WebJunction Spanish Language Outreach Project

Report on Focus Groups with Spanish Speakers in Colorado, Florida, Illinois, and New Mexico

Submitted by Sara Laughlin
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Yolanda Cuesta arrives at the Farmington (NM) Public Library
for a focus group.

Introduction

With funding from the Bill & Melinda Gates Foundation, WebJunction began work on the Spanish Language Outreach Pilot Program in August of 2004, a collaborative effort between four state libraries and WebJunction designed to improve the attitude, knowledge, and skills of local library staff needed to reach out to Spanish speakers. The ultimate goal of the program is to increase the number of Spanish speakers who use computers in libraries and attend computer-related training courses.

Methodology

As part of the evaluation of the Pilot program, WebJunction commissioned a focus group with Spanish speakers in each of the four participating states—Colorado, Florida, Illinois, and New Mexico. The objectives of the focus groups were:

1. To evaluate the Spanish-speaking community's awareness of local library outreach efforts.
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 choosing which communities to visit involved several steps. First, the evaluator reviewed post-assessment surveys submitted by local librarians who had participated in a

WebJunction Spanish Language Outreach workshops and sorted those surveys where respondents indicated they had formed a new community partnership of strengthened an existing one. She read the descriptions of the partnerships included in the surveys and selected—based on the quality of the partnership described and the availability of contact information—four or five in each state for phone interviews. At the completion of the phone interviews, she 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 first and second choice sites, including libraries of different sizes and partnerships. Three of the four final sites were first choices; in Illinois the staff at the first site (serving a population of less than 5,000) declined the invitation because they were not certain they could gather enough participants.

At each site, the evaluator contacted person she had interviewed earlier at the partner organization first. 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.

Yolanda Cuesta facilitated all four focus groups—in Colorado, Florida and Illinois in Spanish, in New Mexico in English—using the discussion guide in English and Spanish attached in Appendix A. Cuesta used tapes from the sessions to create notes in English, which the evaluator used to produce this report.

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

Chart 1: Libraries and Their Partners That Hosted Focus Groups				
State	*Focus Group Attendance*	*Library*	*Partner*	*Partnership Description*
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
Total Attendance	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.

Top to Bottom: Focus group participants in Longmont, Colorado; participants in Farmington, New Mexico; and representatives of Hispanic Business Initiative and Orange County Public Library, with Yolanda Cuesta in Orlando, Florida. No photos were available from the Rockford, Illinois, focus group.

- 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.

Awareness of the Local Library

A large percentage of the participants at the focus groups were articulate, well-informed, and very supportive of their libraries. They seemed to have a good understanding of the role and importance of libraries in general.

Some were well aware and were regular users themselves. In Illinois, participants effused:

> *"We attend all library programs. We come to everything. The most popular classes have been the salsa and meringue classes. When they hired Julio, everyone started to come. Before there were no Hispanics coming to the library."*

In several instances, participants described partial awareness at first, like this young man in Colorado:

> *"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."*

…and this participant in Florida:

> *"I was lost and I stumbled upon the library."*

Participants also learned about the library in other ways. One Florida participant found out about the library when her child had to go for a school assignment:

> *"In school my child was required to go to the library to get a library card. I tagged along and got my own card."*

Two young Colorado participants discovered the library through its computers:

> *"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 that they had a computer in Spanish. I found the information I needed but 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."*

> *"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."*

A Florida participant was aware of the library's computers, but complained—as did participants in Illinois--about the short time limit that made it difficult to use them:

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

Word-of-mouth led two Florida participants to 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. I walked to the library because I did not have a car."*

> *"Another person showed me."*

In the case of a third Florida participant, word-of-mouth discouraged him from visiting the library:

> *"IRS information is very important. Does the library have it or not? I heard they don't have it anymore."*

Another Florida participant understood the importance of the library but had been unable to make use of it for his own cross-marketing:

> *"The library is a center for information. We have a computer academy that offers classes at low cost. How can we advertise at the library? We have not been allowed to advertise there."*

A New Mexico participant, who works as a parent liaison at a school in a Spanish-speaking neighborhood, was not quite as enthusiastic in her assessment of the awareness of the families she works with, but she 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 school asked where they could find computers, we referred them to Flo."*

Like many English-speaking users, focus group participants frequently took longer to become aware of the less visible services of the library. In Florida, one participant said:

> *"The library in Herndon is fantastic but the library closest to me has few materials in Spanish. Don't have enough self-help books. I've just learned about delivery system so I can get Spanish books from other libraries."*

On the other hand, awareness of the library varied among the participants themselves and they were less positive in their assessment of awareness in the Spanish community in general. A Florida participant said:

> *"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."*

An Illinois focus group member concurred:

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

Many participants had questions about library services, like the Florida participant who asked:

> *"How can we reserve a library to make a presentation?"*

Factors that Lead to Successfully Engaging the Spanish-speaking Community in Using the Library

A number of factors lead to success in engaging the Spanish-speaking community—addressing the needs of the community, removing barriers to library use, and using effective communication channels. Participants made a number of suggestions for improving library services.

> *Addressing Needs of the Spanish-speaking Community*

During the focus group, participants identified several key needs in the Spanish-speaking community which the library might help to meet:

Functioning in a new country with a different language is difficult, according to a Florida participant:

> *"It is very difficult when we are trying to find out how to function in this new country and we are trying to learn everything we can about living in this country and we don't have enough help in Spanish."*

Using computers and the Internet is a challenge shared by Spanish as well as English speakers, as Illinois and Colorado participants noted:

> *"This is my first time in the computer class. I have a computer but I don't know much. Every time I get stuck I have to call my nephew."*

> *"We need to know how to use the Internet properly. Many people do not understand that the information they find may not be correct. They don't understand that if they don't know where the information comes from or who put it there, it may not be good information."(CO)*

Leadership is a concern among members of the Colorado Spanish-speaking community:

> *"Hispanic people are not prepared to be leaders, only workers. We need to help people become leaders."*

Quality education for their children is extremely important and one of main goals of immigrating, besides work. A New Mexico participant who works with Spanish-speaking families in New Mexico explained:

> *"Do not take education lightly for one minute. Parents want to monitor their children; they need help understanding American schools. At our school, we have a high number of transfer students. Every single family is referred to the parent center so they can understand policies and what is happening with their child. Many Spanish-speaking families actually move into this school district because they are comfortable at school. Many mothers spend the entire day in the parent center, volunteering, learning a little English, and eating lunch with their children. Some won't come to school because they are afraid and embarrassed."*

Opportunities for children to speak Spanish with other children are important to mothers:

> *"Young mothers who cannot speak English want their children to have contact with other children in Spanish. There are a lot of good programs for children in English, but we don't have them in Spanish." (FL)*

Meeting time and place for families. Immigrating to a new country is very stressful. The New Mexico participants who work in the parent center are losing their grant in July 2006, but the need for a central location where all parents can come continues. Mothers, especially, get depressed and sometimes end up in the hospital. In the parent room the families are not only supporting their children, they are providing employment information for each other, childcare, a family system they don't have because they are not in their own country. They come to the parent center for a variety of human needs not necessarily having any relation to school.

Removing Barriers to Library Use

Participants also shared barriers that kept them from using the library:

Fear was mentioned by participants in Colorado, Illinois and New Mexico:

> *"This is a huge place and many people do not feel comfortable." (CO)*

> *"We don't know English and we are afraid of coming to the library." (IL)*

> *"... the library is intimidating, large and confusing, not a lot of posters and signs." (NM)*

Fear also goes in the other direction, according to a Florida participant:

> *"I think some people are afraid that we are not going to speak English if we have books in Spanish available to us. They think they are helping us learn English by not giving us books in Spanish, but I don't believe that's the case.*

<u>Lack of understanding about how to get a library card</u>—along with fear among undocumented immigrants—was a barrier mentioned in every focus group. In Colorado, for example, one person said:

> *"We need information about how to get a library card—what information do you need to get one. The community needs to know that the library is not going to share information with anyone. I work at the school and I've seen parents who are afraid to give out information."*

Another added:
> *"People don't understand that they don't need a library card to attend programs. They think they have to have a library card to walk in the door."*

In Florida, getting a card was also confusing, especially to those who had lived in another Florida city or who lived just outside Orange County:

> *"If I have a card from Miami library, do I need another card?"*
> *"How do I get a library card? Is a passport OK?"*
> *"What happens if you live in Seminole County?"*

In Illinois, a participant said:

> *"The library card ID is an issue. I have a friend who wanted to check out books but he didn't have an ID so he left the way he came. You need identification even to use computers."*

And in New Mexico, participants noted:

> *"It is hard to obtain a library card, because of problem of proving residency. It's hard to prove and afraid of being deported."*

The library staff member present at that focus group provided a good explanation of the library's policies, but assured focus group members that the library only needed to verify that they were who they said they were and that they lived in the library district. When someone doesn't have a driver's license, the library has accepted Sam's Club membership cards with photo IDs, which are provided by many employers.

<u>Difficulty using a map or following verbal or written directions to find the library</u> are difficult for those who don't speak English said one New Mexico participant:

> *"A lot of people ask me, 'How do I get there?' I know where it is, I could have them follow me, but I can't tell them how to get there." The majority of immigrant people are going to stick to their own neighborhood."*

Not knowing enough English made using the library difficult, according to a Florida participant:
> *"I don't know enough English. I am frustrated when I go to the library close to my house because there is not much material in Spanish. I checked out tapes to learn English and they did not work in my car. They have very old technology.'*

Using Effective Communication Channels

Communication channels suggested by focus group participants matched those recommended in the Spanish Language Outreach workshops:

Word-of-mouth. The description of the mother's network at McCormack School in the Spanish neighborhood in Farmington is the best illustration:

> *"The 'comadre network' can find almost anything within a few days. A woman came to us last week and she needed a home immediately for herself and five children. Four or five days later, she's in a trailer. We can find doctors with Spanish-speaking office staff. If all else fails and they have to go to a specialist, we have actually gone with them. When somebody comes with a problem, everybody is thinking about it: How are we going to solve her problem?"*

School newsletters were mentioned in Colorado, Illinois, and New Mexico, where the annual survey done by the school confirmed that 73 percent of parents get information through the school newsletters (one in Spanish and one in English).

Spanish language newspapers and radio stations were mentioned in every focus group. "*Everyone listens to the radio*," said a Colorado participant.

Retail outlets catering to Spanish speakers, especially meat markets, tortilla shops, laundromats, and Sam's Club, were frequent suggestions.

Churches, "all of them, not just the Catholic Church," they recommended:

> *"The Church has a wonderful following. Monsignor is very supportive. I think he's done it [disseminated publicity] for the Hispanic Association."*

The Internet was suggested by younger participants in Florida and Illinois.

> *"I found the library on the Internet."* (FL)

> "News on the Internet." (IL)

### *Suggestions for Improving Library Services for the Spanish-speaking Community*

Focus group participants made a number of suggestions for improving service:

- Offer quality service to Spanish speakers in every location, at all times. They appreciate the initial efforts made by their libraries to reach out, hire bilingual staff, offer computer classes, and add to their Spanish language collections. They stressed that the Spanish-speaking community is spreading and urged that the libraries quickly respond so that Spanish speakers can become aware of and use library services wherever they live.

- Add Spanish-language signs inside the library.
  A Colorado participant said:

  "The library needs more signs. Big signs. Most people don't know where the collection is. People can't see it or find it easily. Signs that distinguish between fiction and non-fiction."

  A New Mexico user requested *"more user friendly."*
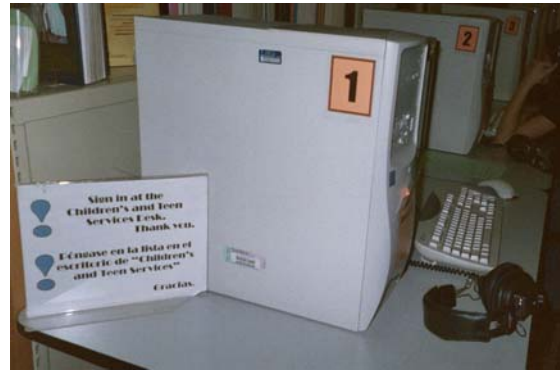
  Bilingual sign near children's computer area at Longmont Public Library.

- Increase promotion outside the library. *"The Library doesn't publicize much,"* noted a Colorado participant. A Florida participant agreed:

  "It is not present. It is not in your face like so many other things. Not on TV or radio or anything."

  Some suggested sending flyers home from school with a map or direction and bringing school classes to the library for a tour and introduction. Others wondered how people who don't have children would find out about the library.

  Illinois participants asked to have more advance publicity about programs:

  "We don't find out about classes until too late and we miss out."

  "Make the library and its services fun," urged a Colorado participant.

- Orient immigrants to their new country. The participants suggested the library play a role in supporting new immigrants as they learn about American customs and their own communities in a variety of ways—how to help your children, how to take medications, how to find a job, how to obtain citizenship. One Florida participant summed it up:

> *"Seminars or programs on how to live and function in this country. The culture is totally different and we have to adapt to the ways of this country, but we need orientation about what our rights are and why is correct and incorrect. People can get into serious problems."*

> *"How to manage stress. "The stress here is very high, the life here is so fast."*

- Offer educational resources and classes for adults to complement those offered by other organizations. Spanish speakers place a high value on education and want GED and ESL classes with bilingual teachers:

  > *"I have my GED in Mexico, but I want to get my GED here as well."*

  > *"I do not just want to pass the GED. I want to have more knowledge and be more prepared in each area so that I am dominant in each area."*

  > *"I have a problem because I have to go to East High School for math on Saturdays, but I work on Saturdays, so I won't know anything about math."*

  Colorado and Illinois participants complained that ESL classes are not offered at times when they are available, that content is too advanced and moves too quickly. Some participants need to learn the alphabet, while others want to learn "rules and grammar, not just how to speak English." They would like the library to provide child care so that young mothers can attend.

  The Herndon branch in Orlando has two new, flexible options that may offer promise: English Language Learning System (ELLIS) is a self-paced, interactive computer program. The staff teach people how to use it on a computer in the library; 140 are currently enrolled The learner talks to the computer and the computer responds. Tell Me More is another computer-based option with five different languages. Learners can use it in the library or for $25 license fee can take it home to practice.

- Offer educational programs for children in Spanish. While the adults want to learn English, they want their children to speak Spanish too, according to Florida participants:

  > *"Our children need to learn Spanish. They need to interact with other children who speak Spanish. Herndon has a program for children called something like "The Hour of the Child." They need to take it to other libraries. Our library has such programs in English, but they need it in Spanish."*

  > *"Children learn to speak English but they need to learn how to read and write in Spanish. Can't just know how to speak it, but need to know how to read and write it."*

- Add computers. A young Colorado participant suggested training Spanish-speaking teens who can then teach others how to use computers. She added:

"Have more computers in Spanish and let people know."

Many requested that the library add computers or allow them more time on the computers, like this Illinois participant:

"Need more computers and more time on computers. Thirty-minute limit barely allows time to check e-mail, not to learn or search the Internet. Sometimes we come and have to wait one hour to get a computer. We are left hanging when we are on the computer and our time runs out. There should be a more flexible system so if there is no one waiting they could let us stay longer."

Another Illinois participant felt that children and adults should have different computers, so that children did not monopolize computers for movies and games.

- <u>Offer computer training in Spanish</u>. A young Colorado participant suggested:

  "Let people know about the credibility of information at the library vs. what they get on the Internet.

  Participants want very basic and more advanced classes, where they can "move beyond e-mail:"

  "Need to have more extensive classes. We want to learn more."

  In Illinois, where only one of the focus group participants had a computer at home, they wondered if the library could help them buy computers at a lower cost.

- <u>Provide one-on-one computer assistance in Spanish</u>. In Illinois, one participant said:

  "Everyday someone needs help at the computers and Julio is not around to help them. I don't know much, but I try to help. It happens daily that a Hispano comes and nobody can explain because of language."

  A Florida participant asked:

  "If I surf the Internet, can I translate the library website into Spanish?

- <u>Hire more Spanish-speaking staff and identify them</u>. In Florida, the participants gave judos to the Herndon branch where a majority of staff speak Spanish; in Illinois, the participants had high praise for staff member Julio; in New Mexico, Flo received compliments:

  "Julio is the only one from the library who communicates in Spanish. Julio has helped us a lot."

> *"A group came in one day and as they walked through the door, they said, 'By the way, we don't speak English.' If Flo hadn't been there, I don't know what we would have done. Even if we all know just basic vocabulary, it would be helpful.*

A Colorado participant suggested that library staff who speak Spanish should wear badges with their names and "Habla Espanol" on them. If there are not enough staff members, they suggested using Spanish-speaking volunteers to help teach about the library.

A New Mexico library staff member suggested offering "Spanish for library people;" the Florida library staff at the focus group reported they are doing just that.

- Expand and update collections. Florida and Illinois participants requested more books and magazines in Spanish, more international films and films with sub-titles, more homework support:

  > *"We tried to find homework help at Central library in Spanish. They have very few books and you don't have enough time to do research and look it up on the Internet."*

Spanish books, tapes, and magazines are shelved together at Longmont Public Library.

- Provide community information. *"The library should be the central point of information for the community*," noted a Colorado participant.

- Present cultural programming. Colorado participants requested more programs with Hispanic and Latino authors, historical and cultural films, and book discussions.

- Teach people how to use the library in Spanish. Participants in all four states recommended that the library regularly schedule orientations in Spanish. In Illinois, they specifically mentioned focusing the orientation on older children who don't know English and don't how to ask for help.

- Include business information—in Spanish. In Florida, participants requested Information and guides on" how to run and grow your business. They would like classes on how to start a business on Saturday and at other convenient times.

Impact of Library Outreach Efforts

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.

Conclusions

These focus groups confirm that the Spanish-speaking community's awareness of the library is growing in these four communities. It is clear that members of these communities value the library as an important source of orientation to the culture of their new country, education for themselves and their children, computer training and access, community information, and personal support. It is also obvious that the libraries have been working hard to reach out to Spanish speakers, many of whom are still unaware or only partially aware of the library's capabilities.

A number of factors lead to success in engaging the Spanish-speaking community. Participants identified several particular needs of the community that offer opportunities for the library:

- providing support for immigrants functioning in a new country with a different language,
- learning to use the computer and the Internet and having access to free computing resources,
- offering opportunities to learn and demonstrate leadership in the community,
- supporting quality education, and
- providing meeting times and places, including opportunities for children to speak, read, and write Spanish.

A number of barriers to awareness and use remain, according to the focus group participants, including:

- fear,
- language difficulties and resulting directional challenges,
- lack of library visibility,
- shortages of Spanish-speaking staff to provide assistance and education
- difficulties in getting a library card,
- limited computer resources, and
- limited or inconvenient ESL and GED classes.

Some of the barriers challenge traditional operating assumptions in libraries, including library card registration policies, computer time limits, and program topics and schedules.

Focus group participants identified the factors that would lead their libraries to successfully engaging the Spanish-speaking community:
- Spanish-speaking staff who are well-connected in the community,
- promotional channels including word-of-mouth and Spanish media, and retail outlets,
- strong partnerships with organizations that have ties to the Spanish community,
- quality educational offerings for adults, young adults, and children,
- adequate computer access and training in Spanish,
- clear signage and directional information in Spanish, and
- up-to-date and high quality collections in Spanish.

The impacts of library outreach efforts on the Spanish-speaking community are more difficult to assess from these limited interactions. In every focus group, the partner organizations were mentioned as valuable sources for promoting the library, just as the partner organization representatives had assessed the library's cross-marketing efforts positively during their earlier phone interviews with the evaluator.

These four libraries have made progress in understanding their Spanish speaking communities—through their partnering, hiring Spanish speakers, adding Spanish collections and software, and targeted promotional efforts. For three of the libraries, the partnerships already existed, so it is hard to determine if the impact is the result of the staff's participation in a WebJunction Spanish Language Outreach workshop or whether their workshop participation resulted from an already-identified priority in the library. It seems likely that it is a combination of both increasing attention to the Spanish speaking community and the framework for organizing outreach efforts provided in the workshop. In many ways, this may have been the perfect "teachable moment," when the library's need aligned with availability of a quality learning opportunity. All four libraries and their partner organizations have also expressed an interest in seeing the results of the focus groups, which they view as additional marketing information they can use in strengthening their outreach to Spanish speakers.

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