

OCLC Online Computer Library Center, Inc.
Spanish Language Outreach Pilot Program
Interim Report
Presented to:

BILL & MELINDA
GATES *foundation*



Interim Report
- June 30, 2005 -

**WebJunction: Spanish Language Outreach Pilot Program
Interim Report**

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I. EXECUTIVE SUMMARY

In the report “Toward Equality of Access: the Role of Public Libraries in Addressing the Digital Divide,” the Bill & Melinda Gates Foundation notes that despite gains in Internet usage among all socioeconomic groups in the United States during the 1990’s, government data shows that “...traditionally disadvantaged groups – including African Americans, Hispanics, Native Americans, and those with lower income and education levels – continue to be less likely than other segments of the population to have the access and skills to effectively use computers and the Internet.”¹ The report goes on to detail the continued issue of a digital divide among these groups, and cites the percentage of Internet use among Hispanics as among the lowest of all underserved ethnic groups, at 31.6%. One of the report’s conclusions is that “Efforts to remove barriers to technology usage, by providing access and skills training, are likely to benefit a substantial segment of the current offline population.”²

Public libraries in the United States, because of their many public access computing stations and training programs, are uniquely positioned on the front line of the digital divide to provide better access and training to Hispanic customers, with the effect over time of reducing the digital divide on our nation’s Hispanic/Latino communities. To capitalize on the unique position of public libraries, WebJunction began work on the Spanish Language Outreach Pilot Program in August of 2004 with funding from the Bill & Melinda Gates Foundation. The pilot program is a collaborative effort between four state libraries and WebJunction.

The purpose of the Spanish Language Outreach Pilot program is to test a methodology for creating and delivering a training program that will increase the knowledge and skills of public library staff to better reach out to Spanish speakers in their local communities and become a widely-used and replicable model for the 46 remaining states. The longer term goal of this program is to increase the number of Spanish speakers participating in computer training programs and using public access computers in public libraries across the United States.

This interim report documents the progress of the pilot program, our progress in meeting the goals of the program, and our plans for adapting the model for a follow-on program. The report draws upon the feedback of trainers and workshop participants solicited through multiple evaluation instruments designed to gauge the progress and overall impact of the pilot program. The data we have gathered so far is aggregated in this report by our outside evaluator, Sara Laughlin.

¹ Bill & Melinda Gates Foundation. “Towards Equality of Access: The Role of Public Libraries in Addressing the Digital Divide”, page 2. Seattle, Bill & Melinda Gates Foundation. 2004.

² Bill & Melinda Gates Foundation. “Towards Equality of Access: The Role of Public Libraries in Addressing the Digital Divide”, page 9. Seattle, Bill & Melinda Gates Foundation. 2004.

Our preliminary conclusion is that the pilot program is successfully meeting its goals. Key findings include:

- Local workshop participants have improved promotional efforts, given new attention to staffing and staff training, increased usage of public computing resources and programming by Spanish speakers, and forged new and strengthened partnerships with organizations in the Spanish-speaking community.
- Local participants report initial impressions of increased use of public access computing by Spanish speakers in their libraries.
- Trainers used WebJunction in a variety of ways—to find resources, to take a class, and to read and post in their own forum. The site has proved to be a valuable resource for them that will continue to provide them with a rich source of materials for future in-state trainings.
- Trainers dramatically improved their knowledge and skills in outreach and became valuable assets to their states.
- The “Community of Interest” concept – to build content and community around particular topics at WebJunction – is proving to be a good model for attracting larger numbers of library staff to WebJunction and showing them how the resources at WebJunction can be useful to them in their jobs. Overall usage statistics of WebJunction and Community Partner sites show that the impact of the Spanish Language program on usage of WebJunction is significant.

Based upon these findings and feedback we have received to date, we plan to make the following changes and additions to the follow-on program:

- **Curriculum:** we will work further to develop the workshop curriculum based on the feedback and suggestions from trainers and workshop participants. We will also develop a mini-curriculum that pilot states can use as a second-level training for workshop participants who have previously attended a Spanish Language Outreach workshop.
- **Outreach Training Institute:** we plan to add an additional day to the Training Institute to allow trainers additional time to meet with others in their state and plan for their workshops.
- **Progress Checks:** WebJunction will, along with the state trainers, coordinate and hold Live Conferencing progress checks for the participants and trainers 4-6 weeks after the workshops. These sessions will allow trainers to check in with their participants after their workshops on the progress of their outreach planning.
- **Evaluation of Impact on the Hispanic/Latino Community:** The follow-on program will include a new evaluation component that consists of surveying the Hispanic community in which the workshop takes place to judge impact of the program on the local population.

- **Online Learning Program:** We will launch a self-paced Spanish Language Outreach Online Learning Program in February, 2006. Development of this program is funded through the MPAC grant from the Bill & Melinda Gates Foundation. The program will be marketed to and available for additional library staff participants who are hired after workshops have been given in their states, and will also be open to library staff who would like a refresher in the principles of outreach as laid out in the in-person workshop.
- **Building Online Community of Interest:** We plan to implement several strategies for continuing to build the on-line community of workshop participants, including requiring trainers to demonstrate the message boards at trainings, contacting participants by email before and after workshops, working with a small, core group of enthusiastic participants to get the ball rolling early in the year, sending monthly HTML emails highlighting interesting message board topics, and reminding participants about the message boards during progress checks after their workshops.

II. Pilot Program Goals

To formulate the evaluation goals for the pilot program, the outside evaluator, Sara Laughlin, brought together the curriculum consultant, Yolanda Cuesta, WebJunction staff, and the curriculum committee made up of representatives from a few of the pilot state libraries to formulate and approve the following goals. The evaluation instruments were designed to measure success in hitting these marks.

The evaluation team, working closely with staff at the Bill & Melinda Gates Foundation, developed and agreed upon the five goals of the Spanish Language Outreach Pilot Project in August, 2004. [Progress against these goals is outlined in Appendix A to this document.]

- In participating libraries in the five pilot states, increase the number of activities directed at reaching Spanish-speaking customers.
- 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.
- Increase partnerships among local libraries and other community organizations service Spanish-speaking customers.
- 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.
- Test training materials and instruments for data collection.

Specific learning objectives included in the initial pilot curriculum to achieve these goals included activities by both trainers and workshop participants.

Trainers were taught to:

- Increase understanding of the cultural differences and perspectives that Spanish speakers bring to the library experience
- Learn strategies and techniques to reach out to Spanish speakers
- Learn how to successfully partner with local organizations and agencies that serve Spanish speakers, with the goal of increasing the number of Spanish speakers accessing computers and computer training at their local public libraries
- Increase their knowledge of the concepts, tools, activities and resources available to train local libraries in reaching out to Spanish speakers and increasing their access to library computers

Library staff workshop participants were taught to:

- Understand the benefits and challenges of reaching out to serve Spanish speakers to increase their access to library computers and resources
- Understand what culture is, how we learn it and how it impacts our behavior and perceptions

- Increase awareness of selected cultural differences, behaviors and values of mainstream American culture and Hispanic/Latino culture
- Learn how to build strong community partnerships and collaborate with the Spanish-speaking community to increase access to computers and resources
- Learn techniques for reaching out and marketing the public library and public computers to the Spanish-speaking community
- Understand how to develop an action plan for reaching out to the Spanish-speaking community and increasing access to public computers in the library
- Commit and perform at least three outreach activities in their community, using an activities list provided by Yolanda Cuesta and WebJunction.

III. Evaluation Methodology

Our Evaluation process is designed to measure the impact of the program and its effectiveness in changing the attitudes, skills and knowledge of library staff who attend a Spanish Language Outreach workshop, as well as boosting the number and quality of outreach activities taking place in participating libraries. We expect that a downstream effect of these activities will be an increase in number of Spanish speakers using public access computers and other services in these libraries.

The Spanish Language Outreach Pilot Project Interim Evaluation Report by Sara Laughlin is Appendix A to this document, and outlines specific progress against the Evaluation goals outlined in Section II.

Evaluation Instruments

The evaluation tools have been developed to measure the attitudes, skills and knowledge prior to participation in the program and the change following participation. Additionally, we have surveyed survey participants individually via phone interviews so that we may collect anecdotal information about their experiences and find out how the execution of the outreach activities is going.

List of tools:

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. After their first or second workshop presentation in their own states, the evaluators completed phone interviews with the trainers. [The pre-assessment, workshop evaluation, and phone interview data was included in the February interim evaluation report.] In June 2005, the evaluation team completed an online post-assessment; 14 trainers had completed the post-assessment at the time of this report. Their responses are included under GOAL 5 in Appendix A.

Local participant assessment. Before participants attended a workshop in Colorado, Florida, Illinois, or New Mexico, they received and filled out an online pre-assessment. By June 7, 456 participants had completed the pre-assessment—155 from Colorado, 130 from Florida, 95 from Illinois, and 76 from New Mexico.

Local Workshop Evaluation

Just after the workshop, local participants completed an evaluation. By June 7, 384 participants had completed the evaluation.

Local Workshop Post-assessment

Post-assessment of local workshop participants is underway, with participants receiving an online follow-up survey five months after their workshop attendance. To date, aggregate results from the first 75 respondents participating in the December 04 and January 05 workshop are available.

IV. Curriculum Development

The Curriculum Group, led by Yolanda Cuesta (a multicultural outreach consultant who specializes in helping libraries and other nonprofits serve the needs of Hispanic/Latino communities) convened in August 2004 to begin formulating a curriculum for both the Outreach Training Institute in September 2004 and the subsequent workshops. The group consisted of Cuesta, outside evaluator Sara Laughlin, a WebJunction representative, Christina Rivera-Izquierdo from the Miami-Dade Public Library in Florida, and from Colorado, Larry Maynard of Glendale Public Library and Rose Nelson from the Colorado State Library.

Yolanda Cuesta formulated each draft of the curriculum, and then led a conference call to receive feedback from the group.

Immediately following the Outreach Training Institute and during the course of the pilot state workshops, feedback on the pilot curriculum was actively solicited by the WebJunction team, and suggestions for changes have been compiled in advance of the curriculum revision. The curriculum revision (based upon lessons learned during the first year of workshops) will take place July - August, 2005.

Please see Appendix C for the full PowerPoint-based curriculum used during the pilot year.

IV. Outreach Training Institute

In early November of 2004, eighteen trainers appointed by the four pilot state libraries met in Seattle for an Outreach Training Institute to learn how to teach library staff in their states to better serve the technology needs of Spanish speakers in their communities.

Facilitator for the Institute was Yolanda Cuesta. The specific aim of the Outreach Training Institute was to teach trainers techniques for connecting with Spanish-speaking communities and identifying ways in which technology can improve their lives.

The two-day training was based on the curriculum developed by Cuesta, WebJunction, and the curriculum committee. Part of the training included a day of modeling the curriculum that the trainers will teach the local library staff. In addition, two leaders from the local Hispanic community joined one of the day sessions to help illustrate the needs of the local Hispanic population.

Evaluator Sara Laughlin compiled the following evaluation information about the Training Institute in her March 05 initial evaluation of the program:

“Just after the Institute, the 18 trainers received an online evaluation. Their ratings were very positive in nearly every category. In their comments, trainers agreed the Institute provided a solid basis for diversity training for library staff, that it was well thought-out

and presented, and that they had fun (Chart 1). They were in strong agreement that the Institute has achieved its objectives (Chart 2).

A handful of areas received ratings lower than 4.5. Comments confirmed that trainers wished they had had more time to meet with their state group and plan their own training. They also felt the materials could have been more organized”.

Chart 1: WebJunction Spanish Outreach Trainers Institute Evaluation

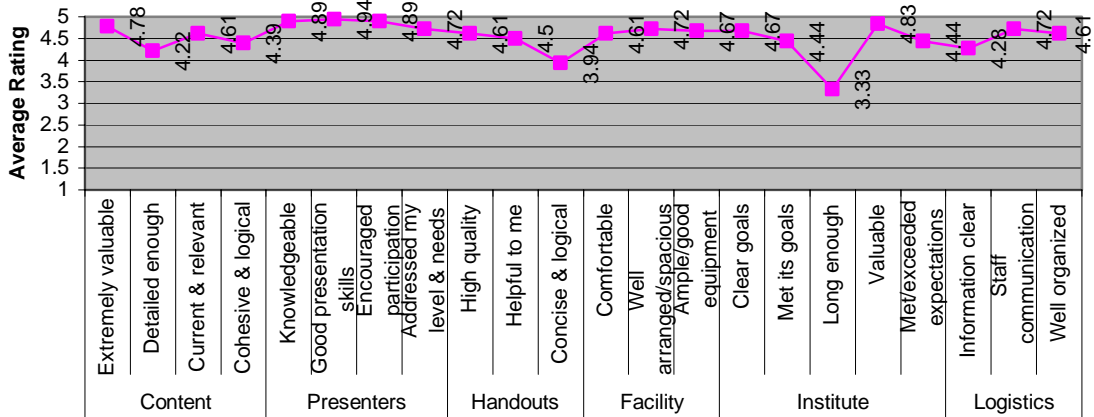
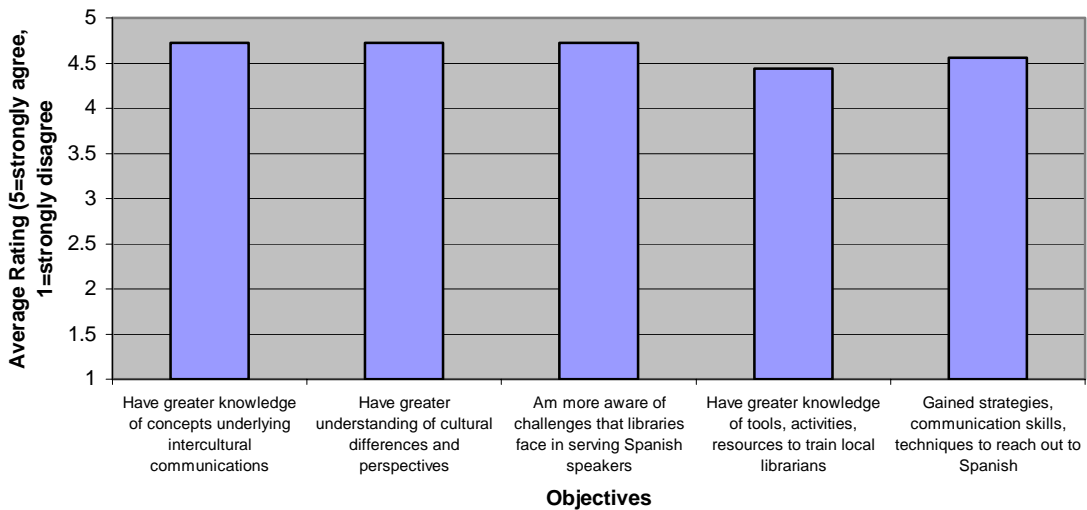


Chart 2: Trainers' Evaluation of Institute Objectives



Based on feedback received about the Outreach Training Institute, WebJunction plans to extend the length of the Institute to three days next year. This will allow trainers to spend additional time working with their state group and prepare for their own trainings.

V. Local Workshops

The four participating states have conducted up to ten workshops throughout their states. The workshop attendees were local library staff with an interest in reaching out to the Spanish-speaking populations in their communities and libraries.

According to evaluation data compiled by Sara Laughlin in the Interim Evaluation report (see Appendix A): *“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 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.*

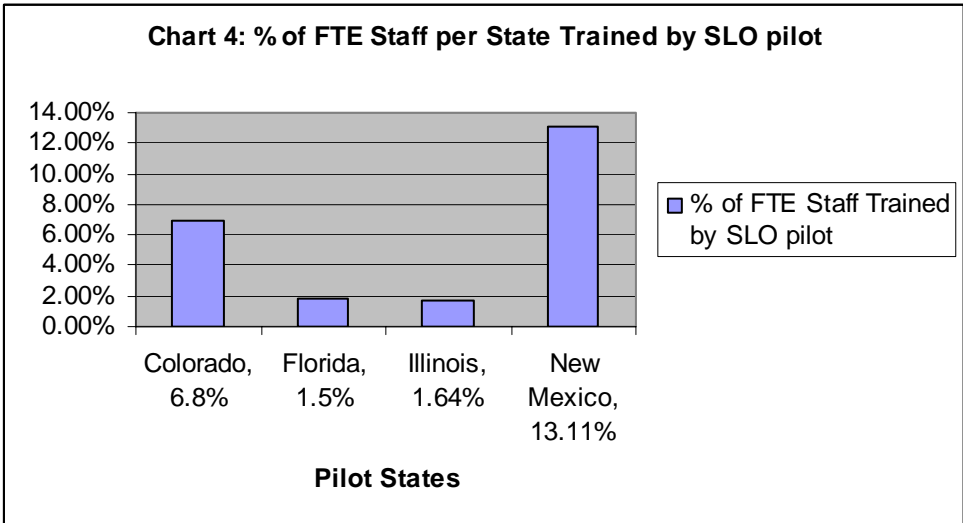
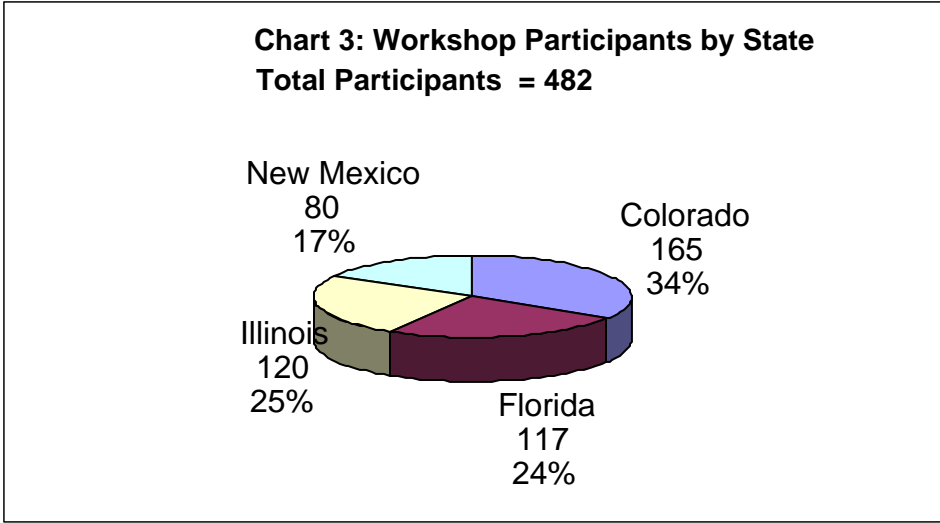
Nearly two-thirds (64.0 percent) worked in public service roles at least some of the time, 34.4 percent had administrative responsibilities, 30.7 percent were involved in outreach, and 22.2 percent were responsible for information technology functions. The state-by-state variations were less noticeable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

The participating states utilized a variety of online resources such websites, listservs, events calendars, and e-newsletters to promote workshops. They also used press releases, flyers, and print newsletter articles to market their workshops. WebJunction provided the states with a marketing template to help with the development of these materials.

The workshops were structured as all-day training sessions, using the curriculum that was modeled for the trainers by Yolanda Cuesta at the Training Institute in Seattle. Many of the trainers found it helpful to team teach the workshop curriculum. This model allowed trainers to provide more direct interaction with participants and gave them an opportunity to build on the experience and teaching styles of their peer trainers.

In terms of planned workshops per state, three states originally committed to holding ten workshops and one state (New Mexico) committed to eight workshops. Colorado has since decided to reduce its number of workshops to 9, and plans to return the funds it was granted for one workshop. Colorado reached this decision after finding it difficult to generate a significant number of workshop registrations for a tenth workshop. It should be noted, though, that Colorado has trained 165 participants which is the highest number of participants trained by a state overall.

All 37 planned workshops have now been completed, and 482 library staff have participated in these workshops. On average, 13 participants attended each workshop. We believe that the target set in our pilot proposal (30 participants per training) did not take into consideration either the ideal number of participants needed to foster a successful learning environment or, more importantly, the challenges states would face in enrolling participants for trainings in rural areas.



Trainers in the program felt strongly that having more than 15 participants per training would make it difficult for participants to interact and share their experiences and for trainer to provide participants with adequate attention.

Rural states such as New Mexico had problems gathering more than 8 to 10 library staff in certain areas. Even larger, more populated states such as Illinois and Florida had problems assembling over 10 staff members in areas that were outside their urban cores. Based on the results of the pilot, we believe that an average of 15 participants per workshop is a more accurate target for additional states.

We plan to help the next round of states boost enrollments in their workshops by:

1. Providing states with additional marketing materials and techniques for marketing workshops based on the strategies used by the states/trainers that have been the most successful in marketing their workshops

2. Asking trainers to invite workshop participants to bring additional interested staff members, volunteers, trustees, community members.
3. Making a minimum number of participants a requirement for states to receive reimbursement.

Following the workshops, participants were asked to complete one of the outreach activities from each of the following three categories:

Category 1: Planning Activities

- Use community leader technique to conduct needs assessment and develop plan for increasing access to public computers
 - Refer to Community Leader Interview Guide
- Complete library self-assessment using “Success Checklist for Serving Spanish-speaking Customers.” Identify barriers to using the library and revise appropriate policies and procedures

Category 2: Staff Development Activities

- Develop and implement a plan to help staff learn basic library Spanish
 - <http://www.reforma.org/SpanishforLibrarians.pdf>
- Develop and implement a plan for training staff in cultural differences
 - An online diversity training course is now available on WebJunction
- Designate library staff liaisons to community groups, agencies, organizations

Category 3: Patron Services/Outreach Activities

- Collaborate with a community partner/partners to increase access to public computers, by choosing one of the following and accomplishing it with the co-promotion of your community partner:
 - Provide instruction in Spanish on basic computer skills
 - Provide instruction in Spanish on common applications
 - Provide information/instruction in Spanish on how to use e-mail
 - Provide information/instruction on using search engines
 - Develop Spanish-language access to library web site
 - Provide/promote online ESL tutorials/classes
 - Support materials can be found at:
<http://webjunction.org/do/Navigation?category=7840> (click on “Materials for Working With Computers and Spanish Speakers” section)
- Participate in at least one community event, fair, celebration to promote public access to computers
- Develop and implement plan for maintaining/increasing community partnerships

Five months after attending a workshop, participants received a post-assessment survey from WebJunction and were asked to report on their outreach activities. As of this report, participants attending workshops in December 04 and January 05 have received post-assessments. Results of the first two months of post-assessment indicate that local participants are beginning to implement activities directed at reaching Spanish-speaking customers, including planning, staff development, outreach, marketing/promotion, and instruction (one-on-one and in classes).

Here are several comments made by participants about their outreach activities:

"I completed a series of interviews about the needs of our Spanish-Speaking community. I've already seen some great results from my time in the community. Our park district is also trying outreach to the Spanish-Speaking community. They are partnering with us to present programs in Spanish at our mobile library stop in one of our Hispanic neighborhoods."

"We are in the process of gathering information to write a grant application for more computers and online ESL tutorials/career help devoted to our Hispanic population."

"We had already started preschool storytime for Spanish-speaking. Did a Day of the Child/Day of Books: A Celebration of Childhood and Bilingual Literacy" We will be offering instruction in computer use for Spanish-speakers."

"In our Broward County Library/Stirling Road branch we have experienced a big increase in the attendance to our various Spanish computer classes. Since our contact with community leaders and groups, increased publicity, and word-of-mouth, we have gone from 6 students per class to 25 per class. Some classes are oversubscribed and we have to direct our patrons to other BCL branches, or enroll them in the next available class. Reaching out to the community takes time, but produces eventual results. We are looking forward to adding more offerings."

Results of the first two months of post-assessments are detailed in the Interim Evaluation report (see Appendix A). We will continue to gather results from post-assessments until December, 2005. Per the Pilot grant agreement, the Final Narrative and Financial Report on the Spanish Language Outreach Pilot Program is due to the Bill & Melinda Gates Foundation on February 15, 2006.

VI. Building a “Community of Interest”

An integral part of our program was the creation of a community of interest on WebJunction where like-minded individuals interested in outreach to Spanish speakers have gathered to share ideas and articles, thoughts, handouts, questions and best practices regarding their library’s outreach efforts. We believe that a strong and active online community will facilitate the creation of broad-based program with far-reaching results, using WebJunction as the venue.

Community Message Boards

The message boards allow for people to connect and learn from one another’s experiences. The community setting also makes it possible for people around the country who are unable to attend a workshop to benefit from what the participants are learning. To date, there have been 47 topics created in the Spanish Language Outreach Program area of the message boards and 280 posts. Essentially, the message boards allow us to expand the reach of our program to literally anyone with an Internet connection.

<http://www.webjunction.org/forums/category.jspa?categoryID=42>

The Trainer forum created for the program has been active since before the Training Institute in Seattle. The forum contains 21 different topic areas and has received 148 posts to date, with every trainer participating. Trainers have also posted to the workshop participant forum and the general Spanish Language Outreach forum. Over half of the trainers have been very active on the message boards, posting six or more times. Initially, the trainers began using the forum to introduce themselves prior to the Training Institute. Following each workshop, trainers have posted their feedback to the forum providing other trainers with helpful suggestions on everything from improving the timing and flow of the workshop to sharing inspirational stories of the outreach activities workshop participants are currently engaged in. Trainers are also sharing their insights about particular activities in the curriculum that need to be adapted and seeking the advice of their cohort on how to integrate additional technology information into the curriculum. The trainers continue to use the forums to post relevant articles and seek information from their colleagues about outreach tools such as curriculum for Spanish computer classes and information about Spanish filtering software.

Initially, WebJunction expected the trainers from the pilot states to encourage message board participation by workshop participants and to build an active community at WebJunction. Trainers found it difficult from a time perspective to successfully encourage workshop participants to register on WebJunction and participate in their discussion forums. WebJunction decided then to take a more proactive role in encouraging workshop participants to participate in the message boards.

In March we began contacting participants before their workshops by email to walk them through how to register and post on WebJunction. We also contacted all past workshop participants and explained how to register and post.

After each workshop we also followed up with participants and encouraged them to use the message boards to provide feedback about their workshop, share their outreach plans,

and utilize the resources on WebJunction. In addition, we sent a monthly email to all past workshop participants pointing out several interesting topics on the message boards.

WebJunction plans to utilize the following strategies with the next round of states to ensure online community growth:

- a. Send emails to workshop participants about the message boards prior to their workshop.
- b. Require that all workshops include a demonstration of WebJunction and the message boards, including how to register and post. In addition, the curriculum will be revised to put more of an emphasis on the use of WebJunction's SLO community.
- c. Send workshop participants an additional email about the message boards following their workshop.
- d. Have trainers review the message boards during Live Conferencing Progress checks with workshop participants.
- e. Broadcast a monthly HTML format message with direct links to interesting message board topics to all program participants.
- f. Work with state trainers to identify enthusiastic and knowledgeable workshop participants and cultivate relationships in order to encourage them to participate actively on the message boards and contribute content to the community.

Since March when WebJunction began taking a more active role in communicating with participants, there has been an increase in the use of the message boards by workshop participants. Forty-two posts have been made by participants. Participants are using the message boards to seek out resources for their outreach activities, share the results of their community interviews, and post examples of the Spanish outreach materials they have created. Data collected during post-assessments for workshop participants from December 04 and January 05 clearly indicates that in addition to the workshop participants who are posting messages, there are many additional participants who are visiting the message boards and reading posts. Based on initial post-assessment data, the Interim Evaluation report (see Appendix A) concludes that *"47.7 percent—of Spanish Language Outreach participants had either read or posted messages on the discussion boards, or had posted a question, topic, answer, or opinion."*

Here is an example of a message posted by a workshop participant:

"Hi all,

After last week's over-the-phone follow up to our Spanish Outreach session, someone suggested that we could post materials that we are developing in our libraries.

I'm attaching 2 documents: one is a "how to use the public computers" brochure, in Publisher. It is quite specific to our library, but it might be useful as a model. If you notice any errors, please let me know too!

I ran it by 2 staff members who are from this area and speak Spanish as their first language, to try to catch my mistakes and make it as easy as possible for people to

understand.

The second document is just a short list of useful websites--free online computer resources in Spanish. I cut these pathfinders and insert them inside the first brochure, or hand them out on their own. “

*Sandra Cowan
Branigan Memorial Library
Las Cruces, NM*

Content Collection Building

Over the past ten months, WebJunction has posted online a significant collection of resources and tools related to the Spanish Language Outreach Program, much of which has been contributed by participants in the program. The website offers information on general outreach to Spanish speakers, computer-specific outreach to Spanish speakers and materials for the training workshops that library staff attended in the four states. Content includes articles, lesson plans, hand-outs, posters and links to outside websites that are of interest to our users. www.webjunction.org/Spanish.

There are currently 91 items in the content areas, with another 15-20 items that have been posted to the message boards. Approximately 80% of the materials came from outside sources or program participants.

By April of this year, the collection of materials had grown larger enough that a reorganization of the content area was needed. Working with the feedback and suggestions of our trainers, we added five additional content areas to house the growing collection of materials. The following is an outline of the reorganized content areas and a brief description of the materials in each section:

1. **Services to Spanish Speakers** - Highlights the successful 2003 outreach program offered by the Colorado State Library and two additional outreach success stories. <http://www.webjunction.org/do/Navigation?category=7840>
2. **Spanish Language Outreach Program** - Provides an overview of the Spanish Language Outreach Program and contains training curriculum, supplementary materials and evaluation documents for the local workshops. <http://www.webjunction.org/do/Navigation?category=10555>
 - (a) **Workshop Materials**, which includes all curricular and evaluation documents: <http://www.webjunction.org/do/Navigation?category=8122>
3. **Materials for Working with Computers and Spanish Speakers** - Lesson plans, handouts and other materials for Spanish speakers regarding computer access and training. <http://www.webjunction.org/do/Navigation?category=7843>
 - (a) **Office Applications:** <http://www.webjunction.org/do/Navigation?category=7898>

- (b) **Internet and Email:**
<http://www.webjunction.org/do/Navigation?category=7897>
 - (c) **Basic Computer Skills:**
<http://www.webjunction.org/do/Navigation?category=7896>
 - (d) **ESL Tutorials:**
<http://www.webjunction.org/do/Navigation?category=8002>
4. **Funding Resources** – Information about LSTA funding opportunities.
<http://www.webjunction.org/do/Navigation?category=10563>
 5. **Library Signage** – Links and examples of Spanish library signage.
<http://www.webjunction.org/do/Navigation?category=10565>
 6. **Marketing** – Marketing examples, case studies, and excerpts
¡Bienvenidos! ¡Welcome!, by Susannah Mississippi Byrd, published by ALA Editions. <http://www.webjunction.org/do/Navigation?category=10831>
 7. **Research and Recommendations** - Articles, research and reports about outreach to Spanish speakers. <http://www.webjunction.org/do/Navigation?category=10562>
 8. **Spanish for Library Staff** – Links to handouts and sites on helpful library terminology in Spanish.
<http://www.webjunction.org/do/Navigation?category=10564>
 9. **Youth Services** - Resources to help library staff meet the needs of Spanish-speaking children and young adults.
<http://www.webjunction.org/do/Navigation?category=10561>

Along with content that WebJunction generates, we have posted content that our program participants have either created themselves or discovered online and sent to us. We continually emphasize to our participants that this program is collaborative, and we encourage everyone to share resources that they find useful. The following is a sample of items that were contributed by the community:

Kit Condill, Lincoln Trails Library System, IL, Workshop Participant
Case Study: Rural Illinois Library System Supports Outreach Efforts by Member Libraries
<http://webjunction.org/do/DisplayContent?id=10869>

Dodie Owens, Independent Library Consultant, CO, Workshop Participant
Texas State Library and Archive Commission, *¡Bienvenidos a la biblioteca!*
<http://www.tsl.state.tx.us/ld/projects/bilingualsign/index.html>

Rose Nelson, Colorado state coordinator and trainer
Computer Comfort Class Instructor Guide
<http://webjunction.org/do/DisplayContent?id=9075>

Computer Comfort Class Spanish handout
<http://webjunction.org/do/DisplayContent?id=9076>
 Resource list: <http://www.cde.state.co.us/gates/resource.doc>

Pilar Pacheco – Training Coordinator - Chile
 English-Zone.com <http://english-zone.com/index.php>
 ESLpartyland.com <http://www.eslpartyland.com/>

Yolanda Cuesta – Multicultural Outreach Consultant
 All workshop materials (in conjunction with WJ and curriculum committee)
<http://webjunction.org/do/Navigation?category=8122>

Maria Chavez-Hernandez – Florida state trainer
 Utah State Library <http://library.utah.gov/spanishservices.html>
 State Library of Ohio http://winslo.state.oh.us/services/LPD/tk_latino.html
 Adelante http://www.library.ca.gov/assets/acrobat/Adelante_1-41.pdf
 The Tomás Rivera Policy Institute <http://www.trpi.org/>

Impact on WebJunction

The navigation pages created by the Spanish Language Outreach Project and available for the first time on WebJunction in November 2004 ranked in the top 20 overall WebJunction navigation pages that month, probably due to the Training Institute held that month. The December 2004 *Crossroads* newsletter also featured service to Spanish speakers and drove many registered users to those pages on the site.

Since that time, at least one Spanish Language Outreach Program page has been in the top 20 list every month except one (See table below). While page rank statistics are not yet available for June, we expect to see a high volume of traffic to the Spanish Language Outreach Program as a result of the June 2004 *Crossroads* newsletter’s focus on marketing to Spanish-speaking customers.

Spanish Language Outreach in Top 20 WebJunction Navigation Pages														
WJ	Nov 04		Dec 04		Jan 05		Feb 05		Mar 05		Apr 05		May 05	
<i>Navigation Page</i>	<i>Hits</i>	<i>Rank</i>	<i>Hits</i>	<i>Rank</i>	<i>Hits</i>	<i>Rank</i>	<i>Hits</i>	<i>Rank</i>	<i>Hits</i>	<i>Rank</i>	<i>Hits</i>	<i>Rank</i>	<i>Hits</i>	<i>Rank</i>
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Workshop Materials	99	50	296	20	129	41	159	77	174	37	84	49	56	73

VII. Media Coverage

The following is a list of the press received by the Spanish Language Outreach Pilot Program:

- PALINET – OCLC Watch Dec. 2004
<http://www.palinet.org/publications/oclcwatch/oclcwatchdecember2004.htm>
- Chicago Tribune, 1/14/05, “Pilot Program Will Train Librarians for Hispanic Outreach” By Phyllis Benson
- Des Plaines Journal, 1/28/05 “Making a Cultural Connection: Libraries Work to Increase Hispanic Use” by Amy Boykin
- Insights, Illinois State Library Newsletter, January/February 05
http://www.cyberdriveillinois.com/publications/pdf_publications/insight_010205.pdf
- Univision TV – Interview of trainer, Hector Marino about the Spanish Language Outreach Program, January 05
- Daily Herald, (Suburban Chicago), 5/16/05, “Libraries reaching out to Hispanics”
By Jason King

All of the pilot states were given a press release template to use for the Spanish Language Outreach program. Illinois was very successful at working with the press to generate coverage about the program. We plan to work with the trainers in Illinois to synthesize the strategies they used for working with the press and make this information available to the next round of states.

VIII. Future Plans

Due to the successes WebJunction believes are being achieved in the pilot program, we have submitted a proposal to extend the funding for the program to an additional 41 states (including the District of Columbia) during 2005-2007.

Based on the lessons learned during the pilot program, we plan to add or modify the following elements of the program next year:

Curriculum

In July and August of 2005, we will work with Yolanda Cuesta to further develop the workshop curriculum based on the feedback and suggestions from trainers and workshop participants. Further, due to a request by the Pilot states that a follow-on curriculum be developed to provide them with a tool to follow up with past workshop participants and capitalize on the momentum created by the pilot program, we will also work with Ms. Cuesta to develop a mini-curriculum that pilot states can use as a follow on training for workshop participants who have previously attended a Spanish Language Outreach workshop.

Outreach Training Institute

Based on the feedback we received during the pilot, we plan to add an additional day to the Training Institute to allow trainers additional time to meet with others in their state and plan for their workshops.

Progress Checks

WebJunction will, along with the state trainers, coordinate and hold Live Conferencing progress checks for the participants and trainers 4-6 weeks after the workshops. These sessions will allow trainers to check in with their participants after their workshops on the progress of their outreach planning. Trainers will also review key program materials, answer questions, and suggest additional resources to help participants complete their outreach activities. Participants will also have an opportunity to hear about the outreach successes and challenges their colleagues are facing.

Evaluation of Impact on the Hispanic/Latino Community

The follow-on program will include a new evaluation component that consists of surveying the Hispanic community in which the workshop takes place to judge impact of the program on the local population.

Online Learning Program

We are creating a self-paced Spanish Language Outreach Online Learning Program that will launch in February, 2006. Development of this program, a seven-module program funded through the MPAC grant from the Bill & Melinda Gates Foundation, began in May, 2005. The program will be marketed to and available for additional library staff participants who are hired after workshops have been given in their states, and will also be open to library staff who would like a refresher in the principles of outreach as laid out in the in-person workshop.

Building Online Community of Interest

During 2006, we plan to implement several strategies for building the on-line community of workshop participants. Several of these strategies have proven successful this spring. These strategies include: requiring trainers to demonstrate the message boards at trainings, contacting participants by email before and after workshops, working with a small, core group of enthusiastic participants to get the ball rolling early in the year, sending monthly HTML emails highlighting interesting message board topics, reminding participants about the message boards during progress checks after their workshops.

We will also continue to add to the Spanish Language Outreach area of WebJunction as new states begin participating in the program, using both WebJunction-generated content, as well as content that is contributed by our participants and other WebJunction community members. Our goal is to make it easy for library staff to develop outreach activities for Spanish speakers and to provide a single location for all materials related to these activities.

Appendix A: Spanish Language Outreach Pilot Project: Interim Evaluation

Submitted by Sara Laughlin, Sara Laughlin & Associates, Inc.
June 22, 2005

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 Pilot Project in August, 2004.

- In participating libraries in the five pilot states, increase the number of activities directed at reaching Spanish-speaking customers.
- 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.
- Increase partnerships among local libraries and other community organizations service Spanish-speaking customers.
- 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.
- Test training materials and instruments for data collection.

Four states participated in the pilot project: 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

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. After their first or second workshop presentation in their own states, the evaluators completed phone interviews with them. (The pre-assessment, workshop evaluation, and phone interview data was included in the February interim evaluation report.) In June 2005, the evaluation team completed an online post-assessment; 14 trainers had completed the post-assessment at the time of this report. Their responses are included under GOAL 5.

Local participant assessment. Before participants attended a workshop in Colorado, Florida, Illinois, or New Mexico, they received an online pre-assessment. By June 7, 456 participants had 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 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).

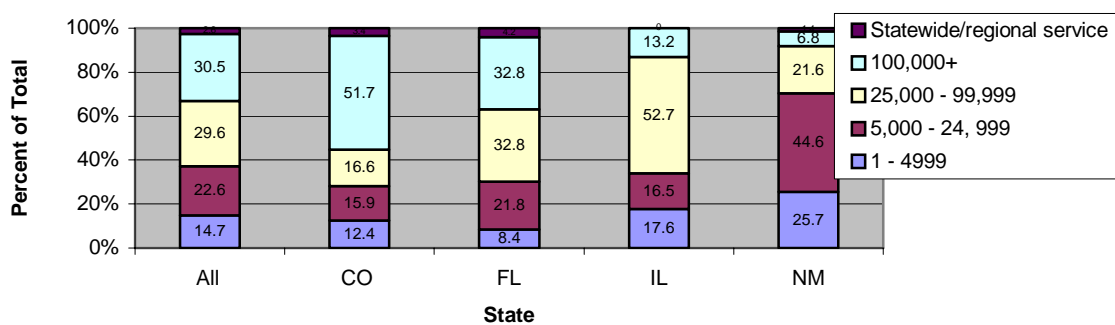
Nearly two-thirds (64.0 percent) worked in public service roles at least some of the time, 34.4 percent had administrative responsibilities, 30.7 percent were involved in outreach, and 22.2 percent were responsible for information technology functions. The state-by-state variations were less noticeable 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 7, 384 participants had completed the evaluation, results of which are reported under GOAL 5.

Post-assessment of local workshop participants is underway, with participants receiving an online follow-up survey five months after their workshop attendance. Aggregate results from the first 75 respondents are included under GOAL 1, 2, 3, and 4 in this report, with comparisons between pre- and post-assessment results; state-by-state or function-by-function comparisons are not yet possible, because sample sizes are too small to be reliable.³

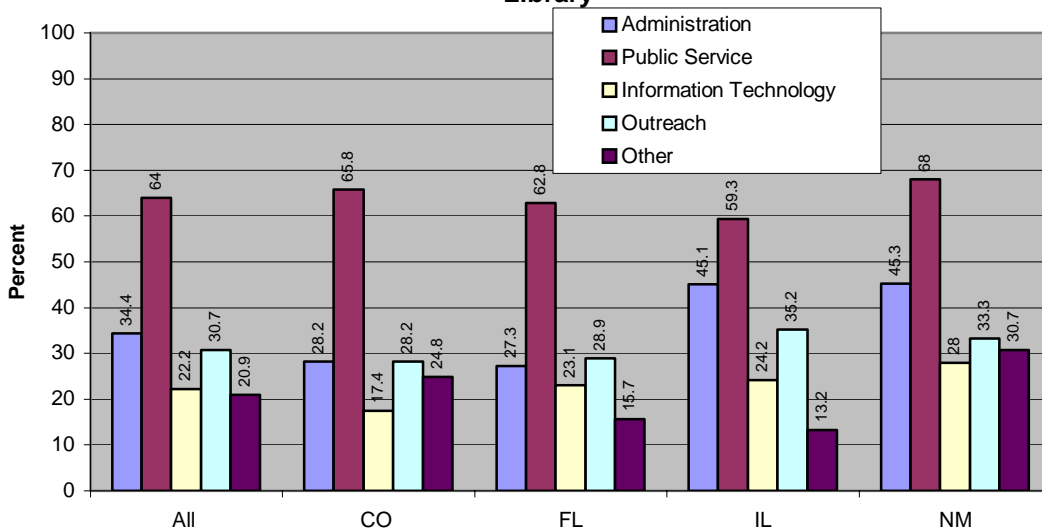
The final report in February 2006 will include completed post-assessments of local workshop participants from December 2004 through June 2005, including disaggregated results by state, size of library, and staff function, as well as additional data on

Chart 1: Spanish Language Outreach Participants, by State



WebJunction usage. In addition, evaluators will complete phone interviews with a random sample of local community partners who have been identified in the local participant post-assessments.

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



Outcomes

GOAL 1: In participating libraries in the five pilot states, increase the number of activities directed at reaching Spanish-speaking customers.

During the workshop, local participants received a list of suggested activities, grouped into planning activities, staff development activities, and outreach activities designed to increase access to public computing. (Partnership activities are reported under GOAL 3 below.) The post-assessment comments confirm that they are beginning to implement activities in each area.

Planning activities. On the post-assessment five months after attending the workshop, local participants described their planning efforts:

“We are talking about ideas and attempting planning to meet with advocates of the Spanish speakers in our town/region.”

“We plan many changes beginning in July to include one-on-one computer training in Spanish, bilingual signs, flyers, policies, and procedures. Spanish

³ Proficiencies in each area are presented from highest level to lowest, not in the order in which questions were presented on the assessment itself.

language class for staff and volunteers. Survival workshops for Spanish speakers and increase in Spanish language materials.”

“Interviewed Spanish speakers [sitting at] computers.”

“A marketing plan for Hispanic outreach efforts has been in place at the library and the training has helped to revisit and revise that plan.”

“We are more diligently assessing the needs of this target group and developing programming to meet their needs and interests.”

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

“We are adding services which we can market to the Spanish-speaking community.”

“I have ideas but budget and space constraints at this time.”

Staff development activities. Comments on the post-assessment describe changes at the individual and organizational level, from the participant who has helped Spanish-speaking patrons, to some libraries that have held training for staff and a few libraries that have made staffing commitments:

“My library does not provide computer classes in English or Spanish, but as a reference librarian, I have helped individuals with computers. We have Gates-donated computers (which also have Spanish software and keyboards and tutorials). I have helped Spanish speakers with Internet searches, Word documents, Publisher wizards, etc.”

“More of the staff are trying to speak or understand Spanish language and customs.”

“Scheduling classes for non-Spanish-speaking employees.”

“Several staff have attended and have shared within our department meetings the outcomes of the seminars. This has assisted in raising awareness about serving people who speak Spanish.”

“My library has officially added ‘outreach to the Spanish-speaking community’ to the list of my job duties/requirements. This means that I get more ‘official’ time to devote to these activities.”

“...We hired a staff member to work our Monday hours and promoted this to the community.”

Outreach activities. Actual outreach activities suggested at the workshops included marketing and promotional activities and instruction—from handouts to one-on-one assistance and classes.

Marketing and promotional activities. Before attending the workshop, two-thirds of participants (66.8 percent) reported that they or their libraries had promoted library services to the Spanish-speaking community. Afterwards, the number rose to 73.9 percent (Chart 3).

After the workshops, the largest percentage of participants still used the traditional channels: 78 percent distributed flyers in Spanish, 68 percent made information available in Spanish on their websites, and 70 percent included information about Spanish services in their newsletters (Chart 4). The number promoting services through organizations that serve Spanish speakers rose from 50 to 62 percent. Those who had advertised in Spanish media increased from 37.8 percent to 44 percent; those who had interviewed Spanish speakers on the phone or in person rose from 23.7 to 32 percent; those who had conducted a focus group with Spanish speakers increased from 18.7 to 28 percent.

Chart 3: Spanish Outreach: Marketing to Spanish Speaking Audiences

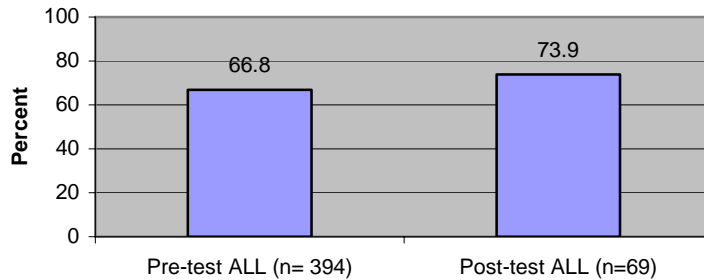
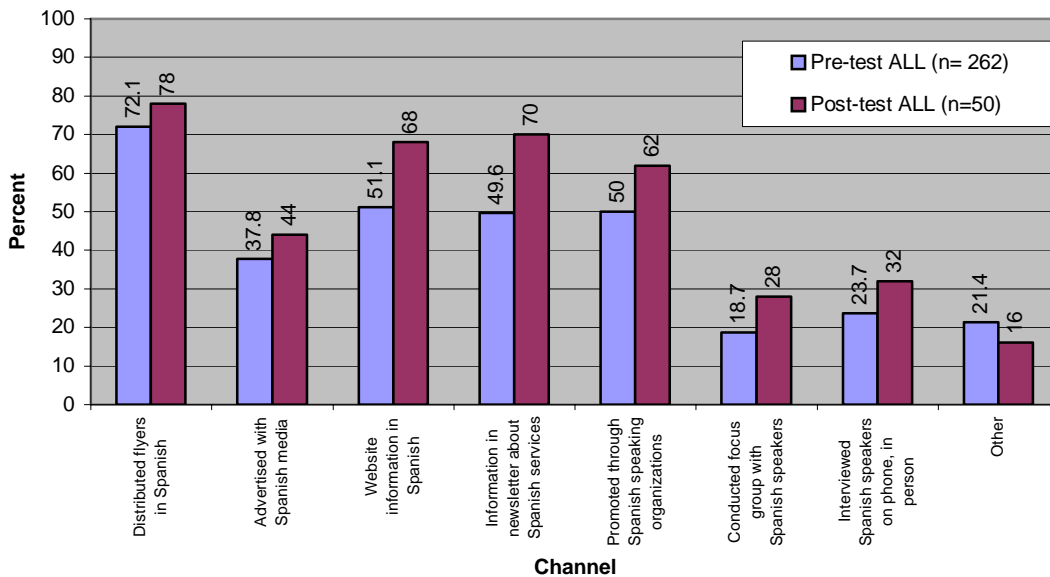


Chart 4: Spanish Language Outreach: Marketing Channels



They also understood the importance of using Spanish media and word-of-mouth promotion:

“We will begin advertising in the local media that is aimed at Spanish speakers beginning this summer.”

“We look for opportunities to communicate in person. The workshop emphasized that most native Spanish-speakers rely on word-of-mouth (from other Spanish speakers) for information. This is why it is important to collaborate with our adult education/ESL/Spanish GED departments as well as our Hispanic heritage student group.”

One respondent wrote that he/she had used the outreach concepts to market to other groups on campus, rather than Spanish speakers.

A few noted that they were not responsible for marketing so didn't know what had changed.

Comments from the post-assessment show that participants show that they understood the power of engaging members of the community:

“We are more aware of the Spanish-speaking community and the diverse cultures within it, so we have trained our staff accordingly and have increased programs and classes to serve our Latino patrons.”

“I came away from the training with a stronger belief that you must reach Spanish speakers where they are at... the workplace or the local shops and businesses, churches. We are targeting these areas more.”

“We are planning a focus group and are looking at promoting our services through other organizations.”

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

“More marketing, more Spanish signs, sought out and obtained a grant for a program series geared to the Spanish-speaking community.”

Instruction. In pre-assessment responses, one-third of local participants reported that their libraries had offered computer classes for people who speak Spanish. By the post-assessment, the number had risen to 50 percent (Chart 5).

Among those libraries that offered computer classes, the variety of offerings also increased (Chart 6):

- Those offering basic computer skills classes increased from 87.6 to 93.6 percent.

- Libraries with Internet searching classes increased from 73 to 84.4 percent.
- Libraries offering classes on Word or other common applications rose from 51.4 to 59.4.
- ESL tutorials increased from 21.2 to 28.1 percent
- Libraries with open lab hours with a Spanish speaker available to help rose from 16.8 to 25.0 percent.

Some respondents described changes they had made in their computer classes:

“We were able to find more resources in Spanish through WebJunction, which significantly improved handout materials. We also incorporated teaching patrons how to change the language if that made them more comfortable.”

“Since the workshop, our district now has a Spanish-speaking volunteer who helps with computer classes we offer at one of our branches.”

“In 2004, the library offered 25 basic computer workshops in Spanish... In April and May of 2005, I have already instructed 19 workshops. The Spanish-speaking community has become more aware of these workshops and has expressed their interest to participate in the near future. Additional workshops are being planned.”

Chart 5: Spanish Language Outreach: Offer Computer Classes for Spanish Speakers

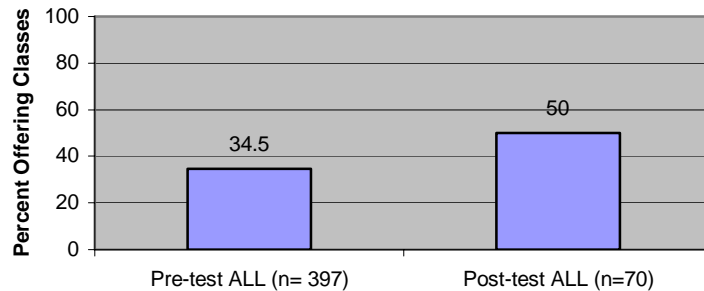
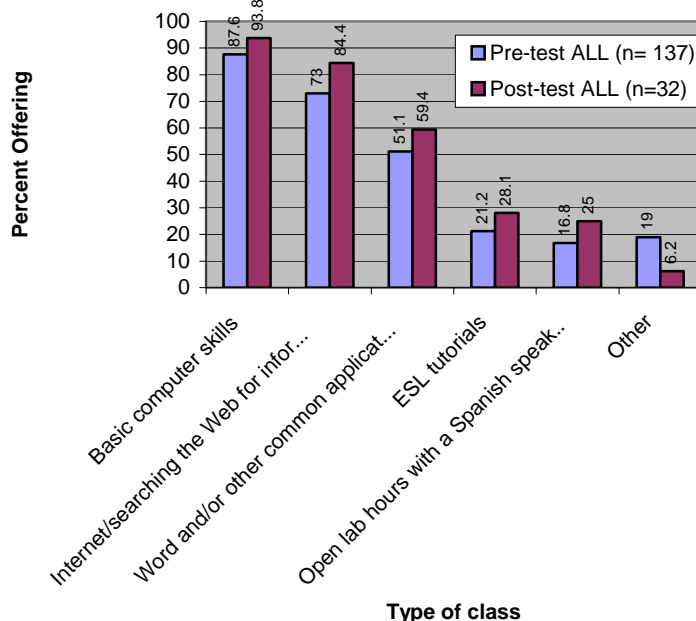


Chart 6: Spanish Language Outreach: Types of Computer Classes



“We are continuing to broaden our scope of computer training in Spanish. We have also offered an evening program on “How to buy your first home” in Spanish, as well as a Saturday open house event to debut our newest Spanish language materials.”

“We offered these classes in English before, now we offer them in Spanish as well.”

“Utilizing resources mentioned in the Spanish Outreach training to significantly enhance computer classes and services to Spanish speakers.”

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.

From pre- to post-assessment, local participants made substantial increases in attitudes, knowledge, and skills needed to conduct successful outreach to the Spanish-speaking community.

Early evidence of changes in use of the library. In the post-assessments, many local workshop participants described changes in use of their libraries by Spanish speakers.

Some noticed that Spanish-speaking patrons seemed **more comfortable in the library**:

“I’ve noticed that patrons seem to feel comfortable coming to the library (and are doing so on a frequent basis) to access their e-mail accounts and various Spanish language websites.”

“We have tried to present an air of acceptance to make Spanish speakers feel more welcome in general.”

“We have had an increase in the number of participants for our new pre-school Spanish story time.”

Others remarked on the **increased usage of computers in the library**:

“I do not have numbers available to quantify my observations but I know from seeing patrons in our computer lab that there is an increase in computer usage by Spanish speakers. Following tours of the library to our ESL students we see the gradual movements of many students out of the classroom and to our computers!”

“We have always had a large number of Spanish speakers using our computers. However they are now using them for job searches and information regarding immigration topics.”

“As a Spanish-speaking staff member, I am utilized to teach classes in Spanish; however my regular duties are not in the public environment so I am unable to accurately quantify the changes. Anecdotally, reference librarians call me more to assist Spanish speakers and they explain that computer usage has increased.”

“Since the beginning of our workshops, I’ve seen more frequent use of the public access computer by Spanish speakers. The adults who attend the workshops are very proud that they have learned new skills relating to computers. All participants opened an e-mail account in Spanish and they are thrilled that they can communicate with their families in their home countries for free! They have been working hard to practice and to continue in their learning process.”

“We now have a Spanish language keyboard. It is so new that we haven’t been able to track usage.”

Individual Attitudes and Knowledge about Cultural Differences. Participants made substantial gains in their individual understanding of cultural differences, with all topics except one averaging 3 or above, indicating “like me,” rather than below 3, “not like me” (Chart 7). The areas in which they felt most confident before the workshop remained the strongest afterwards:

- Understanding how culture can impact our behavior and perceptions.
- Listing the challenges of reaching out to the Spanish-speaking customers in my community. (This moved from third to second.)
- Articulating the benefits of reaching out to Spanish-speaking customers in my community.

Participants commented:

“The Spanish Outreach training helped provide me with cultural information and better understanding of the Hispanic/Latino community that I needed to better serve my library’s Spanish-speaking patrons. It also enabled me to develop a camaraderie with other staff who are interested in similar outreach.”

“The biggest change has been in the attitude of our staff in understanding the difference and special needs of our Hispanic community.”

“Coupled with our LSTA grant, the best change we’ve experienced is in our awareness. We have learned a lot about our community and have increased our programs to meet specific needs.”

One was able to transfer a new appreciation for diversity and the challenge of serving Spanish speakers to other target audiences:

“Although the focus of the training was Spanish-speaking members of our community, the training made me wonder how many other immigrant groups are not represented in our outreach programs. I became more aware of the library’s unique ability to empower all non-English speaking members of our communities.”

An area in which they still need help:

- Knowing what percentage of Spanish speakers use computers in my library.

**Chart 7b: Spanish Language Outreach: Attitudes & Knowledge
Part II**

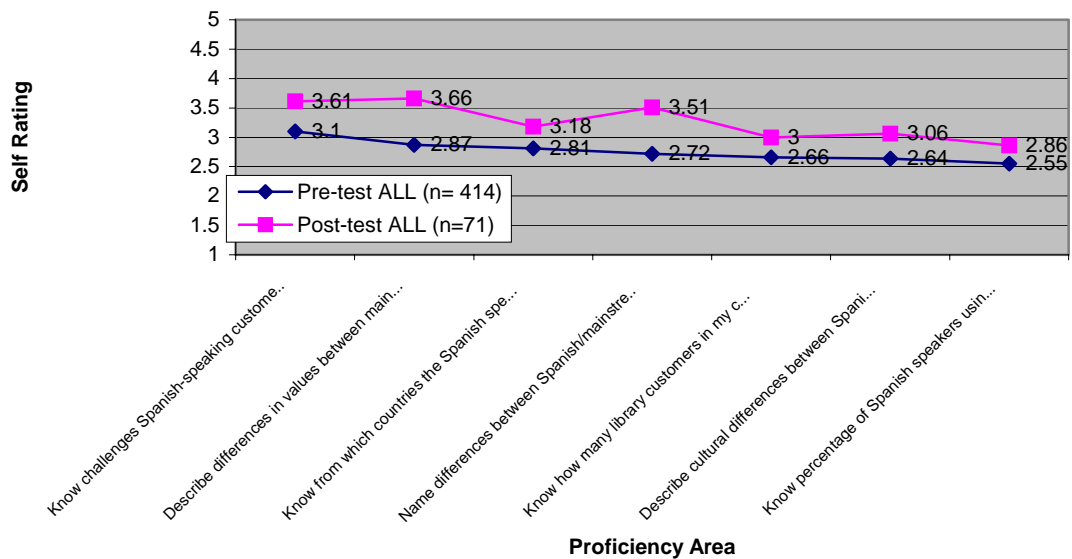
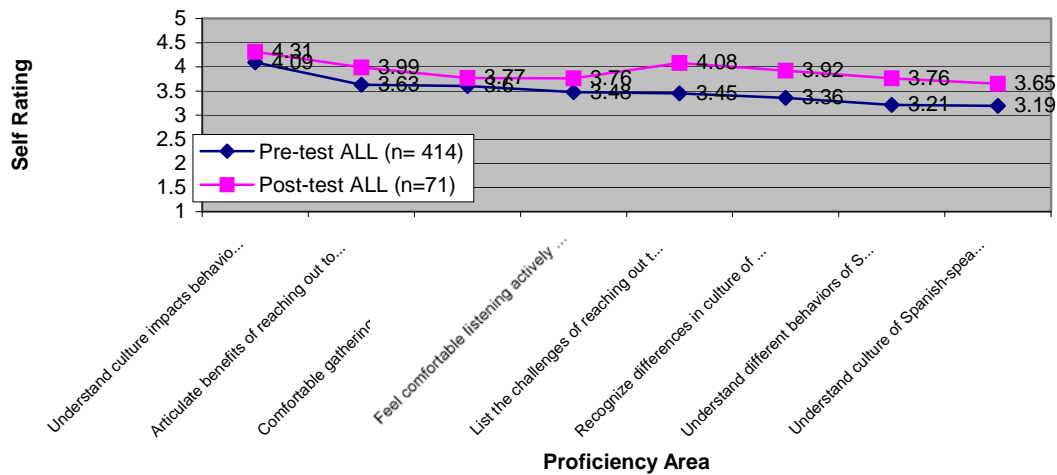


Chart 7a: Spanish Language Outreach: Attitudes and Knowledge Part I



Staff knowledge and skills. In the skills necessary to provide good service as a library staff member, local participants also made gains (Chart 8). Five months after attending the workshop, they were much more likely to:

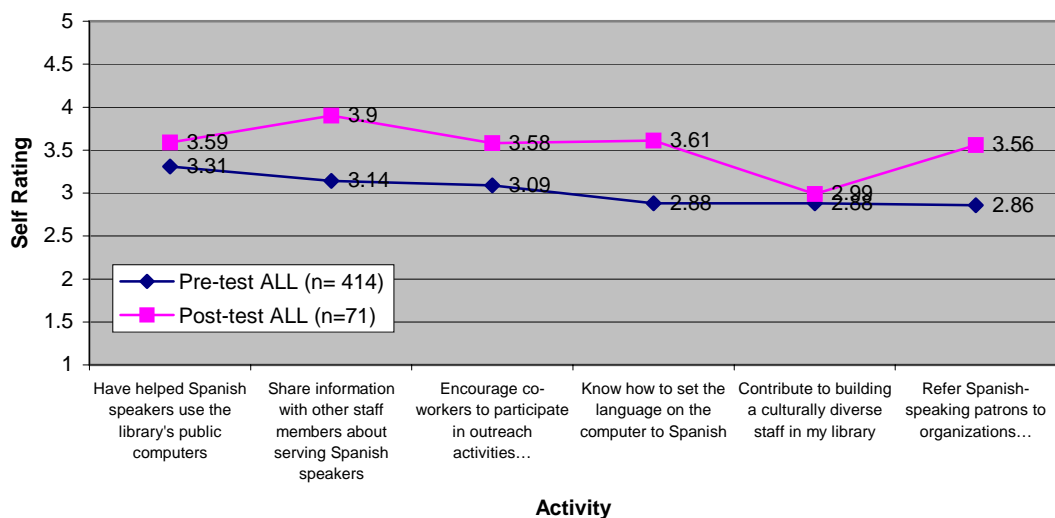
- Have helped Spanish speakers use the library’s public computers
- Have shared information with other staff members about serving Spanish speakers
- Have encouraged co-workers to participate in outreach activities
- Know how to set the language on the computer to Spanish
- Be better able to refer Spanish speaking patrons to other community organizations

The only area in which they did not show gains was:

- Have contributed to building a culturally diverse staff in my library.

The evaluators hypothesize that staff members may feel they are not involved in recruiting and hiring; when enough post-assessments have been received to be confident of results, they will disaggregate results by function to see if directors and administrators show the same pattern as front-line staff.

Chart 8: Spanish Language Outreach: Staff Development Skills and Behaviors



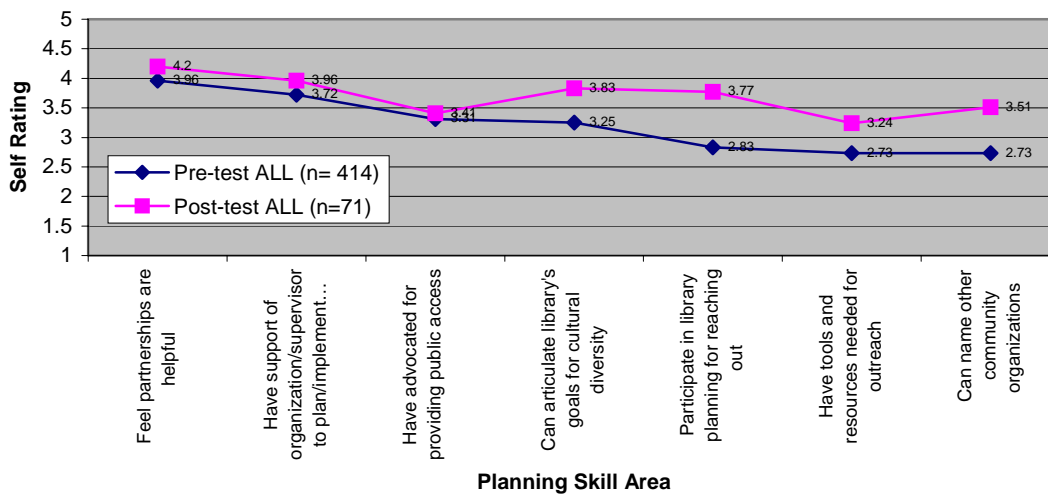
Planning knowledge and skills. A number of statements on the pre- and post-assessment asked local participants about their knowledge and behavior related to outreach planning. Results following the workshop indicate that they made great gains in six of seven areas, with these statements now averaging above 3 (Chart 9):

- Feel that partnerships with community organizations serving the Spanish-speaking community are helpful in reaching out to Spanish-speaking customers.
- Have the support of my organization and supervisor to plan and implement outreach activities to Spanish-speaking customers.
- Can articulate the library's goals and objectives, especially as they relate to cultural diversity.
- Have participated in my library's planning for reaching out to people who speak Spanish.
- Have tools and resources needed to support outreach efforts to Spanish speakers.
- Can name organizations which specialize in working with Spanish speakers in my community.

The only behavior that did not show growth—although it was already above 3— was:

- Have advocated for providing public access to computers in my community.

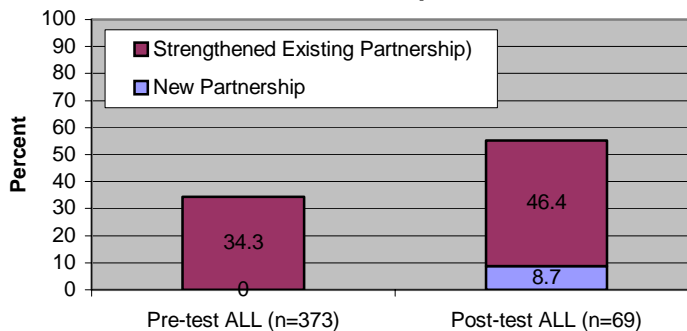
Chart 9: Spanish Language Outreach: Local Participants' Planning Skills



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

Prior to attending the workshop, 34.3 percent of participants had established a partnership with a community or state-level organization serving the Spanish-speaking community. In the post-assessment, the percentage rose to 55.1, of which 8.7 percent were new and 46.4 percent were strengthened partnerships (Chart 10).

Chart 10: Spanish Language Outreach: Partnerships



Participants described partnerships with a variety of groups—Hispanic Chamber of Commerce and businesses, Hispanic community organizations, churches, literacy groups, local schools—from pre-school to community colleges, and others. Several participants mentioned that they were now serving on boards of the agencies that are their partners.

“We have a good working relationship with both the local Catholic Church and a local manufacturer. We have been involved with ongoing activities at both sites and will continue to work with them to further develop our relationship.”

Rockford Public Library is partnering with La Voz Latina and The Literacy Council to provide services to the Spanish-speaking population. We received an LSTA grant for Latino Outreach and have made a lot of progress with programming and outreach.”

“We have always referred people to the Valencia County Literacy Council for tutoring and have supplied a place for them to tutor, but I recently became a board member and have gained in-depth knowledge of more educational opportunities for the Spanish-speaking community.”

“We are active partners with the “Read Write” adult literacy program which offers English as a Second Language classes. One of their volunteers will be volunteering for one-on-one computer training, and they will be presenting a workshop on survival skills for Spanish speakers.”

“Our community daycare serves many families, including those with Spanish speakers. Our latest effort involved the inclusion of bilingual materials in our outreach story times...”

“The Bilingual Department of District 205. The director of bilingual education is funding the purchase of new directional signage for libraries serving bilingual students. He is also funding a librarian to create new barcodes for bilingual district books. This will facilitate the transfer of books to other libraries on a need-to-serve basis... He has also promised to fund more library materials for bilingual students in 2005-06.”

“Fairmont City has 55 percent Hispanic community. Since 2000 we have worked closely with Kreitner School and Holy Rosary School and the City to establish a base for the people in and around that community. It has been slow but they are becoming more knowledgeable and are beginning to approach us rather than the other way around.”

“We are working closely with the local community college, College of Lake County, who already offers several programs for Spanish speakers. We are hoping to become a site for a conversation café in the fall and possibly as a site for literacy volunteers to tutor those in need of such services.”

“We are both strengthening our partnership with El Comité (our local advocacy group for the Latino community) and creating partnerships with other organizations in Longmont—the recently-formed ‘new Americans’ group that educates the population in the cultural differences and challenges that ‘new Americans’ face and tries to help overcome those challenges... The library’s response has been to purchase more Spanish/English learning tapes, CDs, videos, DVDs, and books, and to bring about 30 ESL items each week to the ESL classes at the school district (because it is hard for people to get to the library), to be a conduit for legal and tax advice in Spanish (we now have the names of tax

consultants and lawyers who know Spanish and work closely with the Spanish-speaking community).

“We are networking more with other departments and organizations who do outreach to the Spanish-speaking community. We are also purchasing Ingles sin Barreras which I learned about in your seminar.”

Many participants supplied names and contact information for their partners. The evaluators plan to conduct phone interviews with a random sample of them in late summer.

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.

Heavy usage of content pages. The navigation pages created by the Spanish Language Outreach Project and available for the first time on WebJunction in November 2004 ranked in the top 20 overall WebJunction navigation pages that month, probably due to the Training Institute held that month. The December 2004 Crossroads newsletter also featured service to Spanish speakers and drove many registered users to those pages on the site.

Since that time, at least one Spanish Language Outreach Program site has been in the top 20 list every month except one (Table 11):

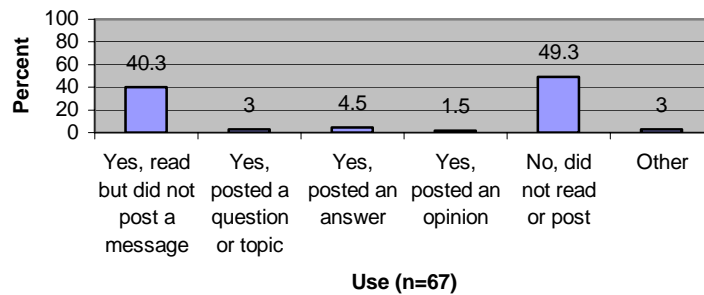
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Workshop Materials	99	50	296	20	129	41	159	77	174	37	84	49	56	73

Discussion boards. In the March 2005 survey of WebJunction registered users, 28.6 percent of participants reported using the discussion boards. A substantially larger number—47.7 percent—of Spanish Language Outreach participants had either read or posted messages on the discussion boards, or had posted a question, topic, answer, or opinion (Chart 12). The largest number—40.3 percent—had read but not posted.

Some comments indicated the discussion boards were easy to use and that participants found many useful ideas and suggestions:

“It was informative to see what other libraries were doing. I could view ideas and/or comments and see if they were an improvement to our methods. It also helped me to focus on certain aspects of our outreach that were failing. Then... I could suggest changes to improve outcomes (e.g., flyers in Spanish, guest speakers explaining service with other representatives as well as locating new locations for outreach).”

Chart 12: Spanish Language Outreach: Use of WebJunction Discussion Message Boards



Another group of participants found using the discussion boards to be difficult, confusing, or not functioning correctly:

“Difficult to get a connection.”

“I find the WebJunction site itself to be very confusing. It is difficult to find where the forums are, although it looks like there has been a redesign recently, with forums under ‘All Aboard’ on the right hand side. The term ‘All Aboard,’ however, does not intuitively indicate discussion forums. So this made it more difficult for me to participate...”

“It is hard to stay active on a lot of lists. Also I thought I signed up to be notified when there was a response to a posting, but it doesn’t seem to be working.”

They made some suggestions:

“...Maybe you can sign people up and walk them through this in the seminar.”

“I didn’t read the web site postings because I didn’t have time, but I might have made an additional effort to find the time if the school library postings were separated from the public library postings.”

“Perhaps better communication of what is expected of participants. I have had a hard time knowing exactly when we are to have our activities completed... and how to report on those activities.”

Spanish Language Outreach in Community Partner States. Two of the five states participating in the WebJunction Community Partner program are also involved in the

Spanish Language Outreach Project—Colorado and New Mexico. Since November, Spanish Language Outreach content pages—both those on the national site and those added by state editors—have ranked consistently in the top 20 content pages in those states.

In Colorado, navigation pages related to the Spanish Language Outreach initiative made the top twenty pages several times, some long after the initial national promotional efforts:

- “Spanish Language Services” ranked eighth in November and sixth in December.
- “Services to Spanish Speakers” ranked 14th in April and 13th in May.

Spanish Language Outreach content pages also ranked in the top 20 in Colorado:

- “Spanish Language Outreach Workshops” ranked third in December, first in January, first in February, first in March, 12th in April, and 12th in May.
- “Spanish Language Outreach Program—Resources for the Colorado Library Community” ranked ninth in December, eighth in January, and 12th in March.
- “Colorado Spanish Language Outreach Resources” ranked 16th in December.
- “WebJunction’s Spanish Language Outreach Program” ranked 17th in December.
- “Materials for Working with Computers and Spanish Speakers” ranked 13th in January and 20th in March.
- “Colorado Resources from Spanish Language Outreach Workshops” ranked fifth in January.
- “Colorado Outreach to Spanish Speakers Resources” ranked 16th in January.
- “General Spanish Language Outreach Information” ranked 16th in March.

In New Mexico, Spanish Language Outreach navigation pages have ranked in the top 20 twice:

- “Spanish Language Outreach Program” ranked ninth in December.
- “Services to Spanish Speakers” ranked 17th in May.

At least one content page has been included in the top twenty every month:

- “Materials for Working with Computers and Spanish Speakers” ranked 13th in January.
- “General Spanish Language Outreach Information” was 19th in January.
- “Spanish Language Outreach Program in New Mexico” was sixth in January, second in February, fifth in March, and 16th in April.
- “Las Funciones Del Computador” ranked seventh in May.

The pattern of use is starkly different in Community Partner states not participating in the Spanish Language Outreach initiative. Use of the WebJunction resources was more limited and clustered around the December 2004 Crossroads newsletter that featured service to Spanish speakers.

In Connecticut, neither navigation pages nor content pages related to the Spanish Language Outreach resources appeared in the top twenty hits for any month between November 2004 and May 2005. In Iowa, navigation page “Spanish Language Outreach Program” ranked 14th in December and eighth in January. Content page “Materials for Working with Computers and Spanish Speakers” ranked 19th in January. In Washington, navigation page “Spanish Language Outreach Program” ranked tenth in December and 15th in January. Content page “WebJunction’s Spanish Language Outreach Program” ranked 15th in December. Content page “Spanish Language Computer Classes for Patrons” ranked 17th in December. Content page “Materials for Working with Computers and Spanish Speakers” ranked 14th in January.

Spanish Language Outreach Project creates “compelling need” to use WebJunction.

Surveys and focus groups show that many in the target audience of public library staff are either completely unaware of WebJunction or have visited only a few times. Among those who are regular users, participation in a particular project like the Spanish Language Outreach training seems to be a key factor in creating a “compelling need” to visit WebJunction.

In the spring of 2005, the evaluation teams visited 10 states (including three Spanish Language Outreach states—Colorado, Florida, and New Mexico) to conduct focus groups with users and non-users of WebJunction. A number of focus group members mentioned their participation in the Spanish Language Outreach training and its important impact on their awareness and use of WebJunction. In Colorado and New Mexico particularly (the Florida focus groups were held in late January, before Spanish Language Outreach workshops had been completed), many users described how they were introduced to WJ at Spanish Language Outreach workshops, after which they visited the “Services to Libraries” area and read and posted on the discussion boards:

- In Florida, state library staff reported using the site for the first time during the state’s participation in the Spanish Language Outreach program.
- In New Mexico one library director reported she went through the Spanish Language Outreach training and got the handouts; she thought that was all WJ had.
- A Colorado circulation clerk was impressed with WebJunction when he saw a demonstration during the Spanish Language Outreach training. Since then, he has posted messages and gotten responses:

“They did a quick presentation on WJ and I thought: ‘That is something I’d like to do.’ Invaluable information—teens, technology, software, everything for people who work in a library setting. I had a chance to post some messages to share some of the things I plan on doing for the library here and got some pretty good feedback. I posted a couple of sites that I thought would be helpful that I didn’t see on WJ; they’re on the page now. If you post something people get back to you right away. I have it on my AOL favorites and I check it every day.”

- Another young Colorado man who had attended the Spanish Language Outreach training said:

“I’ve only made one posting of my own, in response to a Spanish Language Outreach thing. I knew about a really good site that had good videos and audio things, so I added that. I’ve also gone through looking for advice. Seems like a good thing where you can ask questions. I haven’t really spent a lot of time there answering other people’s questions, so sometimes I think, if I don’t have time, how will other people have time to answer mine?”

- In Iowa, a Community Partner state but not a Spanish Language Outreach state, a library director attending the focus group had a different “compelling need”—working on recertification—which led her to the Spanish Language Outreach course, along with others. She said she plans to re-take it, since it was a subject she knew nothing about:

“I’ve only done the Learning Center. I came in on a Sunday morning so I didn’t have to answer the phone. I took half a dozen—troubleshooting, evaluation of websites, Spanish Outreach.”

Goal 5: Test training materials and instruments for data collection.

Training Design. The pieces of the training design each played an important role in achieving the learning gains and behavior changes reported by local participants in their post-assessments:

The curriculum developed by Yolanda Cuesta, including the PowerPoint presentation, the presenter notebook, and the participant materials, provided a superb model for trainers to follow and adapt to their local circumstances. Trainers and local participants responded especially to the cultural awareness information and accompanying personal stories, the community leader interview, and the marketing strategies, many of which show up in post-assessment comments and are being implemented in libraries in the four participating states.

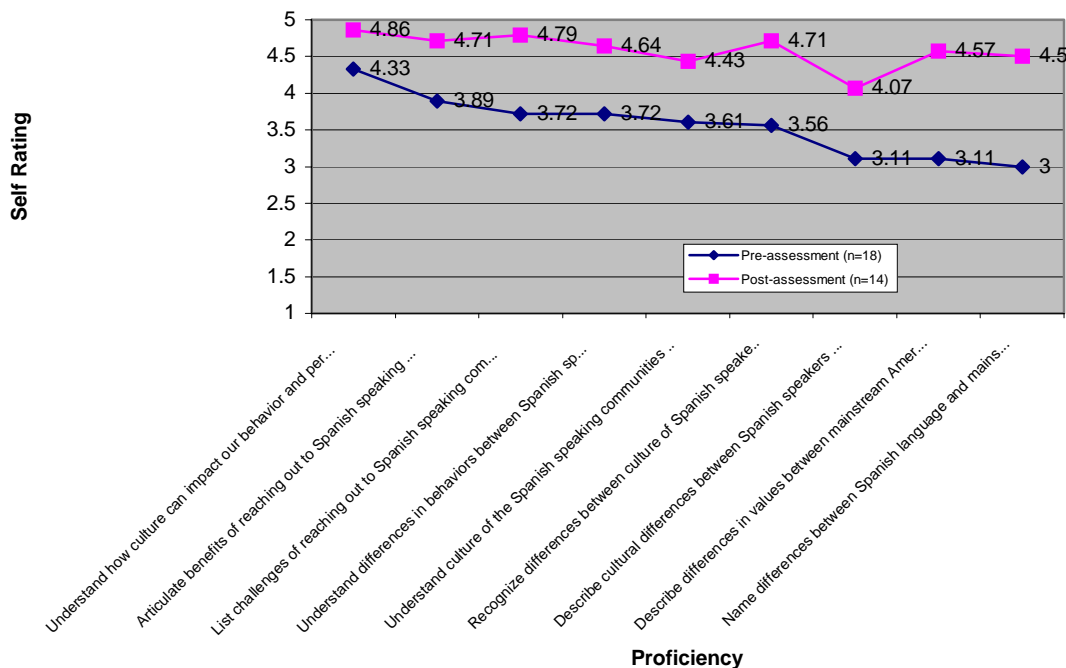
State Library involvement was a key factor in the design of the project. State Library staff participated in the institute and conducted training in their home states. They also acted as the coordinators of the project in their state, helping to identify other trainers (who already had a very high level of knowledge and skill), coordinating meetings after the institute for the trainers to complete their planning, setting dates and locations, and advertising the workshops. In the phone interviews, trainers gave high praise to these individuals. Also key to success was the State Libraries’ commitment to outreach to Spanish speaking communities in their states.

The “train-the-trainer” model was successful on three levels. Most important, trainers successfully transmitted the attitudes, knowledge, and skills incorporated in the curriculum to local participants, as evidenced by the outcomes reported under GOAL 1, 2, and 3 above. Before this could happen, the trainers had to become experts themselves. The evidence from the post-assessment presented below confirms that they have achieved “expert status” in virtually every proficiency, as a result of attending the intensive institute with Yolanda Cuesta and subsequently teaching others. Third, the model has succeeded in building capacity within and among the four states, as the trainers have become colleagues.

The WebJunction content and discussion forums served as important sources of information and support for trainers and local participants. After initially disappointing use, WebJunction staff increased their use of e-mail reminders to local participants; after that postings increased dramatically. The post-assessment showed that, for every person posting, approximately 10 were reading but not posting. Evaluation activities for WebJunction as a whole confirm that others outside the states participating in this project also valued the WebJunction content and visited the discussion forums.

Trainer post-assessment. In every proficiency area, trainers made dramatic gains from pre- to post-assessment. As individuals, all proficiencies increased to above 4.0 levels (Chart 13).

Chart 13: Spanish Language Outreach Trainers: As an Individual



In the library employee proficiencies, trainers also improved dramatically, especially in the areas in which they were weakest before (Chart 14). All proficiencies were above

4.0, except one: Know what percentage of Spanish speakers use library computers in my state—an expectation for the training that was probably unreasonable, since data is not readily available.

The trainers’ proficiencies as leaders of outreach also grew substantially (Chart 15). Averages were above four for every proficiency but one: “Contributed to building a culturally diverse staff in the libraries in my state.” This may have been an unreasonable expectation, since state and regional consultants have no authority over local hiring.

Chart 14: Spanish Language Outreach Trainers: As a Library Employee

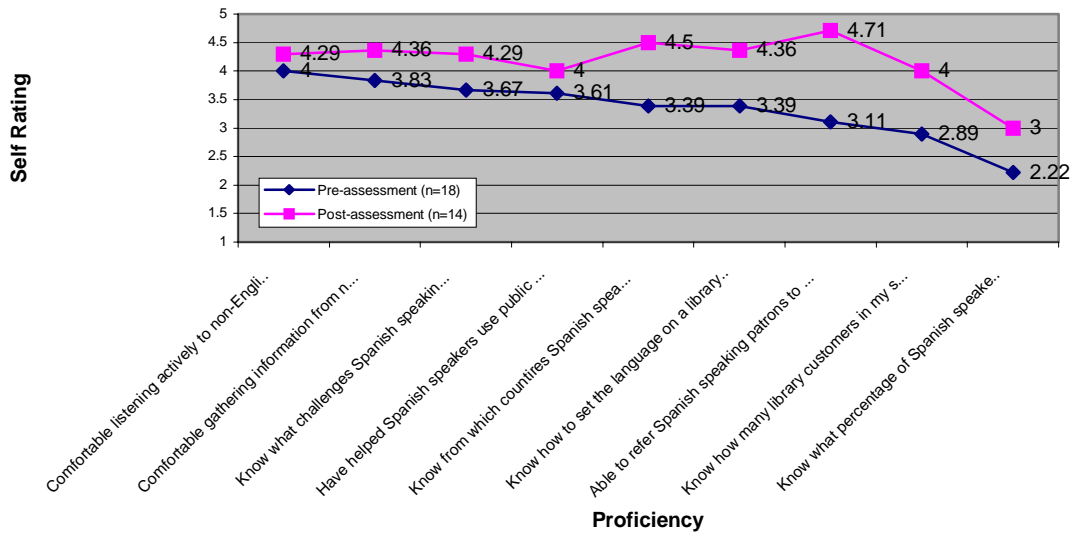
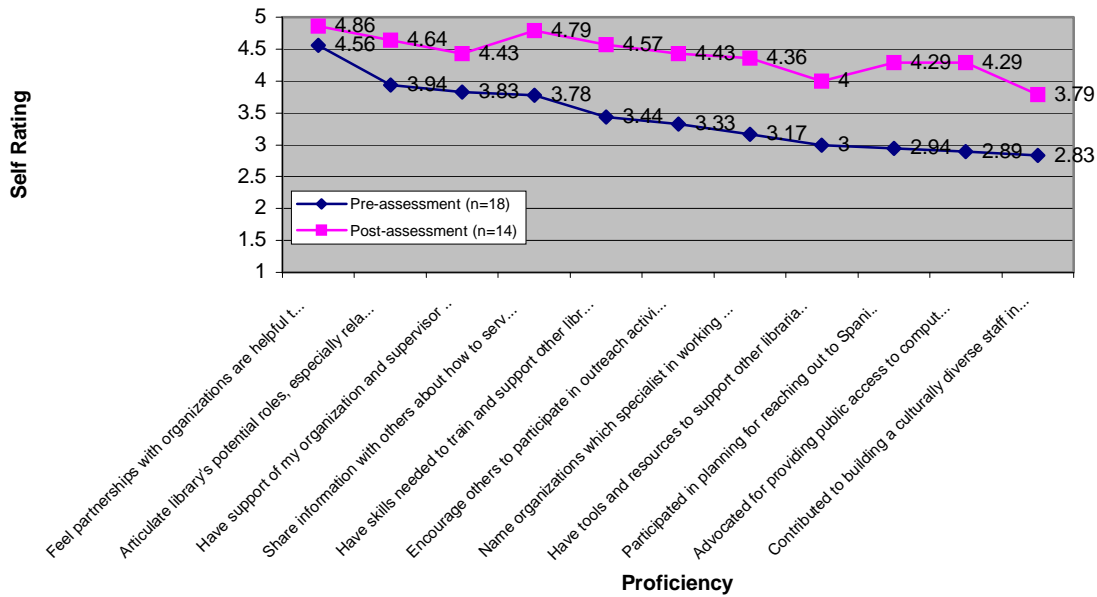
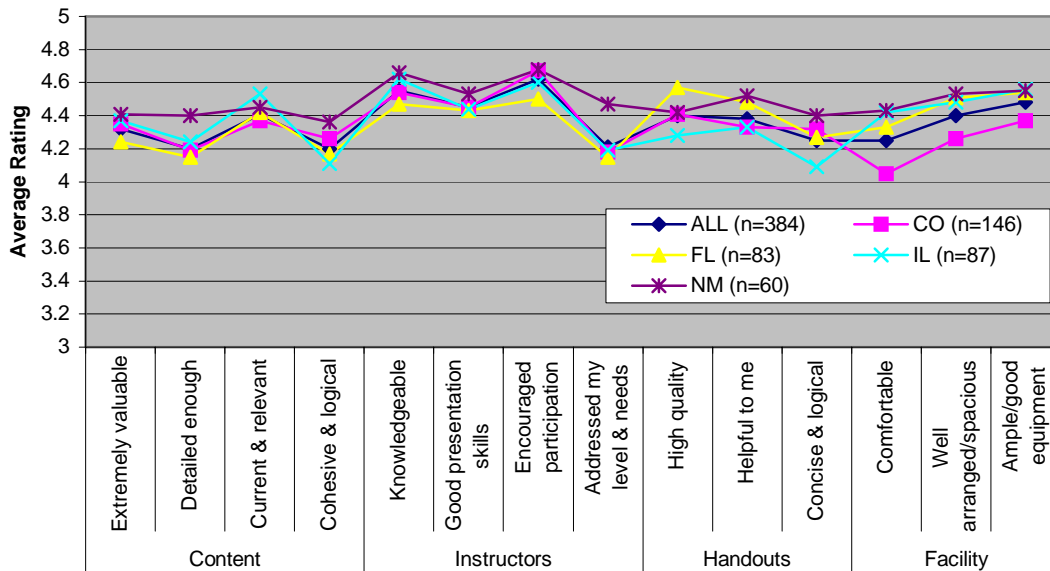


Chart 15: Spanish Language Outreach Trainers: As Leaders of Outreach



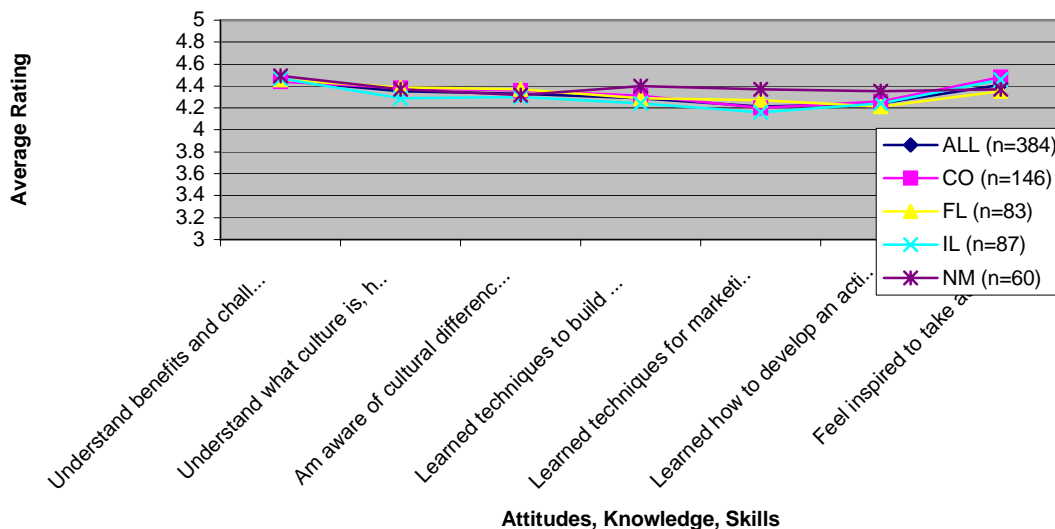
Local Participants' Workshop Evaluation. Workshop evaluation of content, presenters, handouts, and facility show that the workshops were very well received by local participants, with all averages exceeding 4.0 on the 5.0 scale (Chart 16). Reactions did not differ markedly among the four states; all four hovered near the average responses—a good indication that the presenters followed their training.

Chart 16: Spanish Language Outreach Workshop Evaluation



Just after the workshop, attendees agreed that their attitudes, knowledge, and skills were positively impacted (Chart 17). New Mexico participants gave higher ratings for their skills in building community partnerships, marketing the library to the Spanish-speaking community, and developing action plans for outreach to Spanish-speaking communities.

Chart 17: Spanish Language Outreach Workshop Evaluation: Attitudes, Knowledge, Skills



Participants were also in agreement that the workshop had met its objectives (Chart 18).

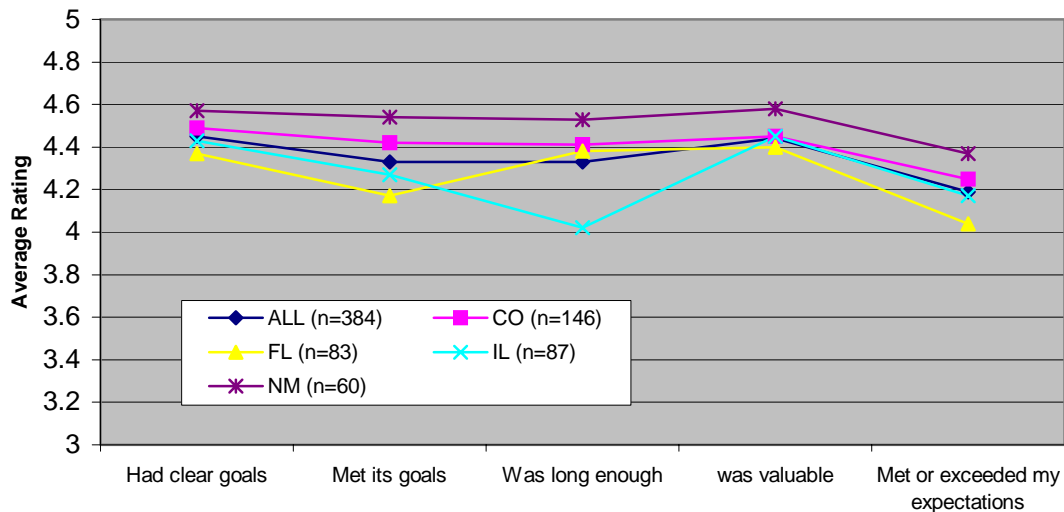
In their comments on the things they liked most, they mentioned most frequently:

- Sharing with colleagues during the activity periods, where they had time to process the information together (145): “Personal and group interaction with library staff. Inspiration and energy from those who have studied and practiced these concepts.”
- Cultural awareness information (52): “Enjoyed learning about the cultural differences. I now feel more comfortable.” “I learned my library is woefully lacking in Spanish computer literacy.”
- Community leader interview, both for the information presented and as a model for a strategy to follow back home (45): “I learned that partnering with other agencies is extremely valuable for this outreach.”
- Knowledgeable presenters who created a pleasant learning atmosphere (45): “Instructor encouraged participation and seemed to value our personal opinions and experiences. Workshop was presented in a fun [musica latina, snacks, etc.], relaxed atmosphere.”
- Resources in the binder and on WebJunction (30): “Access to WebJunction, etc.! Online courses! Wow, am I excited!”
- Relaxed atmosphere at the workshop (19)
- Practical, specific outreach ideas (13): “Practical and specific ideas and suggestions for how to implement them, not vague or unrealistic.”
- Motivation to take action (15): “I am inspired to continue and make more of my current efforts.”

They suggested some changes in the workshop:

- Change the length of the workshop, although comments were evenly split between “too long” and “too short.”
- Some felt there should be more time for hands-on idea sharing and some requested fewer exercises. Many comments suggested changing the exercises, conversations with trainers confirm that many already been implemented.

Chart 18: Spanish Language Outreach Workshop Evaluation: Workshop Goals



- Less presentation (especially powerpoint): “I don’t need to go over every section of the powerpoint for some things. I can be directed to read at home.”
- More practical strategies and time for action planning: “I would discuss how a small library could staff such a program without having the existing staff doing it on their own time. That problem was never addressed. A bit more time discussing the problem of communicating with the patron who speaks no English and the librarian who speaks no Spanish.”
- Organize the handouts to follow the presentation and condense them by printing on both sides. At the same time, they complained about the type size being too small on some handouts.
- More focus on technology in the content, and better working technology at the workshop. Some mentioned they would have liked a live demonstration of WebJunction; others reported problems with the projection or sound equipment.
- More direction for the community leaders, some of whom got off topic or seemed unclear about their role.
- Clarify objectives and target audiences of the workshop: “split up the information as it would apply to different aspects of a library. There was way too much information presented and some was irrelevant to participants, i.e., circulation staff is not going to develop computer classes, but will deal directly with a lot of cultural differences.”

They identified additional resources and tools they would need to be able to implement their outreach plans:

- Expertise. They listed translators, Spanish community members to lead workshops, sample promotional materials and plans (WebJunction was mentioned frequently), and continued support and sharing of successes from trainers and colleagues, a “network of library workers who work with Spanish speakers.” (45)
- Funding, for staff, collections, marketing (40)
- Administrative support (37) Often these comments were stated in terms of time to put in practice what they learned: “Support from management to have time to prepare material and go out of the library to reach the Spanish-speaking community.” They suggested offering a special workshop for administrators and marketing staff.
- Community partnerships to help them reach their target audiences (29)
- Language skills. They felt it would be important to learn functional Spanish themselves, hire bilingual staff in the future, and recruit volunteers with Spanish language skills (19)
- Computing capacity (9): “I am troubled by promoting computer usage in my library because the five computers I have are all already in high demand. I think marketing computers will just bring frustration to all!”

New things learned at the workshop that “you know you will use” clustered in a few areas:

- WebJunction and other web resources

- Community outreach strategies—“The impetus to go out to the community instead of waiting for them to come to the reference desk”—especially the community leader interview guide: “I learned the format for a professional interview with community leaders.”
- Cultural awareness information: “Awareness of the Hispanic family and how they do things together,” “I’ll be more tolerant of Spanish speakers wanting to learn together in a group,” “how hard migrants work in the U.S. to make a better life for their children.”
- Marketing methods, including Spanish language signage, print materials, word-of-mouth, radio, tours, and focus groups
- Spanish translations for library use
- Outreach planning

In their concluding comments on the workshop evaluation, participants were very complementary:

“This workshop is an important and big step in reaching out to the greater Hispanic community locally. Thank you.”

“This is a wake-up call to possibilities.”

“I really think I would like to see more of the staff at the library come to this.”

“This information is applicable to other ethnic communities (Russian, Islamic) or groups (challenged, lesbian/gay).

Evaluation design. The evaluation design gave Cuesta, staff, trainers, and the evaluator a steady flow of information during the course of the project:

The trainer pre-assessment helped Cuesta understand that the trainers were already expert in a number of areas. She adjusted the institute design to take advantage of their knowledge and experience. Pre-assessment data from local participants was also available to the trainers; some used it and others did not.

Workshop evaluations, completed just after the workshop, postings to the trainers forum, and early interviews with trainers yielded information that allowed the trainers, working with Cuesta and the Spanish Language Outreach staff, to identify some problems with the presentation and make some adjustments that dramatically improved the workshops.

Phone interviews with trainers, combined with data from the discussion forums, revealed low use of the forums early; staff and trainers devised strategies for stimulating visits and posts to the forums, after which use took off.

The first 75 post-assessments from local participants have also given the evaluator and staff a good sense of what participants learned and are doing in their

libraries and communities. Response rates to the pre- and post-assessments and the workshop evaluation have been very high, suggesting that participants don't find it too cumbersome or time-consuming. Open-ended comments supported and elucidated the quantitative data elements. Included in the post-assessments were names and contact information from local partners, which the evaluator plans to use to conduct phone interviews in the next few months.

Interviews with local partners. The only piece of the evaluation design not yet tested is the interviews with local partners. Local participants have submitted names and contact information. The evaluators plan to work with staff to develop an interview guide in the next month and will share results in the next report.

Preliminary Conclusions

Local participants are beginning to implement activities directed at reaching Spanish-speaking customers, including planning, staff development, and outreach, including marketing/promotion and instruction (one-on-one and in classes).

Local participants report initial impressions of increased use of public access computing by Spanish speakers in libraries.

Local participants substantially increased their cultural awareness, knowledge, and skills as a result of their attendance at the workshop.

Participants have improved promotional efforts, given new attention to staffing and staff training, increased usage of public computing resources and programming by Spanish speakers, and forged new and strengthened partnerships with organizations in the Spanish-speaking community.

Trainers used WebJunction in a variety of ways—to find resources, to take a class, and to read and post in their own forum.

Local participants became aware of WebJunction and are using its resources, including enrolling in classes, downloading promotional pieces and workshop handouts, and gathering ideas from other participants through the discussion forums. Nearly half of local participants have participated in the WebJunction discussion boards; the vast majority have read but not posted. The percentage of Spanish Language Outreach participants who have participated is higher than that of WebJunction registered users who completed the latest survey. Hits to the Spanish Language Outreach areas on the WebJunction global site ranked them in the top twenty areas at the time of the Crossroads newsletter focus on Spanish

Partnership with states participating in the Spanish Language Outreach Project has expanded the content available on WebJunction and extended and deepened its promotional capabilities. During WebJunction focus groups conducted in Colorado and

New Mexico, focus group members who had participated in the Spanish Language Outreach workshops were more knowledgeable about WebJunction than others and were more likely to have used content, enrolled in a course, and participated in the discussion boards.

Through the institute and follow-up support, trainers dramatically improved their knowledge and skills and became valuable assets to their states. Trainers were already experts in many aspects of outreach to Spanish-speaking customers and public access computing. Through their participation as trainers, they learned new content and resources, found support from colleagues and experts, and became true advocates as they presented the material in their own states. After presenting the workshop several times, they mastered nearly all proficiencies.

Key elements in the design of the Spanish Language Outreach project included:

- Strong participation and support from State Libraries
- An expert consultant who created an engaging and thought-provoking curriculum and provided support for trainers and staff throughout the project
- High-quality trainers,
- A rich collection of resources on WebJunction added by the consultant, trainers, and local participants
- Persistent staff follow-up
- An evaluation design that produced a steady flow of information from a variety of audiences that could be used throughout the project to improve results