

Appendix B: Spanish Language Outreach Follow-on Program Round 1 Interim Evaluation

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Introduction

Consultant Yolanda Cuesta, curriculum specialists, WebJunction staff, and the evaluator, working closely with staff at the Bill & Melinda Gates Foundation, developed and agreed upon the initial five goals of the Spanish Language Outreach Project in August 2004. Goals 1, 2, 3, and 5 are essentially unchanged. The final goal for the Pilot Project was “Test training materials and instruments for data collection,” a goal which the evaluation process has now obviated. For Round One, that goal has been replaced with a new Goal 4, in order to add a focus on outcomes among Spanish speakers, as well as in libraries and at WebJunction. Round One goals are:

1. In participating libraries, increase the number of activities directed at reaching Spanish-speaking residents.
2. Improve the attitude, knowledge, and skills of local library staff toward outreach to Spanish-speaking residents, with the longer-term goal of increasing the numbers of Spanish speakers involved in public access computing at their local libraries.
3. Increase partnerships among local libraries and other community organizations serving Spanish-speaking residents.
4. Impact the Hispanic community by increasing awareness about local library services and public access computing.
5. Continue to build and grow the Spanish Language Outreach online community at WebJunction for library staff to share content and information with each other, with the longer term goal of providing access to materials with a larger audience of local libraries through WebJunction. We expect to continue to see increased activity on the message boards and an increase in materials posted to WebJunction with each new round of states.

During 2004-05, four states participated in the pilot project: Colorado, Florida, Illinois, and New Mexico. At the end of the pilot year, the evaluation showed that trainers and local participants had made impressive changes in attitude and knowledge, library skills, and planning and outreach skills. They also made significant gains in beginning new and strengthening existing partnerships with organizations serving Spanish speakers. In some states and population groups, participants also made significant increases in marketing and computer classes held in the library. The evaluation affirmed that partners considered the library to be a valuable contributor and that Spanish speakers were increasingly aware of the library. Their comments about marketing, services, and computer use in the library confirmed that the curriculum was accurate.

In 2005 WebJunction began the first round of the Spanish Language Outreach Follow-on Program in partnership with eight state libraries. The eight states participated by sending trainers to the Institute. They returned to plan workshops for local library staff members. This report includes data from six states—California, Connecticut, Georgia, Nevada, Rhode Island, and Washington. Minnesota and New Jersey are also participating, but by the time of this interim report had not held workshops.

Methodology

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

In 2005-06, the evaluators are using the design employed in 2004-05, which included online pre- and post-assessments of trainers and local workshop participants, end-of-session evaluations of Institute and workshops, phone interviews with representative from local partner organizations suggested by the local participants, and focus groups with Spanish speakers in a few communities in which successful partnerships were identified.

This report presents the results of the online pre- and post-assessments and workshop evaluation for trainers and the online pre-assessments and workshop evaluation for participants, as of May 1, 2006. Results for New Jersey are not included in the state-by-state analysis, since only 5 individuals completed the pre-assessment, too small a number to allow generalization. The report also updates data on usage of WebJunction content and discussion boards.

The final evaluation for 2005-06 will include post-assessment data for local participants and trainers, as well as results of phone interviews with partners and focus groups with Spanish speakers.

Findings

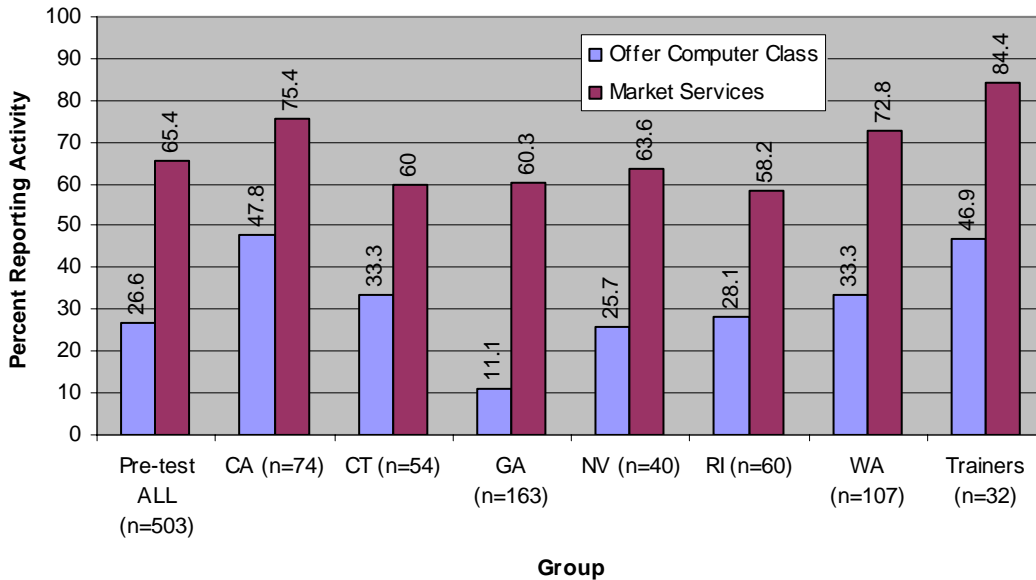
GOAL 1: In participating libraries, increase the number of activities directed at reaching Spanish-speaking residents.

The pre-assessment survey of local librarians gathered data on library activities directed at Spanish speakers before the workshop, including computer classes in the Spanish-speaking community. In the post-assessment, participants will have a chance to describe activities they have undertaken, including planning, staff development, collection development, as well as computer classes and other support for use of public access computing.

Computer Classes

Of the three activities, local libraries were least likely to be offering computer classes for Spanish speakers. On average in the pre-assessment, 26.6 percent of local participants reported that their libraries had computer classes for Spanish speakers (see Chart 1). The state-by-state percentages varied from 47.8 percent in California to 11.1 percent in Georgia.

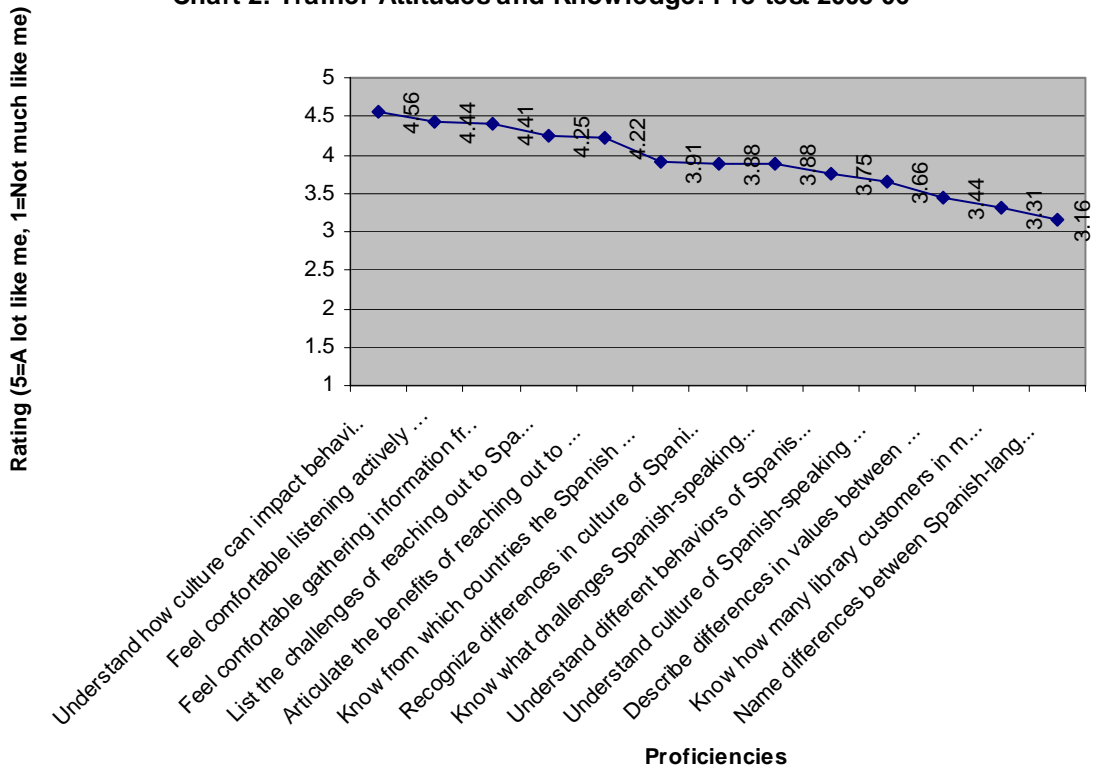
Chart 1: Library Activities for Spanish Speakers, Pre-assessment, 2005-06



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

Improving the attitude, knowledge, and skills of local library staff involved several steps for the Spanish Language Outreach Program. First, state trainers were selected by their state libraries and invited to attend an Institute. They completed an online pre-assessment before the Institute and an online evaluation immediately afterwards. They returned to their states to plan and present workshops for local library staff members, using a standard curriculum and resources provided through WebJunction, with support from the Spanish Language Outreach staff and consultant Yolanda Cuesta.

Chart 2: Trainer Attitudes and Knowledge: Pre-test 2005-06

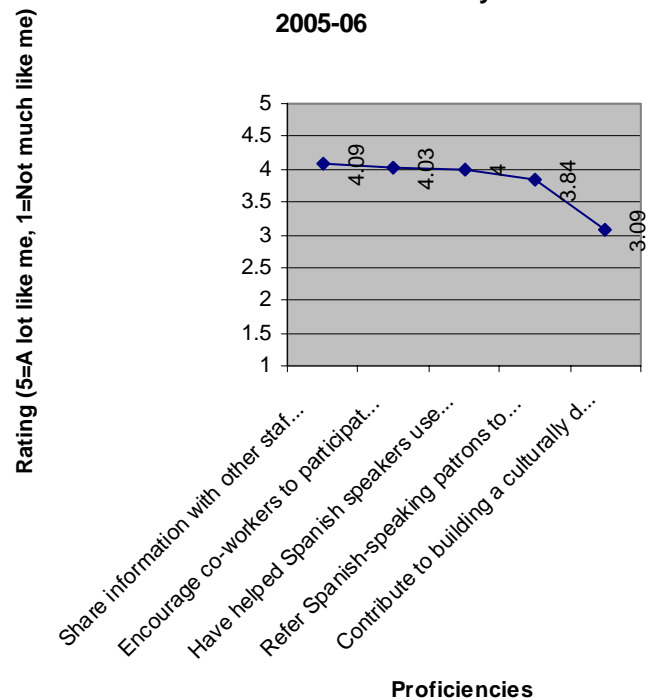


Trainer Attitudes, Knowledge and Skills Before the Institute

In the pre-assessment, all cultural attitudes for trainers were above 3 (see Chart 2). Trainers were most confident in understanding how culture can impact behavior, listening actively to Spanish speakers, and gathering information from non-verbal behavior. They were least comfortable with describing the differences in values between Spanish speaking and mainstream American culture, knowing how many library customers in their state speak Spanish at home, and naming the different between Spanish-language cultures.

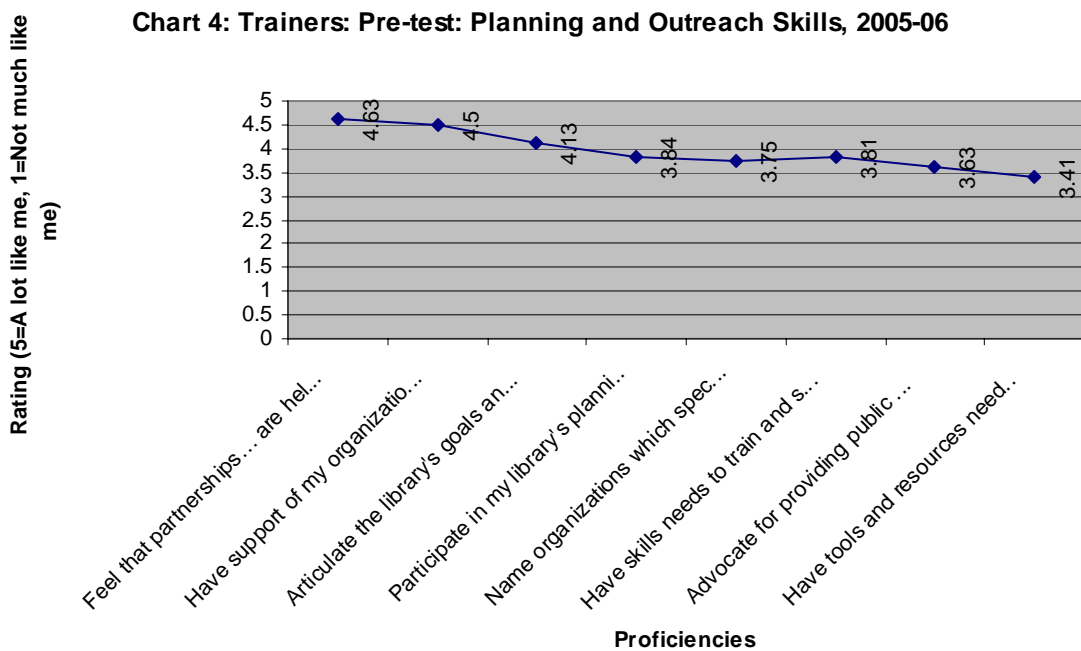
In the library skills needed to work with Spanish speakers,

Chart 3: Trainers Pre-test: Library Skills 2005-06



trainers were very proficient before attending the Institute, with four of the five skills hovering around 4 (see Chart 3). The only skill where trainers rated themselves lower was in “contributing to building a culturally diverse staff,” perhaps because they themselves were not in the position of selecting or training staff.

In the skills needed for planning, outreach, and training, trainers were also confident, with all scores exceeding 3 (see Chart 4). They rated themselves highest in feeling that partnerships are helpful in serving Spanish speakers, having the support of their organization and supervisors, and articulating the library’s goals and objectives related to serving Spanish speakers. They were less confident in having the skills necessary to train and support workshop participants, advocating for providing public access computing, and having the tools and resources needed to support services to Spanish speakers—all three topics that were to be emphasized in the Institute.



Post-Assessment of Trainers

Trainers will complete an online post-assessment after completion of their workshops. Results of this second assessment will be compared with those on the pre-assessment to see if attitudes, knowledge, and skills of trainers have increased.

Trainer Institute Evaluation

Just after the 2005-06 Institute, the 32 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 5). They were in agreement that the Institute has achieved its objectives (Chart 6). All 2005-06 ratings were at 4 or

higher. They were notably higher than 2004-05 in two areas—“concise and logical” handouts and length of the Institute—two areas where 2004-05 Institute participants had complaints. Institute ratings slipped in “addressing my needs,” well-arranged and spacious” facility, “ample and good equipment.”

Chart 5: Trainer Institute Evaluation, 2004-05 and 2005-06

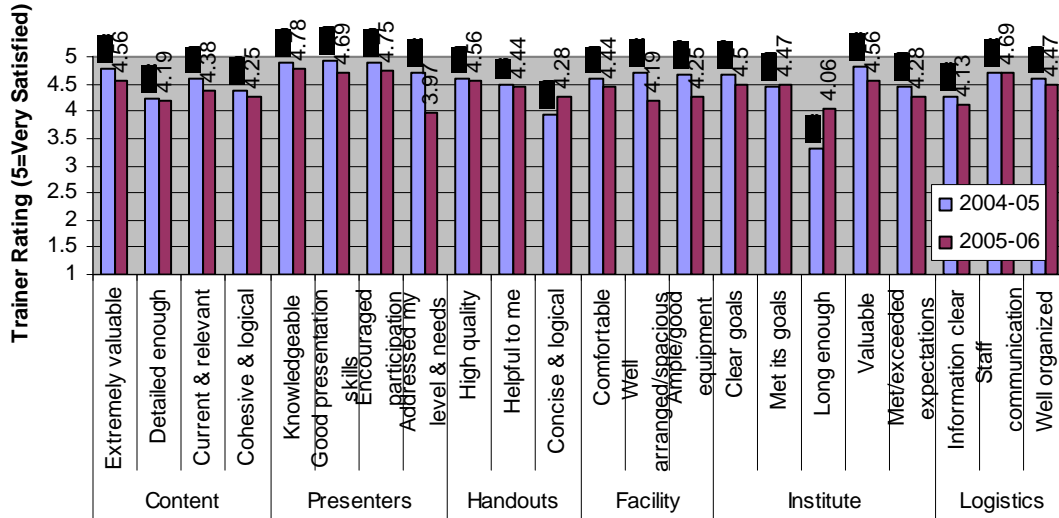
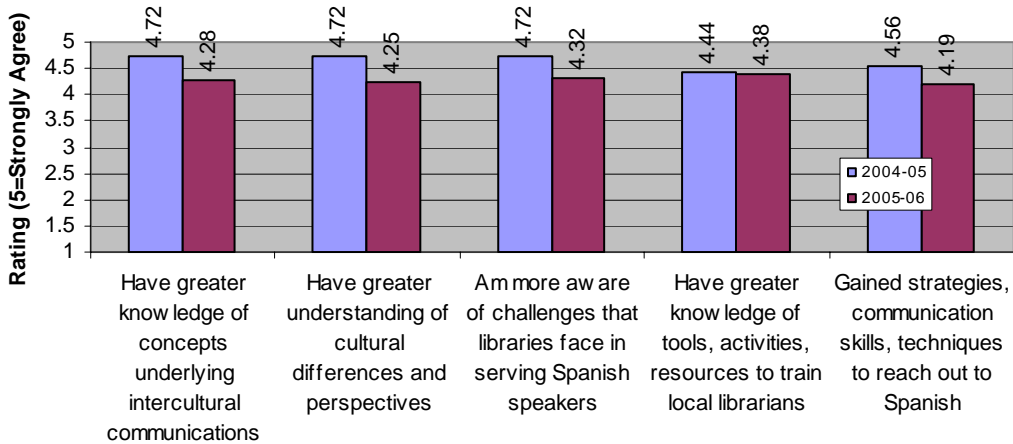


Chart 6: Trainer Evaluation of Institute Objectives, 2004-05 and 2005-06



Comments on the evaluation confirm that trainers were very positive about the Institute. The best parts of the workshop, according to the trainers:

- Excellent arrangements by the WebJunction staff—facilities, tour of the Seattle Public Library, food, materials
- Knowledgeable presenter and excellent content:

“Maybe the best workshop I ever attended. Yolanda not only had the knowledge but she had the charisma to get it across.”

- Community leader panels, reinforcing trainers’ points and providing local context and sense of urgency, as well as demonstrating the “community-centered” approach that the workshop espouses

“The panel discussion by the community leaders that was modeled on the first day was very powerful.”

- An opportunity to refresh existing knowledge and recommit, for a group who were already very knowledgeable:

“Although I didn't really learn anything new—California librarians have been talking about these issues for almost 20 years—I did get re-energized about the topic and am excited to begin training others.”

- Participation, discussion, and sharing of ideas, resources, and experiences

“The sharing of ideas, knowledge and services to Spanish-speaking patrons from these four totally different locations was one of the things I liked the most. It was great to hear about our differences and our similarities.”

- Opportunities for State Libraries to demonstrate their leadership:

“It provided an opportunity for me to interact with our state trainers in a more intense way than I have previously. It also provided an opportunity for them to interact with each other. We went into the Institute as individuals and came out as a team.”

- Opportunity to practice presenting:

“I really appreciated the opportunity to practice presenting the information.”

Suggestions for improvement made by trainers included:

- Clarifying that the first day is modeling the local workshop and the second is for working with state teams to plan and for making a trial presentation:

“I think it would have been more useful and helpful had it been a little more clear on the first day that the workshop was being modeled to us and that we were playing the part of workshop participant.”

- Adding more time:

“Rushed. Not enough time to explore and practice and to conclude.”

- Becoming familiar with WebJunction:
“My comfort level with WebJunction is low. I need to be more hands-on to learn anything having to do with computers.”

- Giving an overview of handouts:
“The amount of handouts was a little confusing at first. We had the big binder broken up into sections, and an additional set of power point slides, and the big green and big blue packets. It would have been helpful to have it all explained to us at the beginning.”

- Offering more opportunities for trainers to interact with those from other states:
“I would encourage even further interaction between state groups. The exercises within the training were helpful - It was during these exercises that I felt I learned the most.”

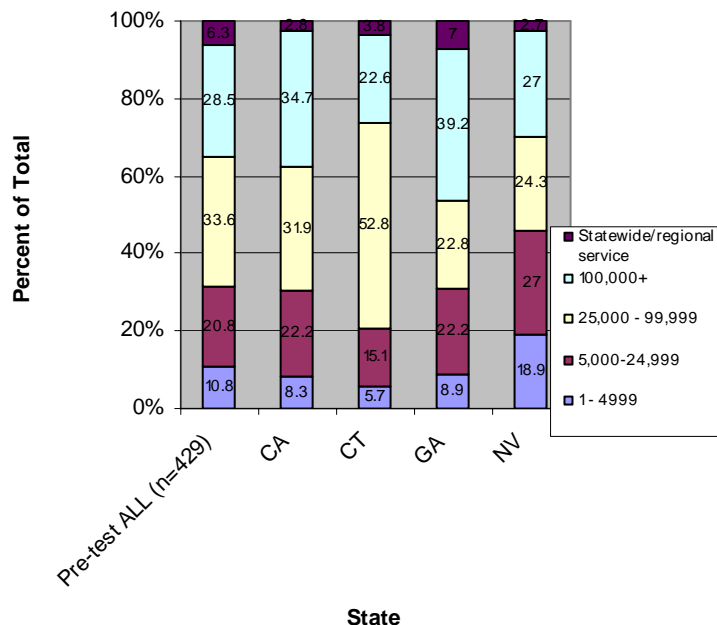
- Further addressing the concerns of [trainers] who are not of Hispanic/Latino/etc. descent:

“I think that it is important that the trainers be bilingual and bicultural if at all possible, and that WebJunction should do more to encourage states to select trainers with that background.”

Before the Local Workshops: Pre-assessment of Local Participants

Before participants attended a workshop in the participating states, they received an online pre-assessment. By May 1, 2006, 503 participants had completed the pre-assessment. Overall, 10.8 percent of local participants served fewer than 5,000 people; 20.8 percent served between 5,000 and 24,999; 33.6 percent served 25,000-99,999; 28.5 percent served more than 100,000; and 6.3 percent served regional or statewide audiences. The proportion varied

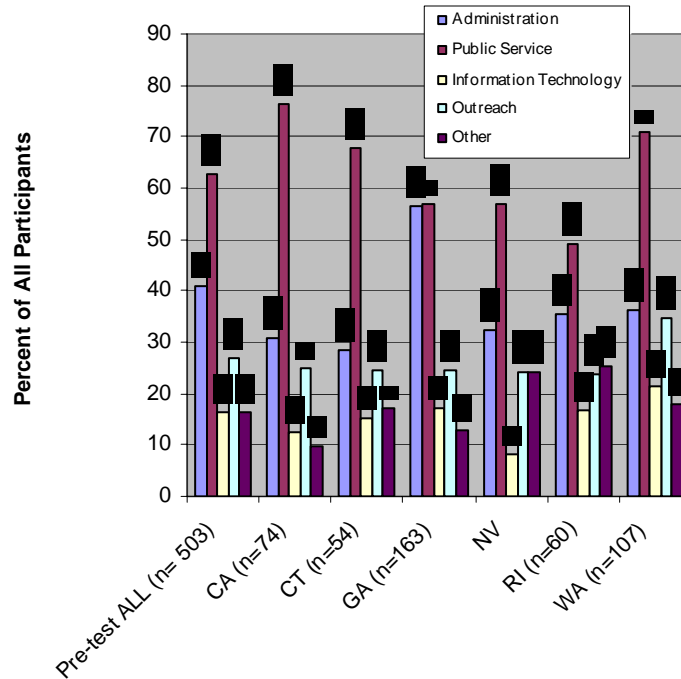
Chart 7: Spanish Outreach Participants, by State



substantially from one state to another, with Connecticut having the lowest and Nevada the largest percentage of participants from small libraries, while Georgia had the largest and Connecticut had the smallest percentage of libraries in the top two categories (see Chart 7).

Librarians performed more than one function in the library (see Chart 8). The largest percentage were public services staff, followed by administrators.

**Chart 8: Functions Performed, by State
2005-06**



Attitudes, Knowledge, and Skills

Participants were above 3.0 in about half of the attitude and skill areas (see Charts 9, 10, and 11). In individual attitudes and knowledge, there were six areas in which they felt more comfortable (on a scale on which 5.0 was “Very much like me” and 1 was “Not much like me”):

- Understand how culture can impact our behavior and perceptions (3.95)
- Articulate the benefits of reaching out to the Spanish-speaking community (3.49)
- Feel comfortable listening actively to Spanish speakers (3.46)
- Feel comfortable gathering information from non-verbal behavior of Spanish speakers (3.44)
- List the challenges of reaching out to Spanish speakers (3.40)
- Recognize differences in the culture of Spanish speakers and mainstream Americans (3.17)

In seven areas, local workshop participants felt descriptions were “less like me”:

- Understand different behaviors of Spanish speakers and mainstream Americans (2.96)
- Understand culture of Spanish speaking customers (2.88)
- Know what challenges Spanish speakers face in my community (2.86)
- Describe differences in values between Hispanic and mainstream American culture (2.62)
- Know from which countries the Spanish speakers in my community come (2.58)

- Know how many library customers in my community speak Spanish at home (2.58)
- Can name the differences between Spanish-language and mainstream American communication styles (2.54)

In areas of library skills, participants were reasonably confident in only one area:

- Have helped Spanish speakers use computers in the library (3.33)

They were below 3.0 and in the “Not much like me” range in the others:

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Chart 9: Attitudes and Knowledge, by State 2005-06

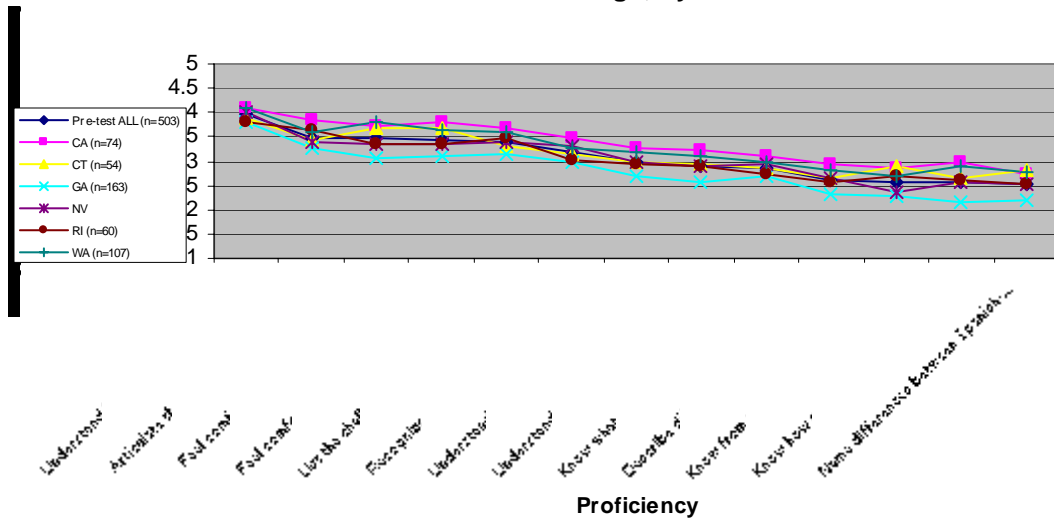
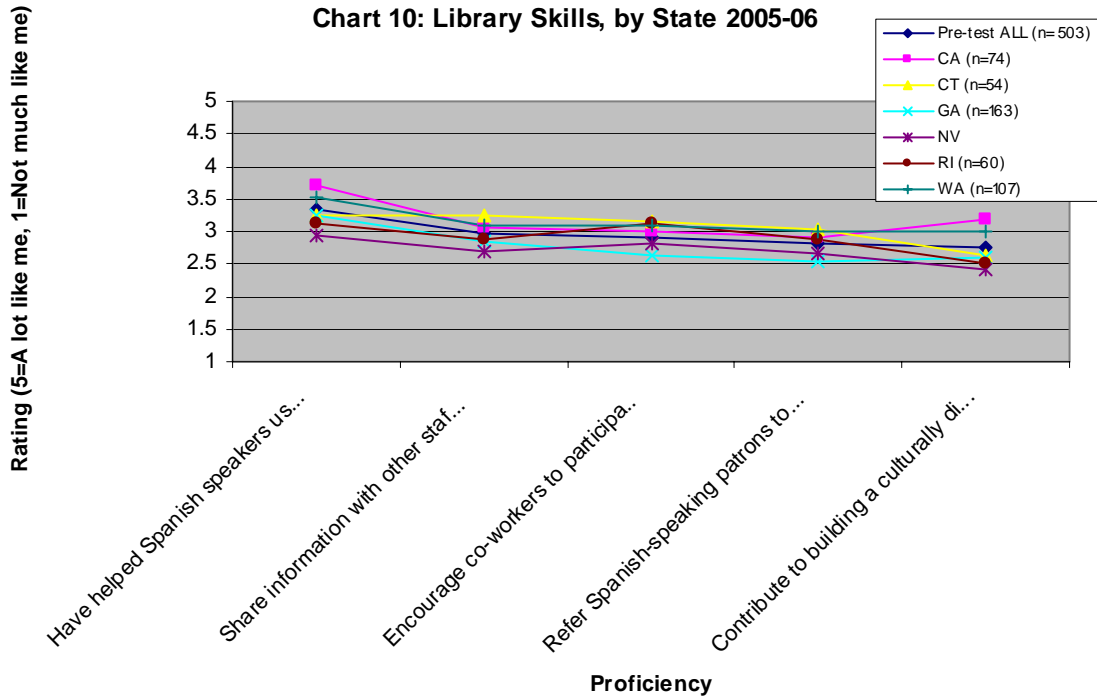


Chart 10: Library Skills, by State 2005-06



- Share information with other staff about serving Spanish speakers (2.97)
- Encourage co-workers to participate in outreach activities (2.92)
- Refer Spanish speaking patrons to other organizations (2.81)
- Contribute to building a culturally diverse staff (2.76)

In planning and outreach skills, four skill areas were above 3.0:

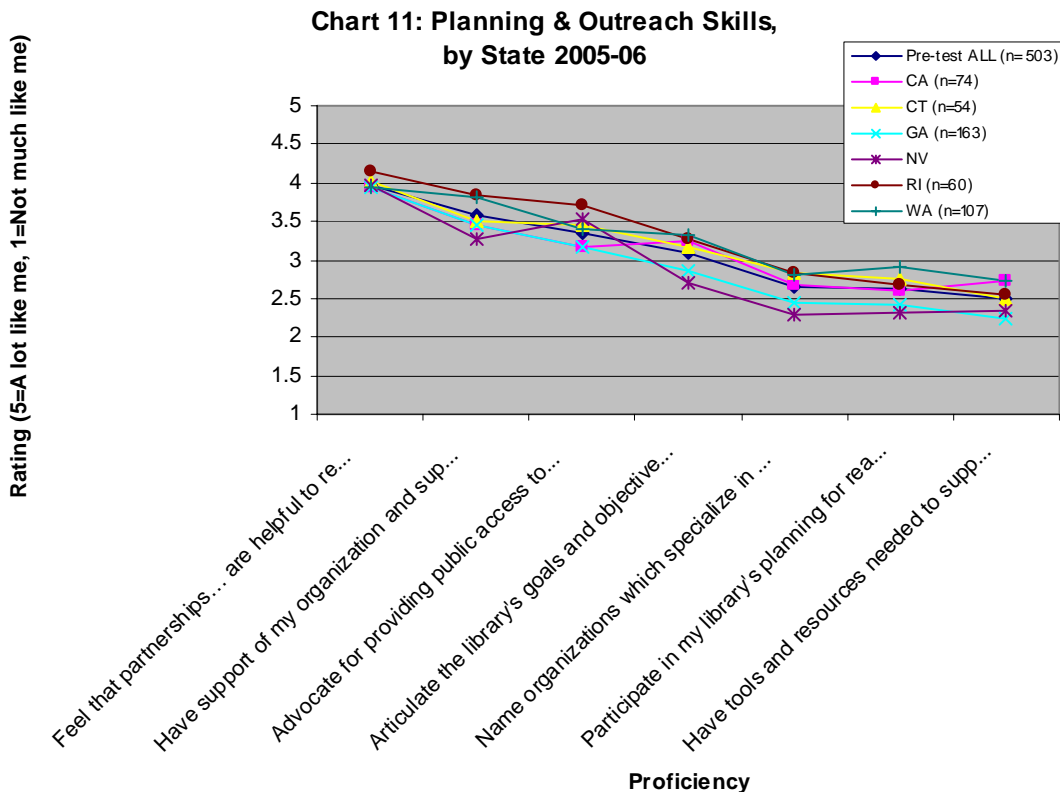
- Feel that partnerships are helpful in reaching Spanish speakers (3.98)
- Have the support of my organization and supervisor (3.58)
- Have advocated for providing public access computing in the library (3.35)
- Articulate the library's goals and objectives for cultural diversity (3.1)

In three areas, participants were not confident of their skills:

- Name organizations which specialize in serving Spanish speakers (2.64)
- Participate in my library's planning for reaching out to Spanish speakers (2.63)
- Have tools and resources needed to support outreach efforts (2.5)

Post-Assessment of Local Workshop Participants

An online post-assessment of local workshop participants will begin in July. Results of this follow-up assessment will be compared with those on the pre-assessment. Some comments in the workshop evaluation suggest already that participants have begun putting their new knowledge to work:



“One thing that I learned from the workshop and have already used is that the way I treat my patrons matters even more to those with language barriers. It is a struggle to make sure to be friendly and smile to all of your patrons normally - but even more challenging to take into account cultural differences and adapt from patron to patron. The week of the training I had a Spanish speaking family come to my small library and sign up for a library card. After the training when they visited the library, I put some of the skills I learned at the training to work. And the mother checked out a stack of my Adult Spanish language materials when before she would stand back and watch her son choose materials for himself only. That to me was a big victory!”

“[I learned] that the number one way to achieve success in reaching Spanish speaking customers in your service area is go directly to Spanish speaking community leaders and find out what the customers need. We have to care about and get to know the people and their community before we know what goals the library system should pursue!”

“I will place signs that are in Spanish throughout the children's library. Putting myself in the place of members of the Spanish community, I would really feel intimidated if I couldn't understand signage that is suppose to help me find my way around.”

“I wasn't aware of the digital divide with Latina/Latino population, ours in our branch is the elderly set. Now that I am aware of the gap I can help our librarian bridge it.”

“I have already created a Latino section of my library webpage.”

Local Workshop Evaluation

Just after the workshop, local participants received an online evaluation. By early May 2006, 183 participants had completed the evaluation.

Participants' evaluation show that the workshops were very well received, with all averages exceeding 3.7 on the 5.0 scale (Chart 12). All averages were marginally lower than those from 2004-05.

Top five average scores:

- Instructors encouraged participation (4.27)
- Instructors were knowledgeable (4.23)
- Ample and good equipment (4.21)
- High quality handouts (4.16)
- Current and relevant (4.10)
- Well-arranged, spacious facility (4.10)

The five lowest scores were still near the “agree” level of 4.0:

- Cohesive and logical (3.83)
- Addressed my level and needs (3.80)
- Met its goals (3.79)
- Content detailed enough (3.74)
- Met or exceeded my expectations (3.71)

Participants were in agreement that the workshop had met its objectives (Chart 13). They have a greater understanding of the benefits and challenges of reaching out to Spanish speakers and are inspired to take action:

“I have daydreamed about being involved in activities such as this and now I have a real reason to do it!”

Chart 12: Local Participant Workshop Evaluation, 2004-05 and 2005-06

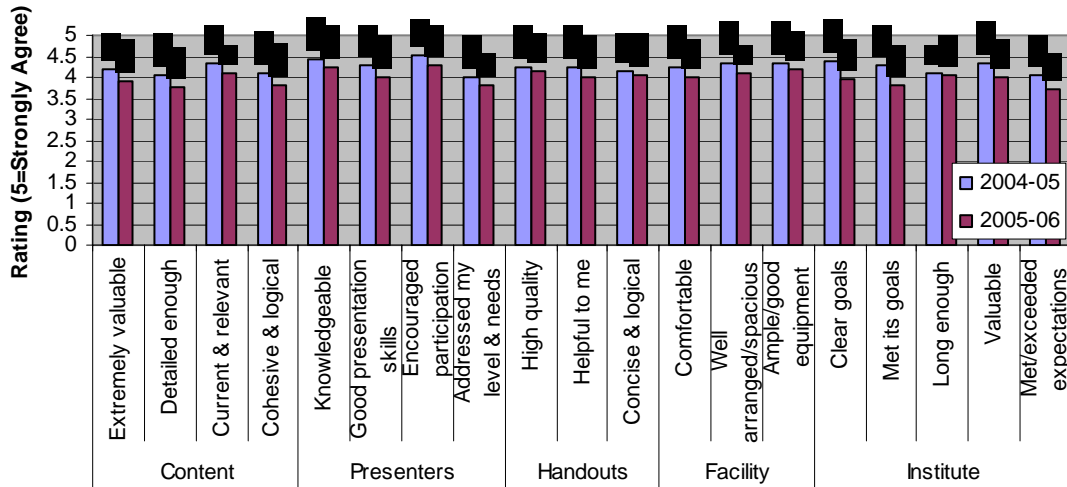
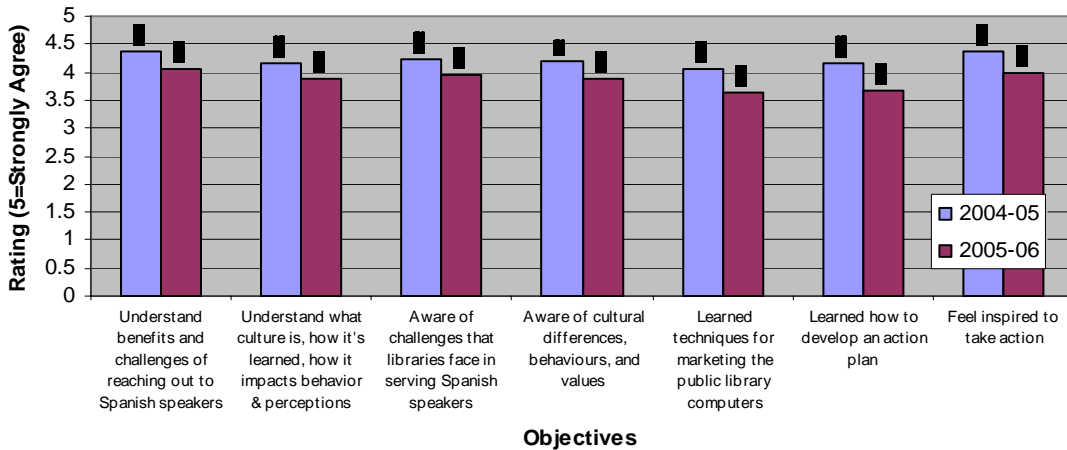


Chart 13: Local Participant Workshop Evaluation: 2004-05 and 2005-06



Most frequently mentioned in their comments about what they learned were:

- Better understanding of cultural diversity:

“Welcoming the different culture style to our library. We have an almost non-existent Spanish community, so I feel more prepared to welcome, and expect, the culture differences, when our community gains a Spanish population.”

- Community leader interviews which modeled how to build relationships with community leaders in order to find out what is needed in their own communities:

“It was great to see Spanish community leaders speaking about the services needed within the Hispanic community.”

- How to create an action plan
- The wealth of resources available on WebJunction to assist them in planning and promotion.

Beyond workshop participants made specific comments on what other resources they needed to reach out to Spanish speakers:

- Time—for learning, for planning, to be out of the building, to develop partnerships
- More information about bridging cultural differences
- Data on Spanish speakers:

“It would be helpful to receive ideas for nailing down the numbers of people from other places. Census figures are dated. School figures and social service agencies are sketchy at best.”

- More knowledge of local resources

“I need contacts within the Latin American community of my library branch, and I feel I've been provided the framework for obtaining them.”

- Support from their directors and co-workers:

“I need the backing of my branch management. Of course, I am encouraged to pursue this for now, but I expect to hit road blocks in the future. These internal roadblocks are as prevalent, if not more than, external roadblocks.”

“I believe we have what we need at an organizational level; the next step is empowering individual members of the staff to take ownership of this kind of work.”

- Real world examples of successful outreach programs, especially in small libraries, and marketing materials
- A basic working knowledge of Spanish:

“I wonder if an intro Spanish language course could be counted for professional's continuing education credit?”

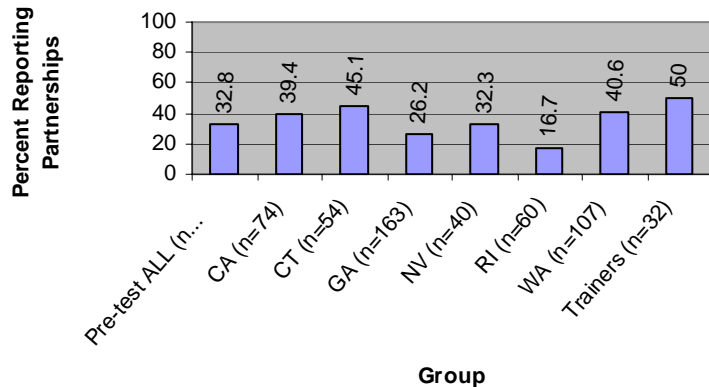
- Practical tools for teaching computer classes in Spanish
- Practical outreach planning tools and strategies:

“I’ve never done an outreach plan before.”

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

Half of trainers responded that their libraries had existing partnerships on the trainer pre-assessment (see Chart 14). One of three respondents on the local workshop pre-assessment reported that their libraries had existing partnerships with organizations in the Spanish-speaking community. The largest percentage of Connecticut librarians and the smallest percentage of Rhode Island librarians reported partnerships.

Chart 14: Existing Partnerships: Trainers and Local Participants, Pre-assessment, 2005-06



GOAL 4: Impact the Hispanic community by increasing awareness about local library services and public access computing.

In the pre-assessments, trainers reported substantially more marketing activity than local workshop participants (see Chart 15). Especially notable is the percentage of trainers who have promoted library services through Spanish organizations and conducted focus groups and interviews with Spanish speakers.

Two of three participants were marketing library services for Spanish speakers before attending the workshops (see Chart 16). The percentage varied considerably among the states, with the largest percentage of California participants and the smallest number of Rhode Island participants reporting marketing activities.

Chart 15: Marketing Methods, Trainers and Participants Pre-assessment, 2005-06

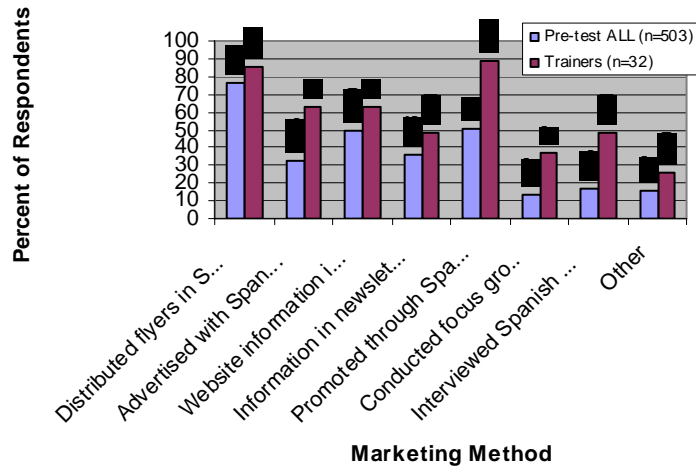
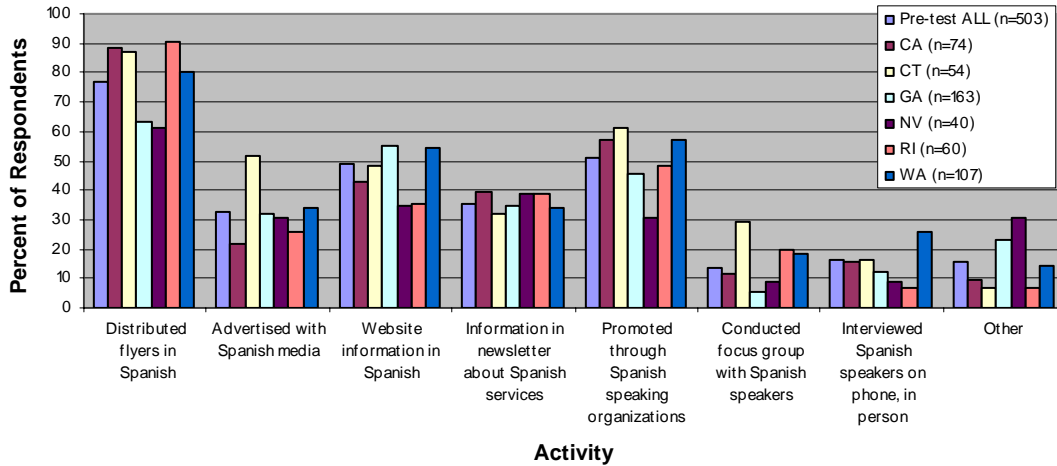


Chart 16 shows the percentage of libraries overall and in each state who conducted a variety of marketing activities. Distributing flyers in Spanish was the most frequently reported; half of the participants also reported their libraries have website information in Spanish and promote the library through Spanish speaking organizations. The other promotional channels were less frequently used—advertising in Spanish media, information in the library newsletter in Spanish, focus groups, and interviews with Spanish speakers. Patterns varied dramatically among the states, with the high percentage of Washington participants reporting using several channels and participants from other states being sometimes higher and sometimes lower than the average of all participants.

In order to gauge changes from the point of view of Spanish speaking residents, evaluators plan to conduct three focus groups in February 2007. In their post-assessments, workshop participants will be asked to describe new or strengthened partnerships and to list a name and contact information for a representative from the partner organization. After selecting 12-18 partnerships, representing a range of community sizes and partnership focuses, the evaluators will conduct phone interviews with partner representatives to learn more about the partnership from their point of view and to assess its benefits and challenges. Following the interviews, the evaluator will report the results to the WebJunction staff, along with recommendations for choosing three locations for focus groups with Spanish speakers. Partners will then be invited to host a focus group.

Chart 16: Marketing Activities, Pre-assessment, 2005-06



GOAL 5: *Continue to build and grow the Spanish Language Outreach online community at WebJunction for library staff to share content and information with each other, with the longer term goal of providing access to materials with a larger audience of local libraries through WebJunction.*

Content related to outreach to Spanish speakers continued to receive heavy usage on WebJunction, and comments by workshop participants indicate that they were pleased to be introduced to WebJunction and plan to use content, courses, and message boards.

Top 20 on WebJunction

From October 2005 through April 2006, at least one Spanish Language Outreach page ranked in the top twenty navigation pages visited in the WJ Global site:

<u>Month</u>	<u>Navigation Page</u>	<u>Rank</u>
October 2005	Spanish Language Outreach Program (4414)	ranked 19 th
December 2005	Services to Spanish Speakers (876)	ranked 15 th
January 2006	Services to Spanish Speakers (845)	ranked 16 th
February 2006	Services to Spanish Speakers (1039)	ranked 14 th
	Spanish Language Outreach Program (1036)	ranked 15 th
	Spanish Language Outreach Program (73)	ranked 13 th
	Service to Spanish Speakers (43)	ranked 18 th

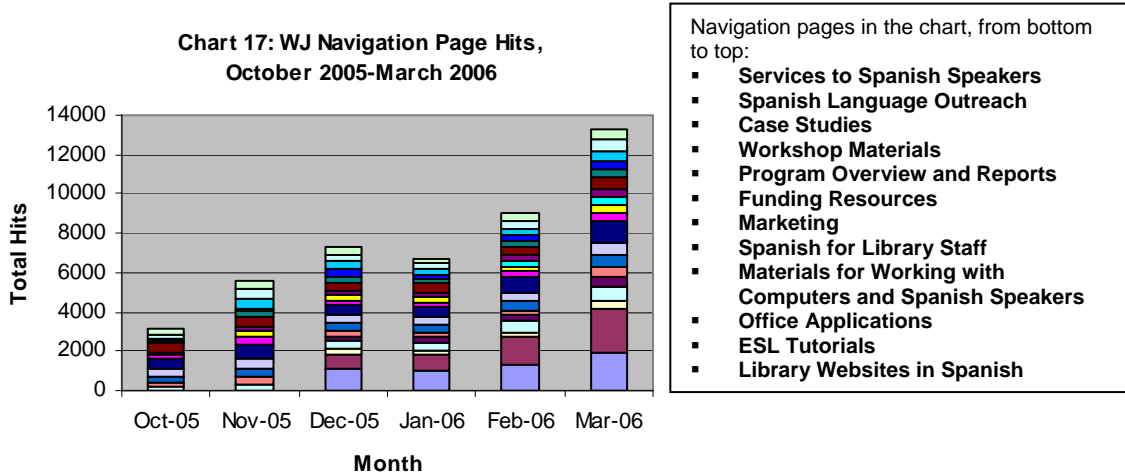
March 2006	Spanish Language Outreach Program (1771)	ranked 13 th
	Services to Spanish Speakers (1540)	ranked 14 th
	Spanish Language Outreach Program (132)	ranked 10 th
	Services to Spanish Speakers (80)	ranked 19 th
April 2006	Spanish Language Outreach Program (1782)	ranked 13 th
	Services to Spanish Speakers (1301)	ranked 17 th
	Services to Spanish Speakers (94)	ranked 11 th
	Spanish Language Outreach Program (90)	ranked 14 th

During the last three months, individual content pages have also ranked among the top 20:

<u>Month</u>	<u>Content Page</u>	<u>Rank</u>
February 2006	Spanish Language Outreach Program (144)	ranked 16 th
March 2006	Spanish Language Outreach Program (338)	ranked 7 th
April 2006	WJ's Spanish Language Outreach Online Course (801)	ranked 8 th

Usage of Spanish Language Outreach Navigation Pages

During the last six months, usage of WebJunction Spanish Language Outreach navigation pages has surged upward (see Chart 17).



Comments from Workshop Participants

Comments in the evaluations of workshop participants confirm that they considered WebJunction one of the best parts of the workshop and plan to use message boards, courses, and content:

“I think this is something very necessary in our service area so am going to stick my neck out and see what I can do. When we have some sort of a plan I feel comfortable about the resources provided and asking on WebJunction.”

“WebJunction has FANTASTIC potential.”

“We have a staff meeting coming up soon, at which I'll share some of what I learned, in particular the website with information on Spanish for Librarians.”

“I learned about WebJunction, including the vision about its purpose and how to access educational modules.”

Conclusions

GOAL 1

Through the pre-assessment, the Spanish Language Program collected information on the computer classes and marketing activities that participating library staff were already undertaking in their libraries. The pre-assessment also gathered information about which marketing channels participants were using. Comments on the workshop evaluations give an early indication of the action plans that some participants developed and even a few steps already taken to improve services to Spanish speakers in local libraries. The comments also describe the resources that participants felt they needed to be able to implement their action plans—a list that could inform WebJunction’s and state libraries’ plans for ongoing support and resource development.

GOAL 2

The Spanish Language Outreach program took the first steps toward meeting its objective of increasing attitudes, knowledge, and skills of local librarians for reaching out to Spanish speakers by providing high quality training to state trainers. Although many were already experts in aspects of outreach to Spanish-speaking customers or public access computing, trainers learned new content and resources, found support from colleagues and experts, and went home committed to present the material in their own states.

In changing attitudes, knowledge and skill levels of local participants, the curriculum appears to be successfully introducing and explaining cultural differences between Spanish speakers and mainstream Americans, modeling the importance of community leader interviews as a way of building relationships with the Spanish speaking community, increasing awareness of Spanish speakers’ need for access to computing facilities and training and the critically-important role libraries can play in providing them, providing useful information on promotional strategies, and initiating outreach action planning.

Local participants were not as knowledgeable as the trainers before the workshops. Immediately following the workshops, they were very positive about the content, the presenters, and the materials. Their comments frequently mention the community leader panel, their new awareness of the size and diversity of their Spanish-speaking communities, their increased knowledge of non-traditional ways to reach Spanish speakers, and their plans to implement ideas they gathered from presenters and other participants.

GOAL 3

The pre-assessments of trainers and local participants gave a clear picture of the need for developing partnerships in the Spanish-speaking community, as half of trainers and two-thirds of participants did not have partnerships.

Local workshops appreciated the community leader interviews modeled at the Institute and workshop. Their evaluation comments confirm that they saw them as an effective approach to building relationships with community leaders and discovering the needs of the Spanish-speaking community. Many wrote that they planned to meet with local leaders as the first step in their action plan.

GOAL 4

Even before the Institute, trainers were much more knowledgeable than participants in marketing strategies and were more likely to have used Spanish media, promoted through Spanish community partners, and interviewed Spanish community leaders. Their experience is a validation of their selection as trainers and bodes well for positive workshop outcomes.

GOAL 5

The Spanish Language Outreach Project continued to introduce library staff members to WebJunction and give them a focused reason for using it. Usage of Spanish Language Outreach content on WebJunction continued to grow.

Recommendations

The WebJunction Spanish Language Outreach Program is solid and effective. The recommendations below are intended to continue to make minor adjustments to the content of the Institute and workshop and to extend and deepen their impact:

1. Continue to use the Institute and workshop curriculum, including the community leader interview, cultural awareness exercises, introduction to WebJunction, overview of marketing strategies, and action planning. Study trainers' and participants' ratings and comments and make improvements where possible to better meet the individual needs of each participant.

2. Create structured and unstructured opportunities within the Institute and workshops for participants to share ideas with others.
3. Use participant comments on additional resources needed to drive decisions about content to be added to WebJunction and workshop handouts. Some ideas that seem well-suited include telling the stories of successful Spanish language outreach efforts by libraries of all sizes in a variety of contexts and sharing community leader interviews or focus group reports. Include references to the content in succeeding workshops.
4. Use the e-mail addresses of participants to send targeted reminders when new WebJunction content related to outreach to Spanish speakers is added.
5. Continue to collect post-assessment data to follow the progress of trainers and participants over a longer period of time.