Spanish Language Outreach Program
Interim Evaluation Report

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EXECUTIVE SUMMARY

This Interim Report focuses on Round 1 of the Spanish Language Outreach Program, providing a final report on Round 1 and an interim report on Round 2 to date. Round 1 was conducted from February to August 2006, and eight states participated, conducting 84 total workshops and reaching 1265 library staff. Participating states in Round 1 were California, Connecticut, Georgia, Minnesota, Nevada, New Jersey, Rhode Island, and Washington. Round 2 is well underway, having launched in November 2006. As of March 31, 2007, 77 workshops have been held, with 1255 total participants.

The goals of the Spanish Language Outreach Program 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 to a larger audience of local libraries through WebJunction.

At the end of Round 1, the evaluation findings indicate that the workshops have effectively educated library staff about cultural competency and needs assessment, strategies for bringing more Spanish speakers into the library, and provided more and better programs and services. Participating library staff have made impressive changes in attitudes toward and knowledge about Spanish speakers and built new skills in planning and outreach to Spanish-speaking communities, especially in the area of new partnerships with organizations serving the Latino community. Despite being consistently overworked, library staff managed to increase the number and quality of activities directed at Spanish speakers in participating states.

Results for each goal are described in detail in this report (see Findings Section), and below are summaries of the widening circle of impact on participants, libraries, and the Spanish-speaking community, as well as the internal impact of the SLO evaluation efforts.

Impact on Participants
In changing the attitudes, knowledge and skill levels of workshop participants, the curriculum appears to be successfully introducing and explaining cultural differences between Spanish speakers and mainstream Americans. Participants also gained skills in performing needs assessments so that they can tailor library collections, programs and services to meet Spanish speakers' needs, and build strategies for effectively reaching out to the Spanish-speaking community (see Findings, Goal 2).

After the workshops, participants can participate in follow-on activities within their states or with WebJunction, including webinars to further build skills like using census data and creating ESL conversation clubs. Participants are increasingly visiting WebJunction's thriving online community of practice related to Spanish Language Outreach that includes WebJunction's message boards, courses, articles and resources (see Findings, Goal 5).

Impact on Libraries
Almost 80% of workshop participants have undertaken new outreach activities based on the Spanish Language Outreach workshops, with the most popular activities being new signage, new programs / classes and new marketing efforts (see Findings, Goal 1).

Participants have improved their library's marketing strategies by following the SLO program curriculum's recommendation to begin outreach efforts by understanding the local community's needs and by building partnerships with trusted community organizations that serve Spanish speakers (see Findings, Goal 3). In addition, participants report using the workshop how-to's to improve the effectiveness of their marketing to the Spanish-speaking community with strategies like focusing on Spanish radio and sending flyers home with school kids.(see Findings, Goal 4).

Impact on the Spanish- Speaking Community
In addition to new outreach and improved marketing efforts aimed at reaching Spanish speakers, about 30% of workshop participants report offering programs and services especially for Spanish speakers. These programs and services include computer classes in Spanish, ESL classes and discussion groups, and cultural heritage celebrations at the library. While the overall percentage did not increase at six months post-workshops, the blend of services has changed: the percentage of participating libraries offering open computer lab hours with a Spanish speaker available increased from 17% to 27%, and many library staff report translating existing computer programs into Spanish. Additionally, many library staff report a shift in attitude or a new level of awareness or patience when supporting Spanish-speaking patrons (see Findings, Goals 1 and 4).

Building community partnerships with organizations that serve Spanish speakers is a focus of the curriculum and the SLO Program as a whole, and over one-third

of workshop participants report starting a new partnership or strengthening an existing partnership. A series of phone interviews with community partners confirmed that partnerships are a key way to build trust in the community and an excellent strategy for reaching out to Spanish speakers (see Findings, Goal 3).

Impact on SLO Program Staff
In addition to measuring the impact of the program, the evaluation results are used internally by program staff to make improvements to the program and to validate and revise the curriculum. Program staff used the evaluation results to guide the revision of the curriculum for Round 2, and preliminary results show that the revisions are having the expected positive effects. Improvements to the Round 2 curriculum and trainer preparation have already yielded improved ratings on Round 2 workshop evaluations, with approximately 80% of Round 2 workshop participants to date reporting that the workshops met or exceeded their expectations.

Recommendations
For Round 3, the Spanish Language Outreach Program staff should again study the results from the Round 1 and 2 evaluations closely and continue to strive to improve the program and the curriculum. Results from the formal assessments should continue to be supplemented with anecdotal information from phone interviews with trainers and community leaders and focus groups in the Spanish-speaking community.

Because WebJunction is uniquely positioned with a national perspective on Spanish speakers, SLO staff should continue their efforts to build best practices, host special events and build the community of practice around better serving Spanish speakers and take advantage of any opportunity to help the library field understand the challenges and success of Spanish speakers in the U.S.

METHODOLOGY

The approach to evaluating the impact of the program includes measuring changes in participants prior to the workshop and at five months post-workshop, tracking what library staff undertake in their libraries as a result of the workshops, trainer feedback via assessments and interviews, and contacting Spanish-speaking library patrons and library community partners to understand the impact of the results of the workshop on them.

Evaluation and assessments are used for two main purposes – to understand the impact of the program and to provide ongoing feedback, especially at critical junctures like curriculum revisions or major events like Trainer Institutes, and to measure and report progress on the grant. As much as possible, results of the data and lessons learned are shared with Spanish Language Outreach (SLO) program participants and trainers and with the online community at WebJunction.

The instruments used to assess the impact of the program on library staff and their outreach activities are: a pre-assessment taken online prior to the workshop (919 responses for Round 1, 73% response rate), a workshop evaluation sent by trainers and completed online within one week of the workshop (492 responses, 39% response rate) and an online post-assessment sent to participants by WebJunction at five to six months post-workshop (655 responses for a 52% response rate). Additionally, trainers completed similar assessments to capture their feedback on the program and curriculum overall. In addition to the formal participant and trainer assessments, we conducted phone interviews with trainers to elicit additional feedback about the curriculum, in-person focus groups with Spanish speakers in representative communities where outreach was conducted, and a series of community leader interviews to understand how partnerships are being formed and strengthened, and to hear community leaders' opinions about SLO's recommended outreach strategies.

The response rates for the Round 2 assessments are excellent so far, at 84% for the pre-assessment and 49% for the workshop evaluation. On May 2, 2007 the first batch of Round 2 post-assessments was sent to participants. Preliminary data from Round 2 will be studied as soon as they are available to gauge if curriculum improvements had the clear, positive effects anticipated and reported anecdotally by trainers and participants.

Prior to beginning Round 3, the evaluation team, the SLO curriculum consultant, and the SLO program staff will study the results of the Round 2 workshop evaluations and preliminary post-assessment data to revise the curriculum for the final round of states. Additionally, we will study the pre- and post-assessments from Round 2 trainers and follow-up with a series of in-depth phone interviews to hear more about the curriculum and about how we can improve the Train the Trainer Institute for Round 3 trainers and coordinators.
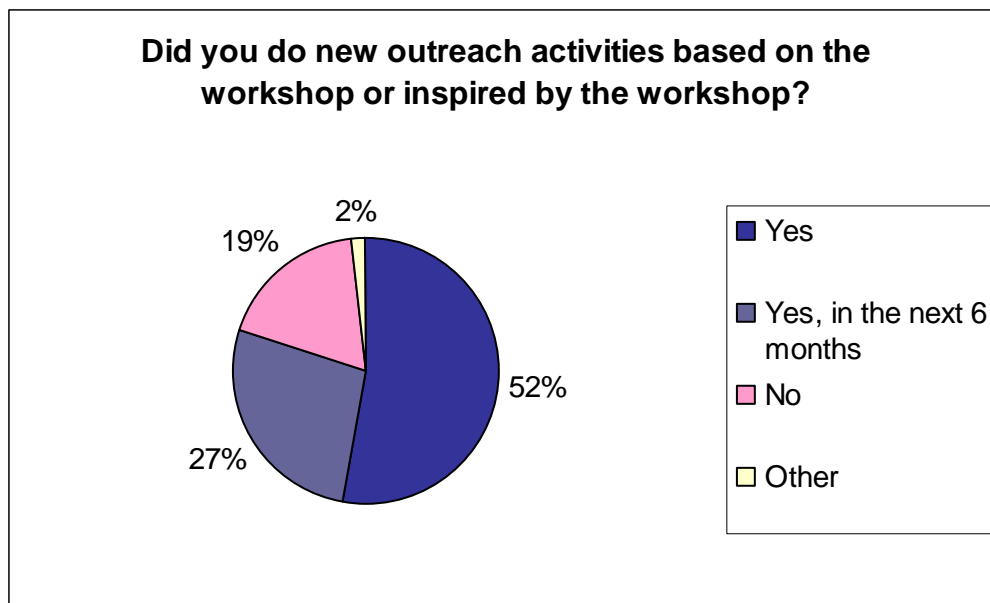
FINDINGS

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

<u>New Outreach to Spanish Speakers</u>
Based on the SLO workshops, 79% of workshop attendees responding to the post-assessment (421 participants) did new outreach activities or plan to do new outreach activities in the next six months. The main outreach activities they undertook in their libraries were:
- New signage (42%)
- New programs and classes (35%)
- Marketing (33%)

In addition, about one quarter of participating library staff have taken on new internal initiatives related to outreach to Spanish speakers, including planning / needs assessment (28%) and staff development (25%). Workshop participants also went back to their libraries and undertook new efforts in collection development and promotion (7%), from adding new materials to doing special displays for Hispanic Heritage Month.   Establishing partnerships in the community was one of the main strategies shared in the SLO workshop curriculum, and almost 10 percent were able to forge new relationships in the community by attending a community event to promote the library or they invited a community group into the library for a tour or to offer meeting space (8%).

Did you do new outreach activities based on the workshop or inspired by the workshop?

- 2%
- 19%
- 52%
- 27%

Legend:
- ■ Yes
- ■ Yes, in the next 6 months
- ■ No
- □ Other

For those library staff who have not yet been able to do new outreach, but plan to do so in the next six months, the activities they plan to undertake are similar to those undertaken by those who have already started outreach activities. The only

real difference was a slightly higher emphasis on planning and needs assessment, which may take more time to put into motion.

For those participants who were not able to do new outreach activities based on the workshops, they shared the barriers they've faced since their workshops:

- First and foremost was "lack of time" - 70% of those who did not do new outreach activities after the workshop cited "lack of time" as the reason they hadn't been able to do any new outreach work.
- Next was "lack of staff capacity to implement new outreach".
- Additionally, 29% said lack of funding was a barrier to doing more outreach.
- Only 14% cited "lack of support from my administration or board" which is encouraging.

Many of the "other" responses to this question explained that they'd continued existing efforts in outreach, or strengthened existing outreach efforts, but participants wanted to make sure to let WebJunction know that these were not "new" outreach activities based on the workshops. For the next round of post-assessments, we will give participants an opportunity to share that they continued or strengthened an existing outreach activity, which will allow us to compare if the workshop changed the emphasis for outreach in libraries.

Participants were not very likely to say that they'd put together an action plan by the end of their workshop – only 12% said they'd developed an action plan for outreach to Spanish speakers.   Upon seeing this pattern in the data, program staff revised the curriculum for Round 2 to link the action plan to each module of the curriculum, to ensure that participants would leave the workshops with a draft action plan in hand. Anecdotally, trainers report that participants are creating action plans as a part of each workshop during the current round, and in early May the incoming post-assessments for Round 2 will be able to confirm the anecdotal data.

New Computer Classes for Spanish Speakers
Almost one-third of participating library staff report that their library offers computer classes for people who speak Spanish (30%). This percentage remained the same in the six months from the pre-assessment to the post-assessment. Types of classes offered also stayed largely the same, with the exception of a large reported increase in the percentage of libraries offering open lab hours with a Spanish speaker available to help (increasing from 17% to 27%).

Here are the types of computer classes currently offered to Spanish speakers in participating libraries (little change in emphasis from pre- to post-workshop):

- Basic computer skills (81%)
- Internet/searching the web for information (72%)
- Words and other common applications (47%)
- ESL tutorials (27%)

- Open lab hours with a Spanish speaker available to help (27% post)
- Also, about 5% said they're doing email classes.

Because the overall percentages of library staff saying that they offer computer classes for people who speak Spanish remained the same in the six months from the pre-assessment to the post-assessment, extra time was spent trying to understand what did change as a result of the workshops by studying responses to the open-ended question, "Describe any changes in computer classes/workshops for Spanish speakers that occurred in their library as a result of the Spanish Outreach training."

Many participants did describe direct changes or developments in programs as a result of the training. The most frequently mentioned change was a refinement of computer classes that were already offered by libraries – new applications or levels added or existing trainings translated into Spanish language trainings:
- "Our Internet Basico class has four different sessions: Searching, Email, Attachments, Databases. Before the workshop it was Searching and Email only."
- "We divided our basic computer series into Spanish-only and English-only sessions."
- "We added an intermediate level class that covers our databases and a class on creating an electronic resume."
- "Spanish Outreach training encouraged me to plan & implement computer & keyboarding classes for the Spanish speakers in our community. The Keyboarding was a spin-off from the Basic Computer Class, as there was a need to teach Basic Keyboarding."

Additionally, some participants reported changes as a direct result of the workshop that will lead to better serving Spanish speakers:
- "Before the workshop we didn't know where to look for tools or resources on how to do something like this for our community."
- "We didn't know what was out there to offer Spanish speakers. With the help of your training we offered classes in basic computer, internet and word applications. I feel we were help to a great many who took the classes."

Changes in frequency of use or programs utilized on public access computers
While it is difficult to determine direct results of increased use on public access computers via community outreach, many participants reported a shift in attitude or a new level of awareness or patience when supporting Spanish-speaking patrons. Many participants shared small successes like the chance to help one person connect with the right online or community resource, or to help a new computer user create an email account. Others shared larger successes like full computer classes, incoming requests for specific classes like word processing, and new community partnerships with organizations that provide computer classes. Here are some sample quotations for some of the best outcomes:

- "Weekly classes taught in Spanish are full. Attendance for programs targeting Spanish-speakers are at an all time high."
- "More patrons are accessing the public computers. Do not know what they are actually doing on the computer as far as internet usage, but do know computers are being used for homework assignments."

Highlights from the Workshop Evaluations

In addition to measuring the outcome of increasing library outreach and new programs and services for Spanish speakers, we measured an important process indicator: how well the workshops teach participants how to do outreach and improve programs and services. The workshop evaluation is administered within one week of the workshops, and a report on the Round 1 workshop evaluations was shared with SLO program staff prior to curriculum revisions and the Train the Trainer Institute for Round 2. The workshop evaluation report was based on 492 responses to the Round 1 workshop evaluation (39% response rate).

Approximately 70% of participants agreed or strongly agreed that they had increased their understanding of the impacts of culture and cultural differences, how to build community partnerships, better understood the benefits and challenges of reaching out to serve Spanish speakers, and felt inspired to take action based on the workshop.   60% of participants felt that they had learned techniques for marketing public library computers to the Spanish-speaking population.

The participants most liked: the strengths of the individual trainers and the value of local community leader presenters (65%), connections and networking with other library staff or administrators (21%), and the open and honest class discussions (16%). They also appreciated the thorough handout materials, cultural lessons, and new ideas and resources.

When asked for one new thing learned at the workshop that participants know they will use, three topics clearly emerged as most useful. Cultural lessons or impact of culture rated highest (40%). Methods and/or reasons for outreach to local community leaders also stood out as a valuable new lesson or idea (25%). WebJunction's resources (21%) rated highly as well.

When asked to name two things they'd change about the workshop, respondents most often responded that the training was too long, had too much repetitive information, or had too much content for just one day. For many, learning how cultural differences or language barriers may affect potential patrons was new and could have been expanded. For others, the information was too basic and seen as review with not enough detail surrounding action plans or marketing ideas. These responses reveal a split in the level of familiarity or direct experience by library staff concerning cultural implications or other barriers facing Spanish-speaking communities.

Based on participant comments about the length of the workshop and questions about the level of the workshop, we went back to trainers' feedback on the assessments and then conducted a series of one-on-one interviews with trainers over the phone. Recommendations and detailed transcripts of the trainer interviews were submitted to SLO program staff and the curriculum consultant.
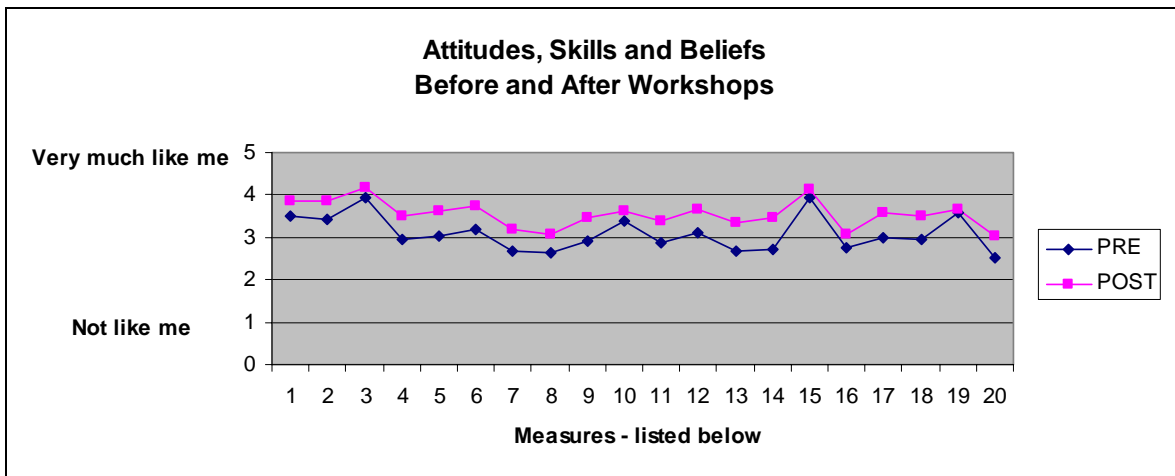
Goal 2. Improve the attitude, knowledge, and skills of local library staff toward outreach to Spanish-speaking residents, with the longer-term goal of increasing the numbers of Spanish speakers involved in public access computing at their local libraries.

Workshop participants answered a series of scaled questions related to their attitudes, knowledge and skills on the pre-assessment prior to attending the workshops and then again six months later – these questions are based on the California State Library's Cultural Diversity Awareness Self Assessment Guide (Bill Slager, 1994). Participants are asked to rate themselves in three dimensions; "as an individual, as a library employee, and as a leader of outreach in my library." An important caveat is that measuring attitudes where some attitudes are more socially acceptable tends to skew results towards more positive results.

As can be seen in the chart below, overall, the participants increased their skills and improved their attitudes and beliefs, on average improving between one-third and one-half of a level on a Likert scale from 1 to 5, with 1 being "not like me" and 5 being "very much like me" (the higher the rating, the better).

The biggest changes were seen in these areas:
- Know how many library customers in my community speak Spanish at home.
- Have participated in my library's planning for reaching out to people who speak Spanish. (24% more in post than pre give two highest measures including "very much like me")
- Share information with other staff members about how to serve the Spanish-speaking community. (22% more in post than pre)

Attitudes, Skills and Beliefs
Before and After Workshops

Chart with y-axis labeled "Very much like me" (5) at top, "Not like me" (1) at bottom, x-axis "Measures - listed below" 1 through 20, with PRE and POST series.

As an individual I:	As a leader or supporter of outreach I:
1 - Know benefits of reaching out to Spanish-speaking customers	**12** - Can articulate the library's goals and objectives especially as they relate to cultural diversity
2 - Know challenges of reaching out to Spanish-speaking customers	**13** - Can name organizations which specialize in working with Spanish speakers in my community
3 - Understand how culture can impact our behavior and perceptions	**14** - Have participated in my library's planning for reaching out to people who speak Spanish
4 - Understand the culture of the Spanish-speaking customers	**15** - Feel that community partnerships are helpful to reaching out to Spanish-speaking customers
5 - Understand difference in behaviors	**16** - Have contributed to building a culturally diverse staff in my library
6 - Recognize differences between culture	**17** - Share information with other staff members about how to serve the Spanish-speaking community
As a library employee I:	**18** - Encourage others with whom I work to participate in outreach activities designed to reach Spanish-speaking customers
7 - Know how many library customers in my community speak Spanish at home	**19** - Have the support of my organization and supervisor to plan and implement outreach activities to Spanish-speaking customers
8 - Know from which countries the Spanish speakers in my community come	**20** - Have the tools and resources needed to support outreach efforts to Spanish speakers
9 - Know what challenges Spanish-speaking customers face in my community	
10 - Have helped Spanish speakers use the library's public computers	
11 - Am able to refer Spanish-speaking patrons to orgs. that meet needs library cannot	

The measures with the highest levels (3.8 or above) after the workshops included:

> **1** - Know benefits of reaching out to Spanish-speaking customers
> **2** - Know challenges of reaching out to Spanish-speaking customers
> **3** - Understand how culture can impact our behavior and perceptions
> **15** - Feel that community partnerships help reach out to Spanish-speaking customers

The chart shows that four measures did not change greatly after the workshops. The reason for the lack of change appears to be either that the measure was related to attitudes and beliefs that may be deeply held and difficult to change, as with measure 3 (Understand how culture can impact our behavior and perceptions) and measure 15 (Feel that community partnerships are helpful to reaching out to Spanish-speaking customers). Measure 19 may not have shown great change because it relates not to the person attending the workshop, but to the support of supervisors or the organization (Have the support of my organization and supervisor to plan and implement outreach activities to Spanish-speaking customers). Little change was seen where the behavior was

strongly expected before the workshop, as on measure 10 (Have helped Spanish speakers use the library's public computers).

Goal 3. Increase partnerships among local libraries and other community organizations serving Spanish-speaking residents.

New and Strengthened Community Partnerships
Eleven percent (11%) of workshop participants report establishing a new community partnership with community organizations serving the Spanish-speaking community as a result of participating in the SLO workshops. An additional 23% report strengthening an existing partnership as a result of the workshop.

In analyzing results for this question, it became clear that participants were asked two different questions in the pre- and post-assessment, so the overall increase cannot be reported. In the pre-assessment, library staff participants were asked if their library had a partnership. In the post-assessment, participants were asked if their library had established a partnership **as a result of their participation** in the SLO training. Round 2 instruments have been revised so results will be comparable.

Participants were asked to describe the organization and their partnership in an open-ended, essay-style question. Many participants reported partnerships and alliances with multiple community organizations to share information between different services to all their clients. Creating a reciprocated partnership where libraries are seen as a place to share posters or brochures for local community or agency events and those same events as a place for libraries to be represented and seen as a community resource. Adult education services and parenting groups and neighborhood specific programs were often mentioned as were partnerships with schools, libraries, teachers, students and parents.

Health & Human Services
- "Allowing community organizations operated by and serving Spanish speakers to distribute library cards to their clients. We each attend each other's functions, distribute each other's literature, link to each other's website, etc. I conducted a community leader interview with their staff. We gave their administrator a complementary seat to a grant-writing workshop here at the library. This same administrator attended one of my community leader panels."
- "Library staff participates in a neighborhood 'team' consisting of leaders in education, health, family support, and other social services aimed primarily at the Spanish-speaking community."

Schools

- "We formalized an acquaintance with the ESL teachers and the school district in regards to their Spanish Language services. They have helped us to become more aware of the issues that face this community and have provided introductions with key people that are willing to work with us on program ideas and language skills. We are still developing this relationship."
- "Our library will be partnering with the local elementary schools in our town. These schools serve the K-5th grade population. The ELL teacher works with students that are ELL learners. Currently there are six children whose primary language is Spanish. We will be establishing and maintaining an organized homework club. The ELL learners will be paired up with homework buddies. Also, the ELL teacher identified that what students and their families benefit from is listening to books on tape. The library will purchase audiobooks in English (popular and classic titles), and develop an annotated bibliography of these titles."

Adult Education Programs

- "Adult Education Program which offers classes in ESL and other career skills. We promote their programs through fliers and word of mouth at the library (we're asked about this kind of program often), and they help advise us on what to buy for Spanish materials, and making contacts in the community."
- "Beaumont Adult School -- worked with their EvenStart parents last year here at the library and this year working with the parents who leave their child at the school's child care facility. We have a once a month interactive literacy time where I bring books and read one and do a follow-up activity with the parents and children."

Community Partnership Interviews

Participating library staff shared contact information for their community partners on the post-assessment. A series of phone interviews was conducted with these partner organizations to hear more about the partnerships, as well as to confirm the focus of the curriculum. Partner organizations we spoke with ranged from a family literacy program for teen parents to a Hispanic cultural heritage organization, and interviewees were eager to share suggestions for libraries.

The interviews confirmed that partnerships are a key way to build trust in the community, and strengthening partnerships and attending events in the community is an excellent strategy for reaching out to Spanish speakers. Partners recommend continuing to build the library as a place for Spanish speakers, and they want to see more for Spanish speakers at the library – more programs, classes, help with the computers, family literacy programs, story times, and to continue to build the library to be a place kids and teens want to go. Partners want to see libraries work hard to overcome barriers to using the library for Spanish speakers: transportation, fear of being undocumented, and

scheduling library hours to accommodate the long hours that Spanish speaking immigrants work.

Partner organizations also confirmed the findings from our focus groups that Spanish speakers would like to see the library celebrate Hispanic/ Latino heritage, create and celebrate a love of reading, and to see the value and importance of the library communicated to Spanish speakers.

Because we heard from Spanish speakers how important it is to have Latino staff at the library, or at least a culturally competent Spanish speaker, we also asked community partners how they would recommend recruiting Latino library staff. They answered that libraries should target the population where they reach out to (boost recruitment in the community colleges, Latino Student Clubs, to places bilingual people meet) as well as how they describe the library job, that putting working with Spanish speakers in the job description would be attractive.

Highlights from these interviews will be used in curriculum revisions for Round 3 and shared on WebJunction for current participants.

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

Measuring impact on the Hispanic community: Focus groups
WebJunction conducted focus groups in March, 2007 in order to help assess the impact of the Spanish Language Outreach workshops on the local Spanish-speaking communities of participating library staff. The focus groups were designed especially to elicit if community members had noticed any differences in their library following their local library's staff attending the one-day SLO workshops.

It is very difficult to assess the community impact of a program that is aimed at library staff cultural competencies and outreach strategies. Patrons may or may not notice changes in the library like signage, flyers for community events, radio advertising or new classes and programs. In order to increase the chances that Spanish-speaking patrons noticed changes in the libraries, we selected those locations where library staff had attended and had conducted new outreach based on the workshops that might be noticeable to patrons: either new signage, new classes or programs for Spanish speakers, or new marketing efforts in the community or local Spanish-speaking media. We also arranged for the focus groups to be added on to regular library events like ESL classes, computer classes, or storytimes, with the aim of recruiting participants who are regular library users, and who might notice changes in the library.

In only one of the three locations where we conducted focus groups did patrons notice changes in the library based on the SLO workshops: in Riverside, CA

patrons noticed that a Spanish-speaking library staff person was available in the afternoons to help with the public access computers. Also in California, the participants were part of a new ESL class, so they had at least responded to the efforts based on the workshop, if not that the effort was brand new. In Washington, the library had created brand new, highly noticeable signage in both Spanish and English, but the focus group participants did not note the new signs in the focus groups. Nor did they mention the new books and magazines available in Spanish, a new suggestion box with instructions in Spanish and English, or a new summer reading program. The Washington participants did mention a "new computer center" which was not new. In Georgia, where library staff had really done a lot of new outreach activities to Spanish speakers (website information in Spanish, new Spanish program section in the newsletter, partnered with community organizations such as churches, schools and advocacy groups, heavily marketed the collections and translated library documents into Spanish) focus group participants only noted that there was new automation for check-out, which was unrelated to the SLO program.

What the focus group participants were able to share with the SLO Program was their input on what it would take to bring more Spanish speakers into the library. They shared their suggestions on what they'd like to see and what strategies they think would be most effective for reaching out to the Spanish-speaking community. Their suggestions confirmed that the SLO workshop curriculum is right on target – partnering with community organizations is one of the very best ways to reach Spanish speakers, understanding cultural differences and the diversity within Spanish speaking communities is very important, and celebrating Latino cultural events at the library and in the community would be much appreciated and a great way to build trust and connections (A full report on the focus groups can be found in a separate appendix to this Interim report).

Marketing library services to the Spanish-speaking community
After the workshop, there was a slight increase in the percentage of library staff reporting that their library markets services to the Spanish-speaking community (from 65% to 67%). The marketing activities that the libraries are engaging in are similar from pre- to post-workshops and focus on the following activities (in order of prevalence):
- 79% of participating libraries distribute flyers in Spanish for services/classes
- 54% make information available in Spanish on their library website
- 50% promote services through organizations that serve Spanish speakers in the community (churches, schools, advocacy groups)
- 38% advertise with Spanish media (38%); and
- 32% include information about Spanish services in library newsletters.

Improvements to library marketing strategies to Spanish speakers
Participants were asked to describe any changes resulting from the Spanish Language Outreach training in the way the library markets services to the

Spanish-speaking community in an open-ended, essay question. Many respondents reported strengthened connections with local schools. Others reported concerted efforts to advertise in Spanish through Spanish serving organizations, and sharing flyers and information with local Spanish media and radio stations, grocery stores and businesses. There was also recognition by some respondents that attending community events for person-to-person marketing and relationship building was even more valuable than flyers. Some libraries inaugurated their community-leader interviews, others shared that their library was taking into consideration the needs of communities when planning book displays, quarterly newsletters, culturally relevant programs, holiday event or activities.

- "Developed bilingual story times. Developed Mom's night for Spanish-speaking moms. Had a Day of the Dead display/altar. Developed activities for Día de los Niños, Día de los Libros."
- "We are reaching out to the Spanish speaking community. Staff members are taking Spanish classes and attempting to meet the informational needs of this community."
- "We focus on more word-of-mouth exposure than on flyers and the like. For our next Spanish-language series of programs, we'll also use Spanish radio stations for PR."
- "We have increased staff awareness of our interest in serving ALL of our community and the need to reach out to the Spanish Speaking community. We have sent staff to a Spanish Language for Libraries Workshop."
- "We haven't made many changes yet, but we now realize that flyers alone are not the answer. A portion of the Spanish speakers have trouble with literacy, so we are trying to brainstorm more ways to reach them."
- "We include 2 churches and private day-care as avenues for informing Spanish-speaking customers of our programs and services. A Spanish-speaking staff member spends one morning per week visiting any businesses that self-identifies as 'Se habla Español'. We trade business cards and trends in the community."

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.

Resources on webjunction.org
In the workshop evaluations, 21% of Round 1 participants ranked WebJunction's online resources as the "one new thing you learned at the workshop that you know you will use." In fact, the strong positive comments and reviews of WebJunction by Round 1 participants encouraged a new focus on orienting participants to WebJunction's resources in the Round 2 curriculum.

In the last year, WebJunction has almost doubled the number of resources on the SLO content pages (79 new items this year, bringing the total to 258). These resources, many of which have been solicited from program participants, include handouts, lesson plans, case studies, research, webinar archives, and additional links to help library staff design and implement outreach to Spanish speakers.

As can be seen below, site traffic is up for this round, and continues to grow. The Spanish Language Outreach homepage has reached the overall WebJunction Top Ten pages four times in the last seven months, and many of SLO's articles and resources have been in the Top Ten Articles over the past year. Especially popular has been SLO's article on Survival Spanish for Librarians, which reached the top ranking for most popular article read on WebJunction, and was in the top 10 articles for three months in a row.

Comparing WebJunction Navigation Page Views for SLO Program
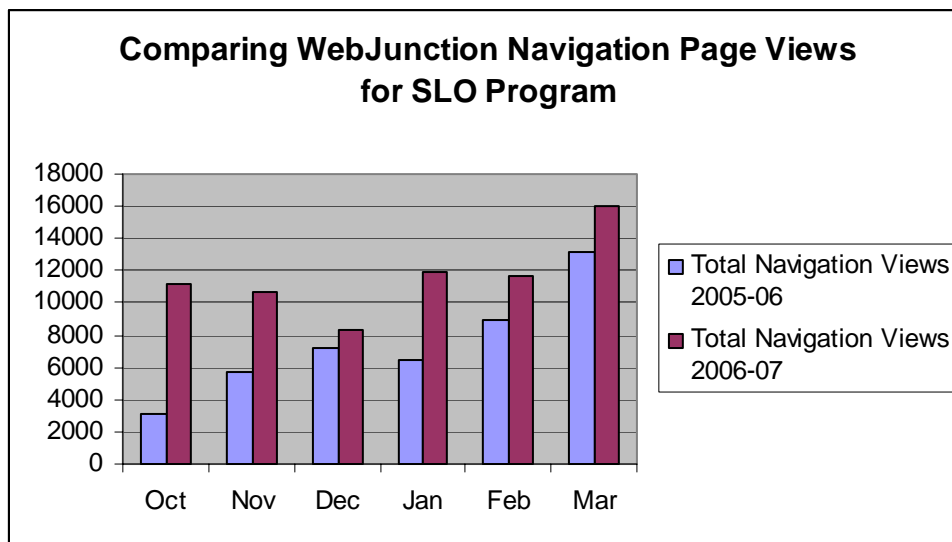
In addition to the website resources and message boards, participants in the SLO program can build on their workshop experience by attending a follow-on webinar. To date, six webinars have been conducted with 140 attendees, on topics from "Needs Assessment" to "Best Practices in Translation," and the archives can be watched on demand. Over 2,390 people have subscribed to the monthly SLO email newsletter, and the number averages just over 200 new subscribers per month. The workshop has also been adapted into an online course, and 327 people have enrolled since the course went online in March 2006.

Spanish Language Outreach Message Boards Traffic
The SLO message boards grow richer as each workshop's participants are oriented to them – since April 30, 2006 there have been a total of 892 posts on 154 new topics. Workshop participants were asked to share information about their use of the message boards on the post-assessment. Almost half (47%) of Round 1 participants said that yes, they have used the message boards. On the

assessment, they were allowed to select only one option, with the goal of pushing them to describe the highest level of participation achieved. Most have been to the message boards "just to read and learn," but 1.5% said they'd posted a question or topic and an additional 1.5% said they'd posted an answer or an opinion. Research on online communities tells us to expect a 1% contribution rate, so an active contribution rate of 3% is excellent.

Slightly over half (52%) of the SLO participants say that no, they did not read or post on the SLO message boards. We wanted to understand the barriers to using the message boards, so this question was worded aggressively to pinpoint any difficulties and improve the instruction next time. The reason library staff members cite not being able to utilize the message boards was very clear: "It's great but I have no time to use it!" Library workers are simply overwhelmed with their many duties.

- No time (76%) – 307 responses
- Didn't know about them (11%) – only 34 responses
- Didn't know how to access (7%) – 20 responses
- Tried but had problems (5%) – 16 responses
- A small number (7 responses) reported that they don't find the message board format useful.

Feedback about what works well on the message boards centered on an appreciation for finding valuable ideas and the opportunity to share experiences with distant colleagues. In terms of the tools available on the message board, participants noted that setting a watch was useful, as was receiving reminders by email (newsletter from SLO), and the search option to make sure a topic is truly new before posting.

Library staff wished for more resources for those who are brand new to Spanish Language Outreach, and more resources, discussion and support for small struggling libraries trying to do outreach.

FUTURE EVALUATION EFFORTS

On May 2, 2007, the first batch of Round 2 post-assessments was sent to participants. Preliminary data from Round 2 will be studied as soon as it is available to assess the early results to gauge if curriculum improvements have had the clear positive effects anticipated.

Prior to beginning Round 3, the evaluation team will study the workshop evaluations and preliminary Round 2 post-assessment data to revise the curriculum for the final round of states. Additionally, feedback including interviews and post-assessments from Round 2 trainers will be used to revise the curriculum and improve the Train the Trainer Institute for Round 3 trainers and coordinators.