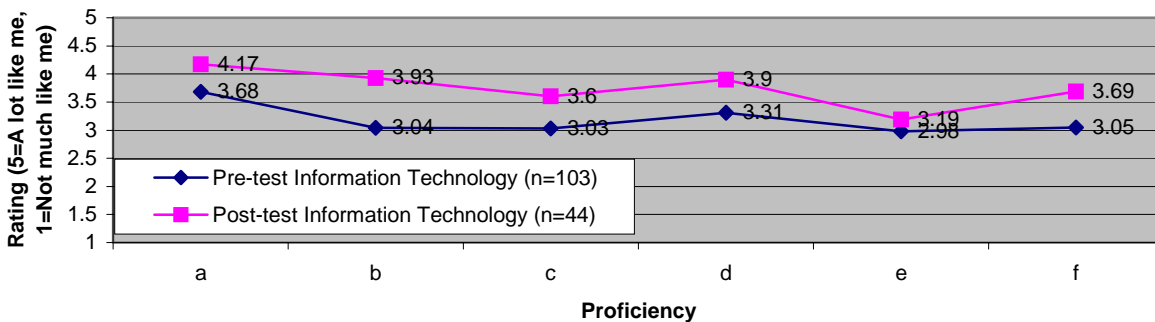
**Chart 37: As a Member of the Library Staff: Pre- and Post-assessment Administrative Function**



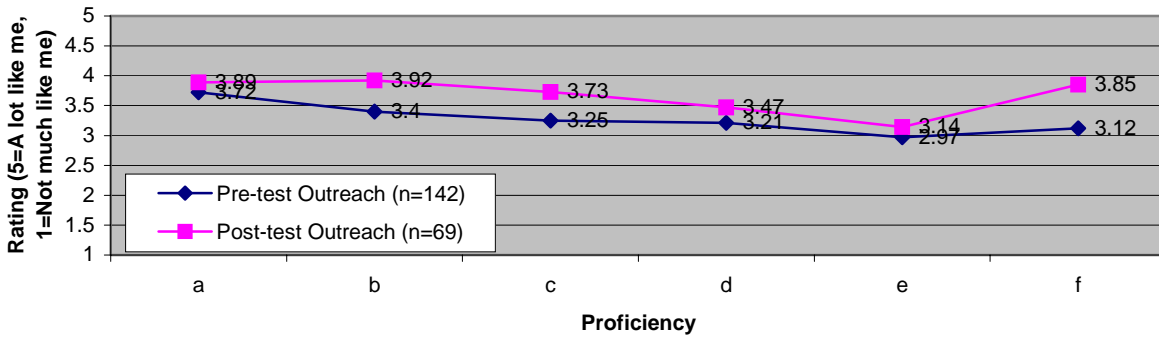
**Chart 38: As a Member of the Library Staff: Pre- and Post-assessment Public Services Function**



**Chart 39: As a Member of the Library Staff: Pre- and Post-assessment Information Technology Function**



**Chart 40: As a Member of the Library Staff: Pre- and Post-assessment Outreach Function**



- a. Have helped Spanish speakers use the library's public computers
- b. Share information with other staff members about serving Spanish speakers
- c. Encourage co-workers to participate in outreach activities....
- d. Know how to set the language on the computer to Spanish
- e. Contribute to building a culturally diverse staff in my library
- f. Refer Spanish-speaking patrons to organizations...

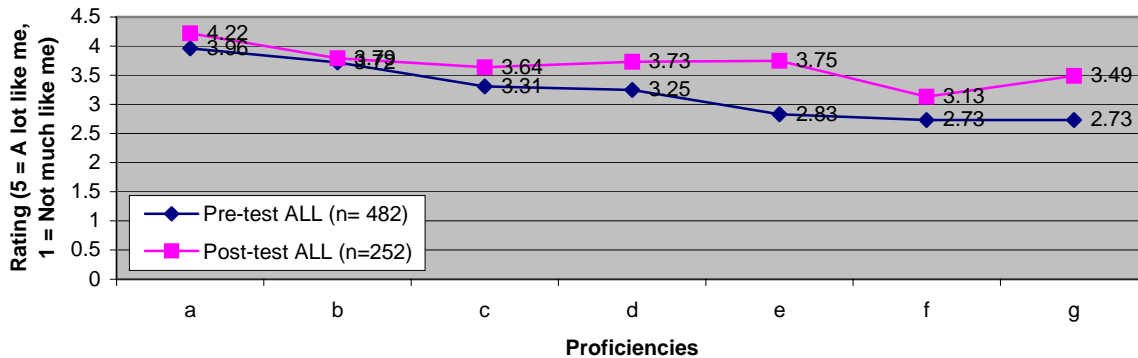
### Planning and Outreach Skills

Participants also made mildly significant gains (.05 level) in planning and outreach skills needed for reaching the Spanish-speaking community (see Chart 41):

- Feeling that partnerships with community organizations serving the Spanish-speaking community are helpful to reaching out to Spanish-speaking customers (4.22)
- Having support of their organizations and supervisors to plan and implement outreach activities to Spanish-speaking customers (3.79)
- Advocating for providing public access to computers in their communities (3.64)
- Articulating the library’s goals and objectives, especially as they relate to cultural diversity (3.73)
- Participating the their libraries’ planning for reaching out to people who speak Spanish (3.75)
- Having the tools and resources needed to support outreach efforts to Spanish speakers (3.13)
- Naming organizations which specialize in working with Spanish speakers in their communities (3.49)

In this area, as above, one skill exceeded 4.00—feeling that partnerships are helping in reaching out to Spanish speakers. Five skills were at or above 3.50. The lagging skill in this area was having the tools and resources to support outreach to Spanish speakers, which still increased significantly from 2.73 to 3.13.

**Chart 41: Planning and Outreach Skills: Pre- and Post-assessment  
All Respondents**

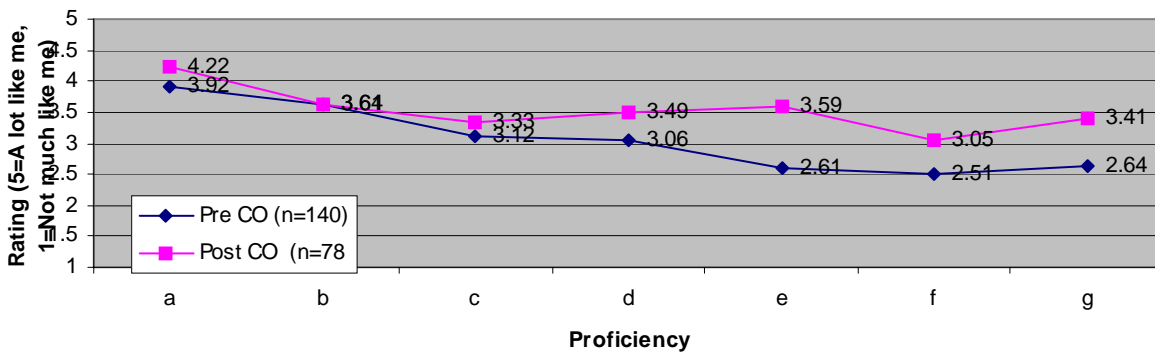


- |  |
|--|
| <ol style="list-style-type: none"> <li>a. Feel that partnerships... are helpful to reaching out to Spanish-speakers</li> <li>b. Have support of my organization and supervisor to plan and implement...</li> <li>c. Advocate for providing public access to computers in my community</li> <li>d. Articulate the library's goals and objectives for cultural diversity</li> <li>e. Participate in my library's planning for reaching out to Spanish speakers</li> <li>f. Have tools and resources needed to support outreach efforts</li> <li>g. Name organizations which specialize in working with Spanish speakers</li> </ol> |
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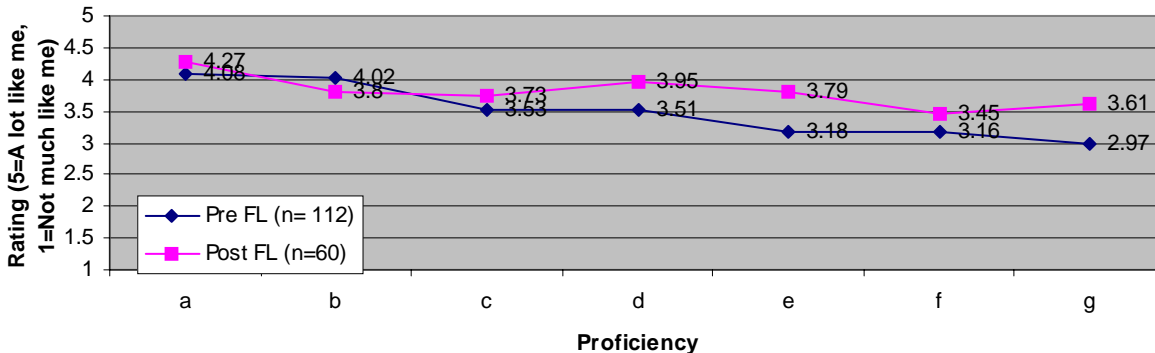
Results by State. Participants from the four states did not vary significantly from the average within either pre- or post-assessment.

In this area, two states—Colorado and New Mexico—showed mildly significant gains between pre- and post-assessment, while the other two—Florida and Illinois—did not experience significant gains (Charts 42, 43, 44, and 45). In all four, the two skills in which participants showed the largest gains were in participating in their library’s planning for outreach and naming organizations which specialize in working with Spanish speakers. Areas of least change in all four states were the two skills with highest initial ratings: feeling that partnerships are helpful and having the support of the organization and supervisor to plan for outreach.

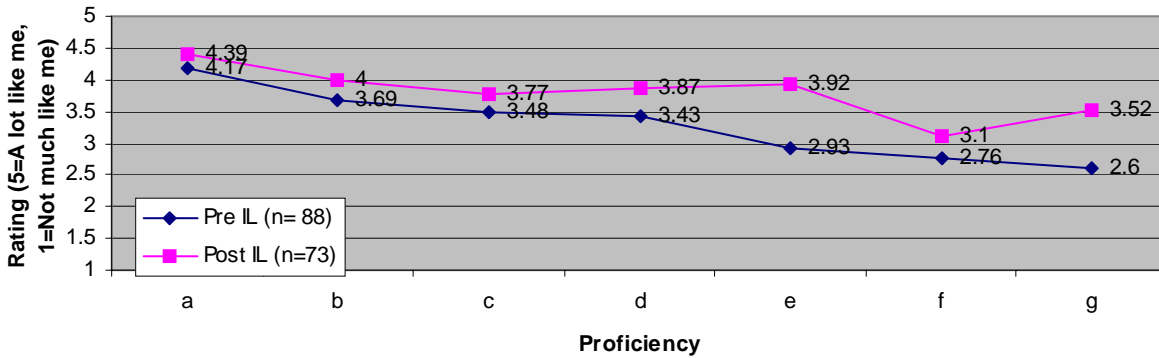
**Chart 42: Planning and Outreach: Pre- and Post-assessment  
Colorado**



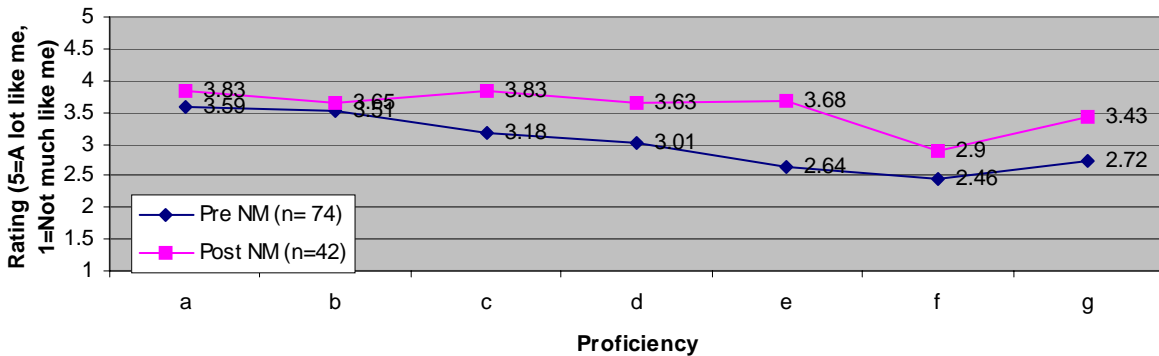
**Chart 43: Planning and Outreach: Pre- and Post-assessment  
Florida**



**Chart 44: Planning and Outreach: Pre- and Post-assessment  
Illinois**



**Chart 45: Planning and Outreach: Pre- and Post-assessment  
New Mexico**



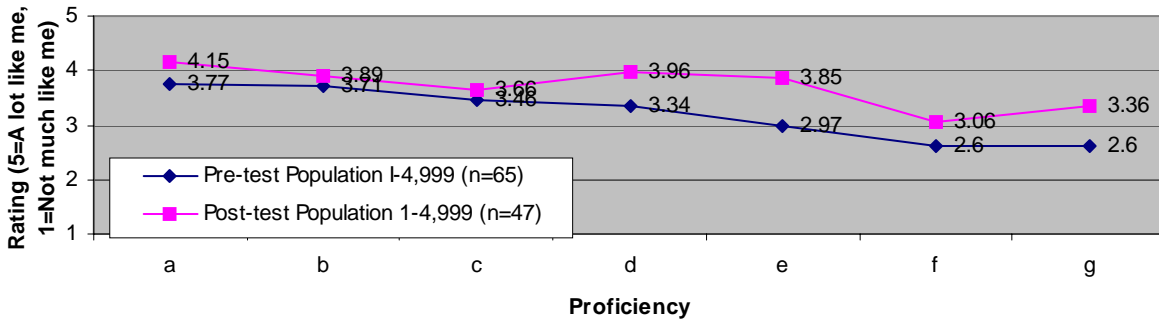
- |  |
|--|
| <ul style="list-style-type: none"> <li>a. Feel that partnerships... are helpful to reaching out to Spanish-speakers</li> <li>b. Have support of my organization and supervisor to plan and implement...</li> <li>c. Advocate for providing public access to computers in my community</li> <li>d. Articulate the library's goals and objectives for cultural diversity</li> <li>e. Participate in my library's planning for reaching out to Spanish speakers</li> <li>f. Have tools and resources needed to support outreach efforts</li> <li>g. Name organizations which specialize in working with Spanish speakers</li> </ul> |
|--|

Results by Population Served. The size of the library did not create significant variance from the average pre- or post-assessment results.

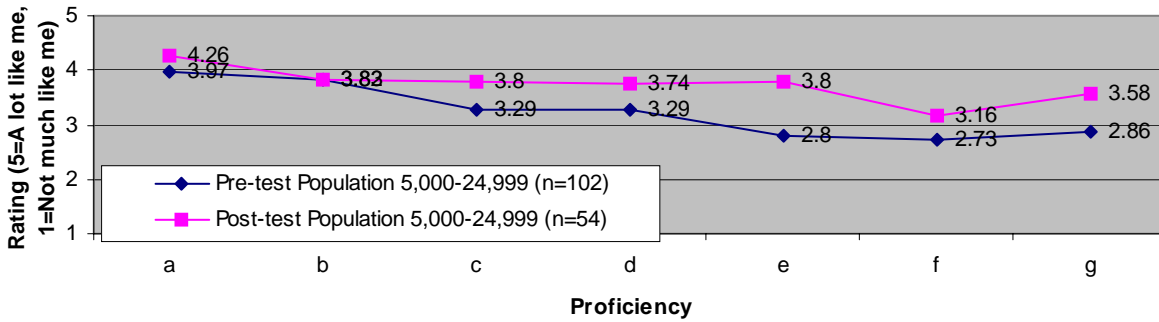
Even though overall results show mildly significant (.05 level) increases, when pre- and post-assessments were compared for various sizes of libraries, increases in planning and outreach skill were not statistically significant for any of the four size groups (Charts 46, 47, 48, and 49). The first three skills showed minimal increases. The same patterns are visible across all four sizes of libraries: The first three skills show the least change, while participating in planning and naming organizations which specialize in working with the Spanish-speaking community show the strongest increases.



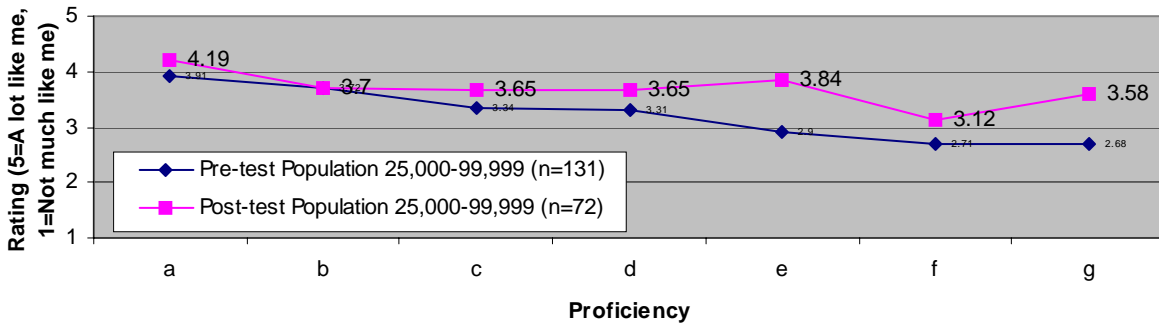
**Chart 46: Planning and Outreach: Pre- and Post-assessment  
Population Served 1-4,999**



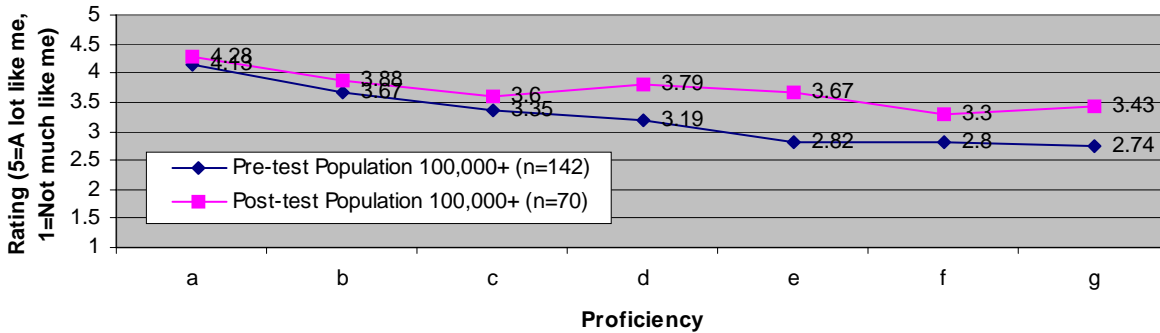
**Chart 47: Planning and Outreach: Pre- and Post-assessment  
Population Served 5,000-24,999**



**Chart 48: Planning and Outreach: Pre- and Post-assessment  
Population Served 25,000-99,999**



**Chart 49: Planning and Outreach: Pre- and Post-assessment  
Population Served 100,000+**

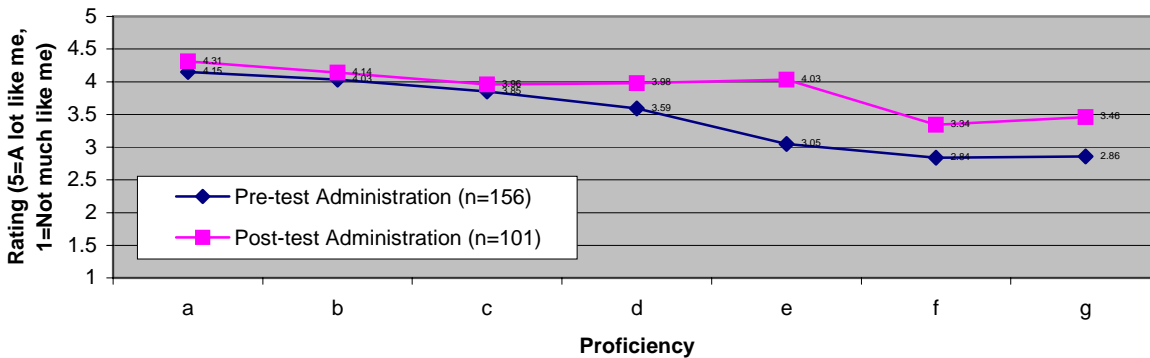


- a. Feel that partnerships... are helpful to reaching out to Spanish-speakers
- b. Have support of my organization and supervisor to plan and implement...
- c. Advocate for providing public access to computers in my community
- d. Articulate the library's goals and objectives for cultural diversity
- e. Participate in my library's planning for reaching out to Spanish speakers
- f. Have tools and resources needed to support outreach efforts
- g. Name organizations which specialize in working with Spanish speakers

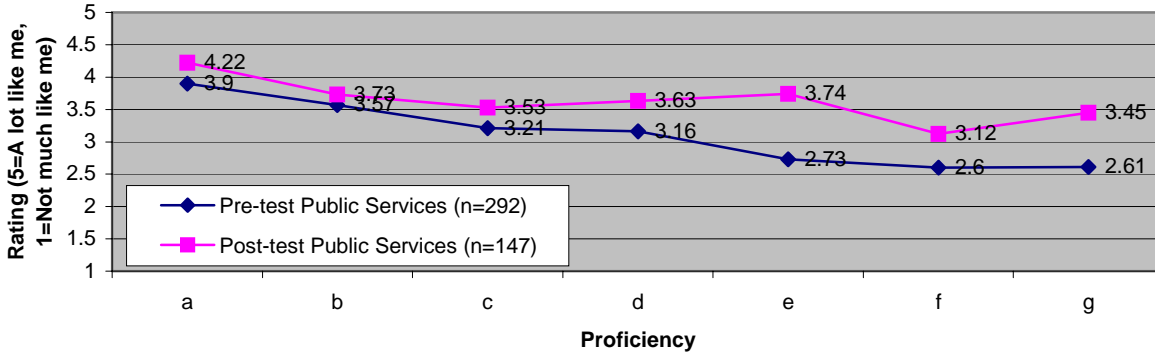
Results by Primary Job Function in the Library. Results for different functional groups did not differ significantly from the average in the pre- or post-assessments.

Neither administrators, IT staff, nor outreach staff made statistically significant gains from pre- to post-assessment (Charts 49, 51, and 52). Public services staff, who accounted for 41 percent of the 361 responses, made mildly significant (.05 level) gains (Chart 50).

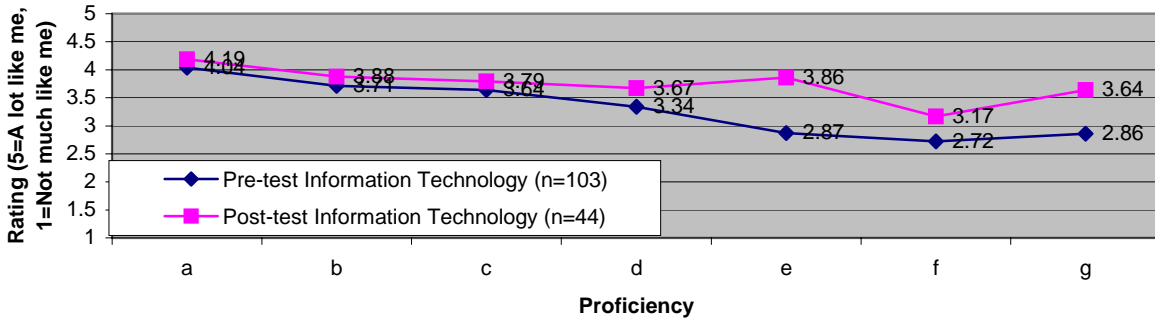
**Chart 50: Planning and Outreach: Pre- and Post-assessment  
Administrator Function**



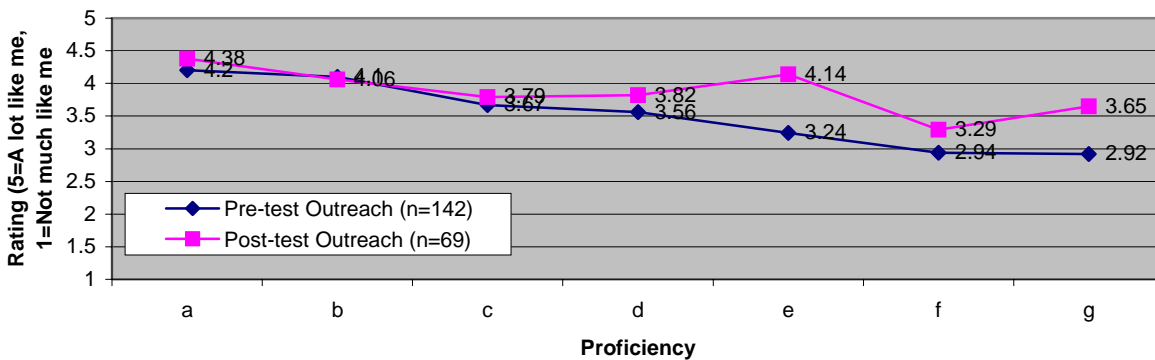
**Chart 51: Planning and Outreach: Pre- and Post-assessment  
Public Services Function**



**Chart 52: Planning and Outreach: Pre- and Post-assessment  
Information Technology Function**



**Chart 53: Planning and Outreach: Pre- and Post-assessment  
Outreach Function**



- a. Feel that partnerships... are helpful to reaching out to Spanish-speakers
- b. Have support of my organization and supervisor to plan and implement...
- c. Advocate for providing public access to computers in my community
- d. Articulate the library's goals and objectives for cultural diversity
- e. Participate in my library's planning for reaching out to Spanish speakers
- f. Have tools and resources needed to support outreach efforts
- g. Name organizations which specialize in working with Spanish speakers

**GOAL 3: Increase partnerships among local libraries and other community organizations serving Spanish-speaking customers.**

The post-assessments, interviews with community partners, and focus groups with Spanish speakers in the community confirm that libraries whose staff participated in the workshops have strengthened their relationships with organizations serving Spanish speakers in their communities.

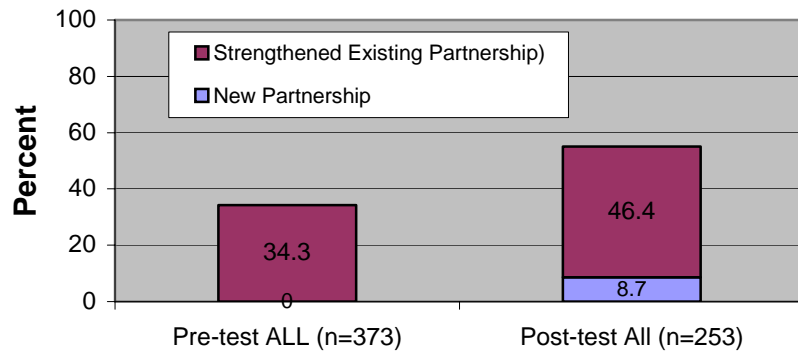
***Pre- and Post-assessment***

The percentage of libraries reporting partnerships with organizations in the Spanish-speaking community grew from 34.3 percent in the pre-assessment to 55.1 percent in the post-assessment, a statistically significant increase (.01 level) (Chart 54). Of the 55.1 percent, 46.4 percent described strengthening existing partnerships and 8.7 percent reported new partnerships.

Participant comments paint a vivid picture of local partnership efforts to work with churches, schools, literacy groups, cultural organizations, social service agencies, and local coalitions:

*“Spoke to Future Heritage Organization board member who was extremely helpful in identifying local Spanish organizations and media contacts. Work with director of Artes Infantiles, local business that provides arts/crafts/Spanish classes, on programs. She also does translations for us.”*

**Chart 54: Spanish Language Outreach: Partnerships**



*“The TEAL Literacy Program has established a fuller partnership with the Auburn Public Library to link the Spanish speakers to the library. Last summer we focused exclusively on our community's Spanish speakers with the award of a Penny Severns Summer Reading Program grant. It was an excellent means of highlighting all aspects of the library and linking our Spanish speakers with resources of interest to them.”*

*“Clifton Elementary School has a high Spanish speaking population and we know from past involvement that they have worked hard to get the parents involved in activities with their children. We joined them on their Food for Thought night providing a "Read With Your Child" workshop for families of Kindergarteners. On those nights, families have an opportunity to attend presentations, receive school info, updates on school activities, and information that pertains to them. Translators and bilingual presenters are present. We*

are talking about working together to bring beginning English classes for families to the area.”

“With the Latin American Cultural Center we are doing a series of cultural concerts.”

“The library joined the McHenry County Latino Coalition, with me as the library's representative. I have recently become a board member of the organization.”

“I am currently trying to participate in the Latino Chamber of Commerce to scope out organizations I can network with to serve this population. I am also planning on doing outreach with schools in our area as well as in the areas where the Spanish speakers live.”

“The liaison between two Spanish congregations of local Catholic churches has offered to place our information on bulletin boards and in bulletins. One church invited our two staff members to speak to members right after the worship service.”

“We have worked with the Social Service Agency on training Spanish speaking single mothers on computer use and clerking at the library.”

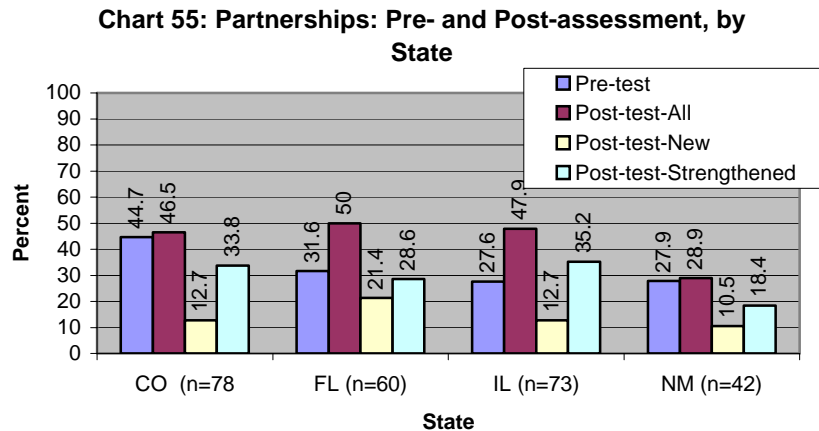
“We have partnered with Hacienda del Sol, a transitional housing residence for homeless families. Most of the residents speak Spanish as their first language, and many are Mexican. We are offering a People & Stories/Gente y Cuentos literature program there.”

Partnership results varied by state and by the size of the libraries.

Results by State. Before the workshops, Colorado had the largest number of participants reporting partnerships, while Florida, Illinois, and New Mexico clustered about 15 percentage points lower (see Chart 55). After the workshops, Florida and Illinois—both with statistically significant increases—had caught up with Colorado, with nearly 50 percent of the participants from all three states reporting strengthened or new partnerships.

In Colorado, 44.7 percent of the libraries reported they had partnerships in the pre-assessment; in the post-assessment, the number was virtually unchanged at 46.5 percent, including 12.7 percent new partnerships and 33.8 strengthened efforts.

In Florida, 31.6 percent of libraries initially reported



partnerships; afterwards, the percentage had grown to 50.0 percent, including 21.4 percent with new partnerships and 28.6 with strengthened partnerships.

In Illinois, 27.6 percent of respondents had partnerships in the pre-assessment; in the post-assessment, the total had nearly doubled to 47.9, of which 12.7 percent were new and 35.2 percent were ongoing.

New Mexico participants reported no change in partnerships. Of all respondents to the pre-assessment, 27.9 percent had partners; in the post-assessment the total was 28.9, including 10.5 percent new partnerships and 18.4 percent strengthened ones.

**Results by Population Served.** Partnerships with organizations serving the Spanish-speaking community blossomed in all but the smallest communities (see Chart 56). Before the workshops, approximately 28 percent of libraries in the three smaller categories (serving 1-4,999, 5,000-24,999, and 25,000-99,999) reported they had partnerships. The percentage of the largest libraries, serving 100,000 or more, reporting partnerships was nearly double at 47.4 percent.

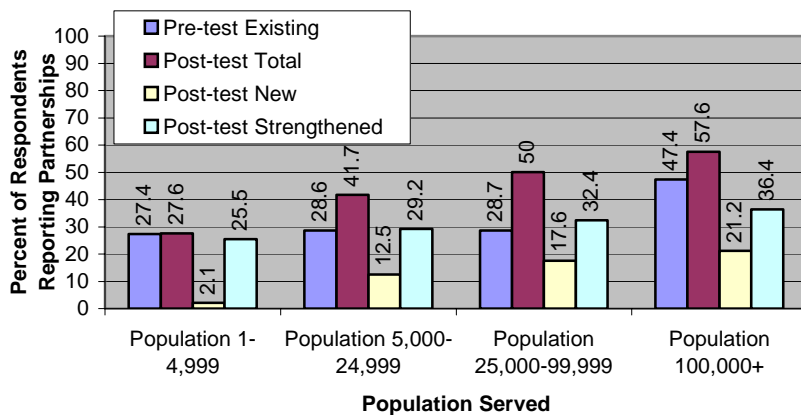
By the post-assessment, the size of the library was a good predictor of the percentage engaged in partnerships. The only statistically significant increase was among libraries serving 25,000-99,999 population, 50.0 percent of which now had partnerships, compared with 28.7 percent initially; 17.6 percent were new. The smallest libraries had not increased their partnerships and only 2.1 percent reported a new partnership. The percentage of libraries serving 5,000-24,999 with partnerships had risen from 28.6 percent to 41.7 percent, including 12.5 percent reporting new partnerships. In the large libraries, serving 100,000+, the percentage with partnerships grew from 47.4 to 57.6 percent, including 21.2 percent new ones.

**Interviews with Partners**

In interviews with 14 representatives from 12 community organizations with which libraries had partnerships, interviewees described specific benefits of their relationships with the library:

- **Proactive contact by the library.** They want the libraries to continue to communicate with them and provide opportunities for input and collaboration. They believe there are additional ways to work together.

**Chart 56: Partnerships: Pre- and Post-assessment By Population Served**



- Cross-marketing opportunities that enhanced their ability to reach their own audiences
- Contributions to their literacy efforts for adults and children
- Programming for Spanish- and English-speaking audiences
- Library staff who are knowledgeable, dependable, enthusiastic, and sometimes bilingual
- Great resources at the library—books, videos, programs, and meeting rooms

They also identified key challenges:

- Lack of awareness of Spanish speakers and area agencies about what the library has to offer
- Cultural and language barriers
- Time—both for busy Spanish families and for collaboration with partners
- Documentation needed to get a library card

Informal assessment of the impact of the partnerships is the norm among these local partners, largely consisting of planning together and reviewing results together following activities or during regular strategic planning sessions. The emphasis has been on improving service to Spanish speakers or customers in general, rather than on the partnership itself.

Organizations have not been transformed as a result of their partnerships with the library to reach Spanish speakers. Instead, demographic, political, and funding environments often impact their ability to provide services and continue outreach. Seven of the 11 partnerships were already in existence before the library staff participated in the Spanish Language Outreach training; their participation in the training seems to have been the result of growing interest in serving the Spanish community, and their partnership efforts back home have been clarified and extended rather than initiated. The three Florida partnerships do seem to have been the result of the Spanish Language Outreach training; the planned Mesa, Colorado, partnership between the library and an elementary school has not yet gotten off the ground, due to a shortage of volunteer staff.

### ***Focus Group Evidence of Partnership Impact***

In focus groups with Spanish speakers in each of the pilot states, it was clear that the partners have been important in introducing some Spanish speakers to the libraries:

- In Colorado, partner El Comite was mentioned several times:

*“The library should get information out to El Comite. It has classes for parents; the library should be invited to explain things about the library at those.”*

- In Illinois, focus group participants reported that they learned about the library’s computer classes through ESL and GED classes sponsored by the Literacy Council, as well as in other library computer classes.

*“The computer classes at the library are an excellent service. Very good program. I am learning a lot. This is the only place I’ve taken computer classes.”*

*“This library has a larger collection in Spanish. This is the heart of the Spanish community.”*

- In Florida, they mentioned seeing flyers about the library at the Hispanic Business Initiative.
- In New Mexico, the bilingual teacher and the parent center staff members both reported that they referred people to Flo at the library and caravanned to the library in order to familiarize families with how to get there and with its services:

*“Family center staff have taken people to the library, with four or five cars behind us: “Vamos todos in file.” Going to the library is in middle anxiety level—school is low because in neighborhood, college at upper end.”*

Having well-connected partners is important in reaching the Spanish-speaking community. In New Mexico, where the focus group participants included other community organization representatives, the Spanish-speaking liaisons from the school were very successful. On the other hand, several of the organizations seemed to be challenged in their own efforts to reach the Spanish-speaking community. The president of the Northwest New Mexico Hispanic Association, whose family has lived in New Mexico for 400 years, explained what his organization was trying:

*“Getting them involved is hard. We have an annual event, Fiesta de San Juan, in Bloomfield, NM. Even though we honor families one night, have children’s event planned by Flo and entertainment on Saturday evening, attendance is not what we would like. We are having a meeting in March to consider becoming Hispanic Chamber of Commerce.”*

The radio station representative is also struggling:

*“We’re certainly open to having Spanish-speaking people on the radio. The issue is to get them in and feeling comfortable... It’s an uphill battle. Someone suggested that I might have to have a specific day and time for programming in Spanish. Before I can do that, I need to find some Spanish-speaking people to work at the station.”*

The Boys & Girls Club director summed up the discussion:

*“Everybody is trying to reach the Spanish-speaking community but nobody knows how. One the other side, Spanish speakers want help but don’t know who to contact.”*

In Illinois as well as in New Mexico, participants named Flo and Julio as the Spanish-speaking library staff members they called and to whom they referred their friends. In Florida, most of the staff members at the Herndon branch speak Spanish.

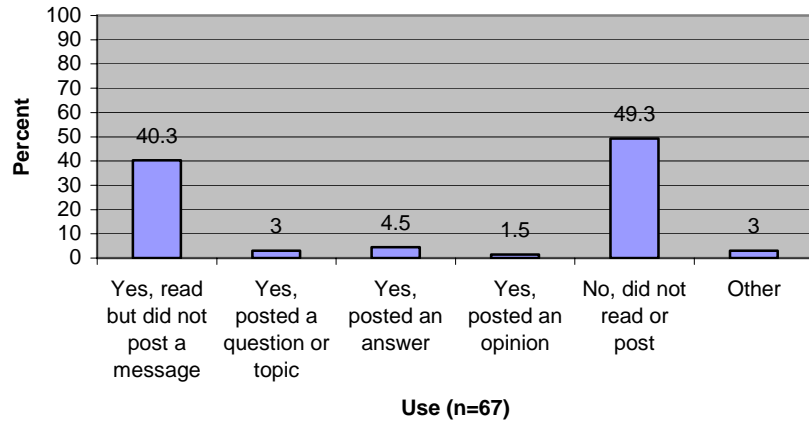


**GOAL 4:** Create an online community with best practices for outreach to Spanish-speaking customers and discussion boards for sharing among participating libraries and community organizations, with the longer-term goal of sharing materials with a larger audience of local libraries through WebJunction.

*Post-assessment of Workshop Participants*

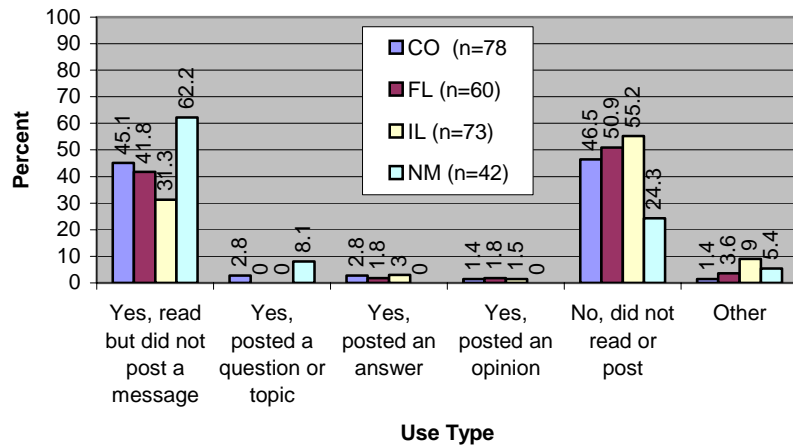
Roughly half of the participants in the Spanish Language Outreach program during the pilot year reported reading or posting a message on the WebJunction discussion boards (see Chart 57). The vast majority read but did not post, while a much smaller number posted a question, topic, answer, or opinion.

**Chart 57: Spanish Outreach: Use of WebJunction Discussion Message Boards**



Results by State. Use of the WebJunction discussion boards varied widely among the four states (see Chart 58). Participants from New Mexico, a Community Partner state, reported substantially higher incidence of reading and posting than those in the other three states. In Colorado, formerly a Community Partner state,

**Chart 58: WebJunction Use, by State**



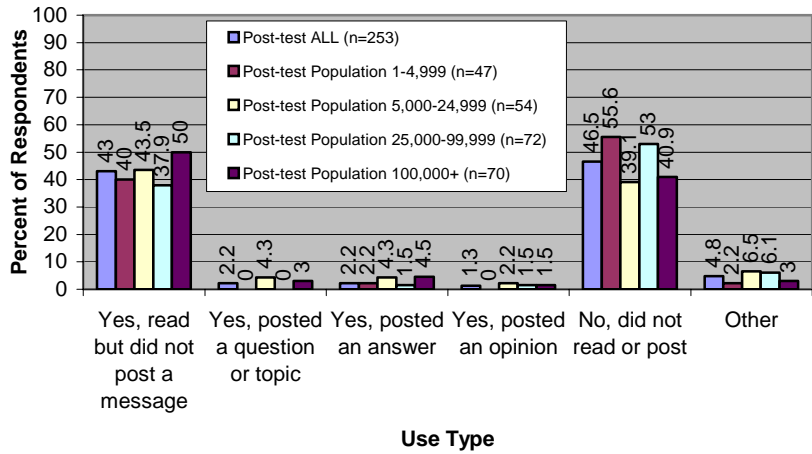
marginally higher percentages of participants read but did not post, and others who posted a question, topic, answer, or opinion. More than half of respondents in Florida (50.9 percent) and Illinois (55.2 percent) did not read or post.

Results by Population Served. Among participants from different sizes of libraries, WebJunction discussion board use followed patterns similar to overall usage patterns, but some differences are noticeable (see Chart 59). Participants from the largest libraries were most likely to have read (50.0 percent) or posted (9.1 percent). Responses from the other three size categories clustered near the average for reading (43.0 percent). The most likely group to post a question, topic,

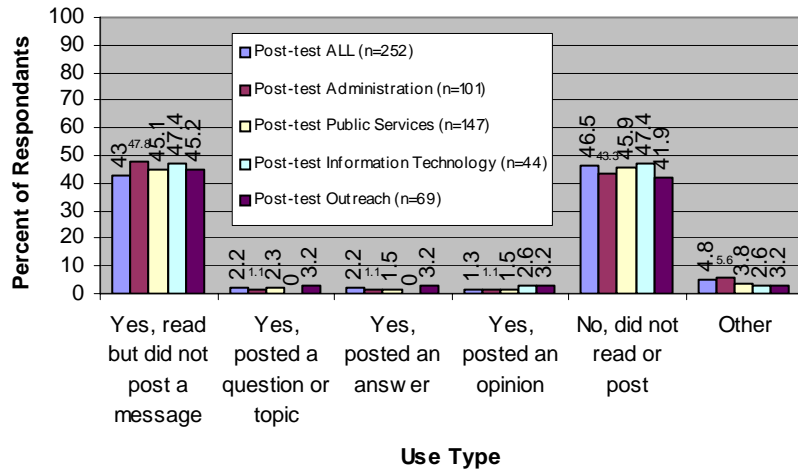
answer or opinion, were those from libraries serving 5,000-24,999. The least likely to read or post were those from libraries serving 25,000-99,999.

**Results by Primary Job Function.** Differences in use of WebJunction discussion boards among the four primary job function groups were minor, compared with the consistent patterns of use among them; roughly 45 percent read but did not post, and another 45 percent did not read or post (see chart 60). Administrators and IT staff were slightly more likely to read the discussion boards, without posting. Outreach staff were most likely to post a question, topic, answer, or opinion.

**Chart 59: WebJunction Use, by Population Served**

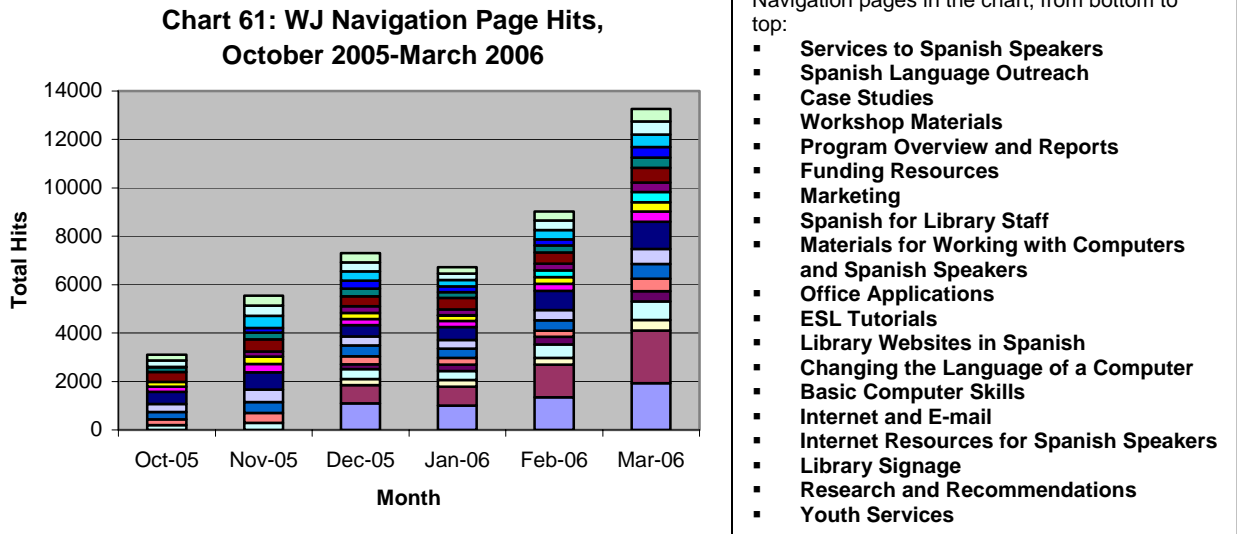


**Chart 59: WebJunction Use, by Function**



**WebJunction Usage**

Use of WebJunction content continues to show a pattern of steady increase (Chart 61). It is not possible to determine how many of the users were participants in the Spanish Language Outreach Program.



From June 2005 through February 2006, Spanish Language Outreach navigation pages on WebJunction continued to rank among the top 20 pages. In June and July 2005, they ranked in Community Partner states, but not on the WebJunction Global site; from August through February, at least one navigation page ranked in the top 20 on WebJunction Global every month.

<u>Month</u>	<u>Navigation Page</u>	<u>Top 20 Rank</u>
<b>June 2005</b>	Services to Spanish Speakers	
	Arizona (5)	17
	New Mexico (36)	12
<b>July 2005</b>	Washington (68)	8
	Materials for Working with Computers and Spanish Speakers	
	New Mexico (23)	17
<b>August 2005</b>	Services to Spanish Speakers (21)	
	Washington (21)	18
<b>September 2005</b>	Services to Spanish Speakers	
	WJ Global (465)	17
<b>October 2005</b>	Services to Spanish Speakers	
	WJ Global (544)	15
	New Mexico (58)	20
<b>November 2005</b>	Washington (31)	12
	Spanish Language Outreach Program (4414)	
	WJ Global	19

<b>December 2005</b>	Services to Spanish Speakers (876) WJ Global	15
<b>January 2006</b>	Services to Spanish Speakers (845) WJ Global	16
<b>February 2006</b>	Services to Spanish Speakers (1039) WJ Global	14
	Spanish Language Outreach Program (1036) WJ Global	15
	Spanish Language Outreach Program (73) WJ Global	13
	Service to Spanish Speakers (43) WJ Global	18

Individual Spanish Language Outreach content pages placed in the top 20 in two months. In June 2005, one of the pages made the top 20 in two Community Partner states. In February 2006, the introductory page ranked 16<sup>th</sup> in the WebJunction Global site.

<b>Month</b>	<b>Content Pages</b>	<b>Top 20 Rank</b>
<b>June 2005</b>	Outreach to Spanish Speakers: Gates Training Grant Program Video Arizona (2)	13
	Washington (7)	11
<b>February 2006</b>	Spanish Language Outreach Program (144) WJ Global	16

### *Partners and WebJunction*

With one exception, partners were unaware of WebJunction. The one person who had used it, Carol Little, felt it was library oriented. When the interviewer described its content, other partners indicated interest.

**GOAL 5: Test training materials and instruments for data collection.**

***Training Materials***

Several pieces of evidence indicate that training design and materials have been effective in reaching most of the Spanish Language Outreach Program goals:

- Trainers and participants were overwhelmingly positive about the Institute and workshops in their end-of-session evaluations (details are included in the June 2005 Interim Report).
- Local workshop participants achieved statistically significant gains in attitude, job skills, and planning and outreach skills, as reported in the detailed results under GOAL 2 above.
- Participants achieved statistically significant gains in community partnerships.
- Participants were excited about WebJunction at the workshops and used WebJunction content and message boards. Nearly half of participants read messages and a smaller number posted a topic, question, or opinion, as might be expected.

Barriers to implementing strategies suggested in the workshop included:

- Lack of time
- Lack of institutional support—time, money, or authorization from the director
- Lack of knowledge about the Spanish speaking community in general, and community organizations in particular
- Lack of language skills necessary to communicate with Spanish-speaking customers

***Instruments for Data Collection***

From the point of view of the evaluator, data collection worked smoothly. The online surveys for pre- and post-assessment were easy to develop and to adjust. Every trainer completed the pre- and post-assessment. Nearly every local workshop participant took the pre-assessment and approximately half of them completed the post-assessment, a reasonable percentage given the passage of time and the extremely demanding schedules of library staff. It was also to be expected that those who had not implemented any changes since the workshop would be less motivated to complete the post-assessment. Open-ended comments in the workshop evaluation and post-assessments allowed the evaluator to get a more personal sense of what was happening among the participants.

Phone interviews with trainers after they had completed one or two workshops yielded valuable formative information for improving the curriculum and adjusting the activities in the local workshops.

Phone interviews with partners yielded some unexpected results, allowing the evaluator to understand the benefits and challenges of the partnership from their point of view. In setting up the focus groups, the evaluator shared the results of the interviews with the library; the communication between library and partner in planning the focus group offered a way for them to reconnect. Both indicated an interest in seeing the focus group report.

Focus groups were final step in the evaluation. They served to confirm that the awareness of the library and its services are growing, that Spanish speakers value the library, and that many learn about it from other organizations or through friends. The focus groups also yielded valuable information about continuing barriers and many practical suggestions for improving service to Spanish speakers.

Attendance at the focus groups was outstanding, thanks to the hard work of local hosts in inviting articulate participants. Conversation in the focus groups was rich and uninhibited, thanks to the immediate rapport with participants established by facilitator Yolanda Cuesta, who conducted three groups in Spanish and one in English. Her bilingual skills were important in assuring that everyone was included and understood. She also assisted in developing the discussion guide and translated it into Spanish and the notes from the Spanish sessions into English.

## Conclusions

### *Participation*

Four hundred fifty six local library staff members completed the workshop pre-assessment; 253 completed the post-assessment. Two thirds of participants were from libraries serving populations of less than 100,000. New Mexico had the smallest number of participants, two thirds of whom served fewer than 25,000. Colorado had the largest number of participants and the largest number of libraries serving populations of more than 100,000. On average participants perform at least two functions in the library—administration, public service, information technology, or outreach.

### *GOAL 1: Outreach Activities*

Participant comments detailed many activities undertaken as a result of the workshops, beginning with planning and conducting community leader interviews. They also described staff development activities ranging from discussing cultural differences and learning Spanish to hired native Spanish speakers.

In the post-assessment, marketing to the Spanish-speaking community did not make a statistically significant increase, but the use of a variety of marketing channels did. Post-assessment comments reflect increased attention to community leader interviews, word-of-mouth, Spanish media, and cross-marketing efforts. The comments, community partner interviews, and focus groups with Spanish speakers point to an growing awareness of the library in the Spanish-speaking community, but many remain unaware.

The percentage of libraries offering computer classes did not make a statistically significant increase except in Florida and in libraries serving a population of 100,000 or more. Again, participant comments in the post-assessment yield a different picture, suggesting that libraries may have been offering a few classes before, but now have expanded the range and frequency of classes, as well as a making many other small changes in the library's website, signage, printed information, software, and other public access computing services to support use by Spanish speakers. Although community partners did not comment on computer classes, Spanish-speaking focus group members appreciate the computer access and classes offered by the library and would like more of both.

### *GOAL 2: Attitudes, Knowledge and Skills*

Participants made statistically significant gains in cultural awareness, library skills, and planning and outreach skills needed for working with Spanish speakers. Participants from every state, all sizes of libraries, and every job function made gains in all three areas. Differences among states might be explained by the percentage of Spanish speakers in the population, or might be attributable to the fact that a larger percentage of participants from some states came from larger libraries.

Attitudes form the basis for understanding the needs and determining successful approaches to serving Spanish speakers, so gains in this area are very important. The design of the program—a single day workshop attended by single representatives from a library—was appropriate for introducing cultural differences and increasing participants' comfort level.

Many of the library skills depend upon acceptance by the library organization of the goal of reaching Spanish speakers, so gains and participant comments are heartening and suggest that participants returned to their libraries, shared information with colleagues, and made some practical changes—helping Spanish speakers use library computers and referring Spanish speaking patrons to other organizations. Among these skills, the one making the least gain was building a culturally diverse staff.

Big gains in participating in the library's planning for reaching out to Spanish speakers and naming organizations that specialize in working with Spanish speakers are clearly hopeful signs that more improvements will occur in the future. On the other hand, these activities occur within the library and will not achieve results unless community partners are actually engaged and partnerships maintained. This skill set was probably the most challenging for participants, since it required identifying the needs of a target audience not well known to the library and then making staffing, collection, and programming decisions based on those needs, rather than on a traditional model of good library service. This is a paradigm shift that is unlikely to occur in every library after a single library staff member—even if it is the director—attends a one-day workshop. On the other hand, comments from participants, partners, and Spanish speakers suggests that it is occurring in some libraries and is very much appreciated in the community.

### ***GOAL 3: Partnerships***

Overall, participants achieved statistically significant gains in community partnerships. Among individual states, Florida and Illinois made significant gains; among the different population-served groups, libraries in the 25,000-99,000 range made increases.

Community partners described specific benefits from their relationships with the libraries—proactive contact by the library, cross-marketing opportunities, contributions to their literacy efforts for adults and children, library programming, library staff, and library resources including books, videos, and meeting rooms. They also identified key challenges for Spanish speakers—lack of awareness, cultural and language barriers, time, and difficulties getting a library card. Partners suggested that the partnership must continue to be nourished through regular communication and planning and that partners appreciate the library taking the lead in these activities. Focus group members confirmed that the partners are sources of information about the library.

### ***GOAL 4: WebJunction***

Many participants discovered WebJunction at the workshops. It was one of the “best parts” most frequently mentioned in the workshop evaluations.



Usage of Spanish language outreach content continued to increase, which suggests that libraries value it.

Nearly half of participants read the message boards and a much smaller number posted a topic, question, or opinion, following a pattern similar to that of WebJunction users in general. While a substantial number of participants reported reading the message boards, their low participation in posting messages suggests that this is a resource that is not yet optimized. In the busy schedules of front-line library employees, it is unlikely that the message boards will be utilized unless institutional supports are in place.

#### ***GOAL 5: Curriculum and Evaluation Instruments***

Institute and workshop evaluations confirm that training design and materials have been effective. Participants have been positive at the end of the sessions. They have achieved the gains sought by the program—in every state, size of library, and functional group. Participants have suggested a number of improvements, most of which are minor adjustments.

The evaluation design has also functioned smoothly, with substantial numbers of participants completing the various quantitative assessments as well as contributing very valuable comments. Phone interviews with partners and focus groups with Spanish speakers allowed the evaluator to better understand what was happening around the country and occasionally revealed some unexpected results.

## **Recommendations**

1. Continue to use the train-the-trainer model and the Spanish Language Outreach workshop curriculum to achieve increased cultural awareness, library skills, and planning and outreach skills necessary to reach the Spanish speaking community.
2. Use pre-assessment information to modify the curriculum depending on the level of awareness, knowledge, and skill that participants in a particular state bring to the workshop. It would be ideal to have separate workshops for those without substantial prior knowledge who need to increase cultural awareness and for those who already have awareness and are ready to move toward implementation.
3. Increase the probability that learning will be implemented by:
  - a. Encouraging participation by teams from the library, including the director and board members, as well as public services, IT, and outreach staff.
  - b. Strengthening support after the workshop, perhaps through continued state-level communication, follow-up training, or encouragement to use WebJunction content and participate in the WebJunction message boards.
4. Broadly share results of partner interviews, so that local libraries realize the benefits of communicating with partners and the value of the partnership and realize that they have to continually nourish their partnerships.
5. Broadly share the report from focus groups with Spanish speakers in order to demonstrate how simple conversations with articulate representatives from this target audience can reveal the value of library services and suggest many practical areas for improvement.