

N C STATE UNIVERSITY

WAKE COUNTY PUBLIC LIBRARIES HISPANIC SERVICES NEEDS ASSESSMENT

**CENTER FOR URBAN AFFAIRS & COMMUNITY SERVICES
NORTH CAROLINA STATE UNIVERSITY
RALEIGH, NORTH CAROLINA**

APRIL 2001

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PRESENTED TO:

THE WAKE COUNTY PUBLIC LIBRARIES

Donna M. Hughes, Ph.D.
Sarah J. Lein
Dorothee Schmid

Technical Assistance Provided by:
Stephen Tobie
Blanka Tai

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CENTER FOR URBAN AFFAIRS & COMMUNITY SERVICES

The Center for Urban Affairs and Community Services (CUACS) was established in 1966 on the campus of North Carolina State University (NCSU) in Raleigh as part of the Urban Studies Program of the University of North Carolina. The Center's goal is to bring together the research, educational, and extension resources of NCSU in order to minimize problems associated with urbanization in North Carolina.

APPLIED RESEARCH GROUP

As an operations group of CUACS, The Applied Research Group (ARG) provides research assistance in the broad areas of applied social science research, policy analysis, and evaluation. ARG makes use of the full range of knowledge and expertise of CUACS and of the University community as a whole. ARG can carry out research projects or provide technical assistance in any aspect of project management, design, or operation.

ADDITIONAL INFORMATION

For further information concerning The Center for Urban Affairs and Community Services or the Applied Research Group, please contact:

Dr. Yevonne Brannon, Director
The Center for Urban Affairs & Community Services
North Carolina State University
Box 7401
Raleigh, North Carolina 27695-7401

Telephone: (919) 515-3211
Fax: (919) 515-3642
E-Mail: yevonne_brannon@ncsu.edu

I. INTRODUCTION

A. PURPOSE OF STUDY

The *Hispanic Services Needs Assessment* was conducted by The Center for Urban Affairs and Community Services (CUACS) at North Carolina State University during the spring of 2001. The project was conducted under contract to the Wake County Public Libraries as a part of a Hispanic Services Mini-Grant from the North Carolina State Library.¹ The purpose of the project was to assess the need for, and interest in, expanded services for Hispanic residents of Wake County. According to population estimates,² Wake County has experienced a significant increase in Hispanic population in recent years. Between 1990 and 1999 the Hispanic population grew by 190 percent.³ In response to this dramatic increase, the Wake County Public Libraries plan to examine current Hispanic services and programs and identify new services that might be useful for this population.

B. GENERAL APPROACH AND ORGANIZATION OF THE REPORT

The Needs Assessment project incorporated both secondary data collection on demographic aspects of the Wake County Hispanic population and primary data collection through a telephone survey of Wake County Hispanic residents. Additionally, a focus group of community leaders working with the Hispanic population in Wake County was convened to provide general information for use in designing the study methodology.

The first two sections of the report present an overview of prior research pertaining to library use among Hispanics in the United States and secondary data on the Hispanic population in North Carolina and Wake County. Sections III through IV present results of the Needs Assessment Survey. Section VIII draws conclusions and makes recommendations for changing or adding specific library services.

C. PRIOR RESEARCH ON THE HISPANIC POPULATION AND LIBRARY USE

1. Population Characteristics. The relevance of research on the Hispanic population is evident as one considers the demographic and cultural impact of this group nationwide. Hispanics represent the largest foreign-born group in the United States today; about forty-four percent of all foreign-born persons in the US are of Hispanic origin (Office of Minority Health & State Center for Health Statistics, 1999). Likewise, the Latino population in North Carolina has grown rapidly in recent years. This growth is the result of migration due to job opportunities in the construction, agriculture, and food service industries as well as high birth rates.

In comparison with other groups, the Hispanic population in North Carolina, as well as the United States in general, is relatively young. The median age for both populations is about twenty-six years. Hispanic women have the highest birth and fertility rates among women living in the United States (Office of Minority Health & State Center for Health Statistics, 1999). Although the birth rate among all other

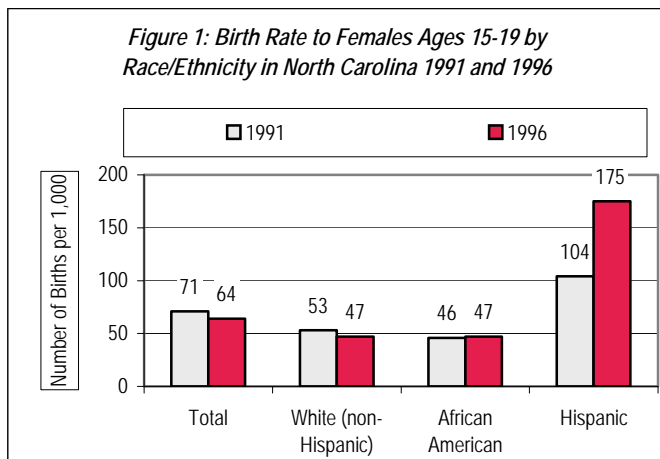
¹ *EZ-LSTA Hispanic Services Mini-Grants 2000-2001*

² *US Bureau of the Census: 1990 Population Estimates*

³ *US Bureau of the Census: www.census.gov/population/estimates*

teenage groups declined between 1991 and 1996, the birth rate among Hispanic teenagers rose by more than two thirds during this period (Figure 1). As a result of high birth rates, school enrollment of Hispanic children in public schools has increased dramatically in recent years. Among other factors, moderate use of, and access to, health care services, sexual activity at a relatively young age, and limited use of contraceptives and family planning seem to contribute to higher fertility rates.

Health concerns present a particular problem for Hispanics in the United States today. More than two out of five Americans without health insurance are Hispanic. Hispanic workers in



the United States are subject to a number of health related concerns. A high rate of death and a substantial number of work-related injuries have been noted among this population in recent years (Office of Minority Health & State Center for Health Statistics, 1999). The number of fatal work injuries among Hispanics increased by 200 percent between 1993 and 1997, whereas the number of fatal injuries increased insignificantly for whites, and declined for African-Americans.

Work-related injuries and fatalities may be a result of the prevalence of Hispanics in high-risk working environments such as construction and the manufacturing and processing industries. On-the-job fatalities and accidents also may be related to communication problems between employers or coworkers and Hispanic workers due to problems with communicating in English and insufficient availability of bilingual job-related informational materials. Moreover, it is likely that workplace injuries and deaths among Hispanics occur more commonly than they are reported due to workers' fear of losing their jobs.

Additionally, many Hispanic workers are employed in the agricultural industry, and North Carolina is ranked fifth in the number of agricultural workers per state (Office of Minority Health & State Center for Health Statistics, 1999). Agricultural work can present a number of serious health risks to farm workers; exposure to pesticides and a high probability of injuries are perceived as the most serious of these risks.

The Hispanic population of the US today also faces special issues and challenges with respect to education. Hispanics, in general, have completed fewer years of formal education than the general population. Income among this group is low, with an average per capita income of \$8,400 in 1989, compared to \$14,420 for the general population.⁴ These problems and special circumstances may inhibit this group's ability to take advantage of educational services that are offered through the community, such as the public library.

2. Library Use and Barriers to Use. Research on the United States population, in general (US Department of Education, 1997), suggests that public library use is more common in households with

⁴ US Bureau of the Census: 1990 Population Data

children under eighteen than in other households. About twice as many households with children under eighteen use libraries to "borrow or drop off books" or for "any other purpose." Fewer households report that they use public library services for the purpose of finding job-related information, attending a program for children, working with a tutor, or taking a class to learn to read. Only about four percent of households report that they use a computer to link to a library; about two percent have materials mailed or delivered to their homes or visit a bookmobile (US Department of Education, 1997). A U.S. News and World Report in 1995 found that sixty-seven percent of adults had visited a library at least once in the past year (U.S. News and World Report, 1995).

While increasing library use in general requires planning and educating the public, increasing use of the library by Hispanics and other minority groups presents even greater challenges due to cultural, language, and literacy barriers. A study conducted in the late 1990's (Asch, 1998) found that many Hispanic immigrants believed that checking out books would cost money, mistakenly understanding 'library' as '*libreria*,' which means bookstore in Spanish. Additionally, many study participants had the impression that only US citizens were allowed to check out books or use the library.

Research conducted in the 1960's and 1970's found that cultural and linguistic factors were the main obstacles contributing to non-use of library services among Mexican-Americans. The overwhelming majority of study participants (eighty-nine percent) stated that they would visit the nearby library if the library would employ Spanish-speaking personnel and provide reading material in their native language and information about their culture (Haro, 1970). Other early research (Fernandez, 1973) supports these findings and suggests that outreach programs directed towards Hispanics do not succeed because they do not use bilingual and bicultural personnel.

Insufficient knowledge about library services and procedures is especially common among Hispanics. Research conducted into methods of increasing library use among this population consistently recommends employing bilingual staff in public libraries. Hispanic library users tend to perceive bilingual personnel as members of their own community, and thus, feel more inclined to view the library as part of the Hispanic community (Asch, 1998).

Other strategies most likely to be effective in overcoming obstacles to library use include establishing community-based programs that inform potential library users about library services and procedures around checking out books, using library equipment, and accessing information. Techniques such as conducting visits at local schools, and placing ads or features at local minority radio or TV stations have been found to be successful.

Additionally, distributing bilingual information materials such as bookmarks and calendars and introducing special library events may increase interest in the library. Research has shown that students who read in their native language, even after having become relatively fluent in English, experience increased long-term academic achievement and improved literacy levels, not only in their native language, but also in English as their second language (Pucci, Sandra L. 1998).

Despite this evidence, many libraries do not address the needs of the Hispanic population. One study

(Schon, *et. al.*, 1988) of city, county, and school libraries in Arizona,⁵ focused on acquisition of Spanish books for children and young adults. Findings of this study showed that more than half of the libraries included in the study acquired Spanish books, but over three-quarters spent less than one percent of their budget on these materials. Most survey respondents from the libraries studied perceived the purchasing of Spanish books as important although respondents from two out of five were not aware of the educational usefulness of providing Spanish books.

This study also found that almost three-quarters of elementary school libraries studied reported that, although they provide Spanish books, these books were checked out infrequently. Indeed, the problem of promoting use of libraries once proper materials are available is relevant for the general population and particularly for minority groups.

A library project undertaken at a Los Angeles public library between 1989 and 1992 was based on the objectives of evaluating needs of the Hispanic population with respect to the public library, upgrading existing Spanish and English as a Second Language (ESL) collections, involving Spanish speaking library staff, and developing an extensive outreach program to inform and educate the Spanish community about library services (Asch, 1998). This project resulted in a seventy-eight percent increase in readership, a sixty-five percent increase in issuances of new library user cards, and a 300 to 400 percent increase in visits to library and use of its resources during public hours.

Three studies concerned with library use among Hispanics, conducted in the late 1970's, early 1980's,⁶ found that the most Hispanics belonged to the "non-user group." These studies particularly recommended adding Spanish and bilingual reading materials to the libraries' selection, hiring bilingual librarians, and adding outreach programs to improve relations with the Hispanic community (Pucci, 1998).

Studies such as those reviewed here share common conclusions concerning library use by the Hispanic population: usage can be increased through providing appropriate bilingual materials, developing appropriate outreach strategies, and increasing cultural sensitivity among library staff. Benefits accrued by library patrons from such efforts include improved language skills and an increase in general knowledge as well as knowledge about the community.

⁵ The study included seventy-seven city libraries, twenty-six county libraries, and 317 school libraries.

⁶ Pisano, V. & Skidmore, M. (1977). *A study of library use within a Spanish-speaking community*. Unpublished report. Berkely, CA: Berkely Public Libraries.

Bareno, L. (1978). *Survey of Spanish-speaking users and non-users*. Unpublished report. San Diego, CA: San Diego County Library.

Guarena, S. (1984). *Library survey analysis and the Spanish-speaking in California*. In F. Garcia-Ayvens, & R. Chabran (Eds.), *Bibliopolitica, Chicano perspectives on library services in the United States*. Berkely, CA: Chicano Studies Publications Units, University of California

II. BACKGROUND INFORMATION ON WAKE COUNTY’S HISPANIC POPULATION

A. Setting

The setting for the Hispanic Services Needs Assessment was Wake County, North Carolina. With 627,846 residents, Wake County ranks second out of 100 counties in population (Table 1). Wake County is the home of Raleigh, the state’s capital city. Two major universities, four colleges, and one technical community college are located in the county. Additionally, Wake County is adjacent to Research Triangle Park—an internationally recognized research community.

The County realized a significant population expansion in the 1990’s, with a growth rate of about forty-eight percent, compared with the state average of about twenty-one percent. As of 2000, about seventy percent of the County and the State’s residents were white, and around a fifth were African-American. Persons of Hispanic origin (regardless of race) made up around five percent of the Wake County population and North Carolina’s population.

Table 1. Demographic Information for Wake County, Compared with North Carolina.

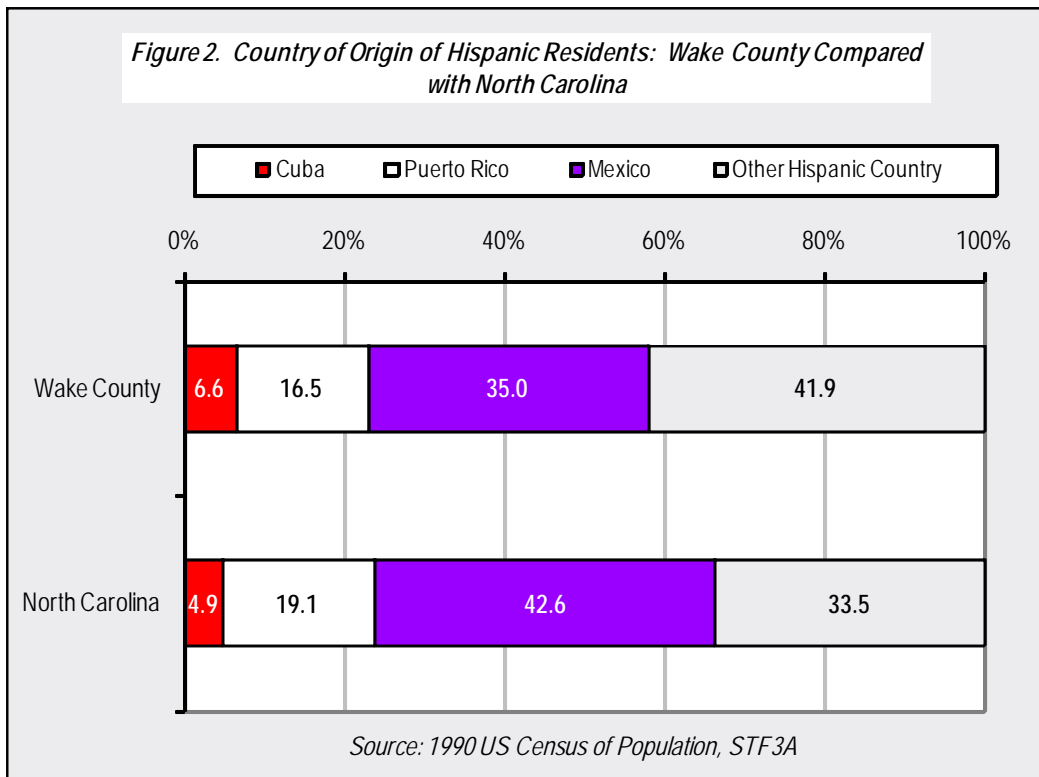
	Wake County	North Carolina
Population Traits		
♦ Population, 2000	627,846	8,049,313
♦ Population percent change, 1990-2000	48.3%	21.4%
Racial/Ethnic Breakdown—Census 2000 data		
♦ Hispanic or Latino (of any race)	5.4%	4.7%
♦ Not Hispanic or Latino	94.6%	95.3%
♦ One race	93.3%	94.3%
➢ White	69.9%	70.2%
➢ Black or African American	19.5%	21.4%
➢ American Indian and Alaska Native	0.3%	1.2%
➢ Asian	3.4%	1.4%
➢ Some other race	0.1%	0.1%
♦ Two or more races	1.3%	1.0%
Gender Breakdown—1998 estimate		
♦ Male population	279,458	3,660,352
♦ Female population	291,157	3,886,141
Age Characteristics— Census 2000 data		
♦ Population under 18 years old	25.1%	24.4%
♦ Population 18 years and over	74.9%	75.6%

** U.S. Census Bureau, Census 2000 Redistricting Data; and State and County QuickFacts, Data derived from Population Estimates, 1998-1999*

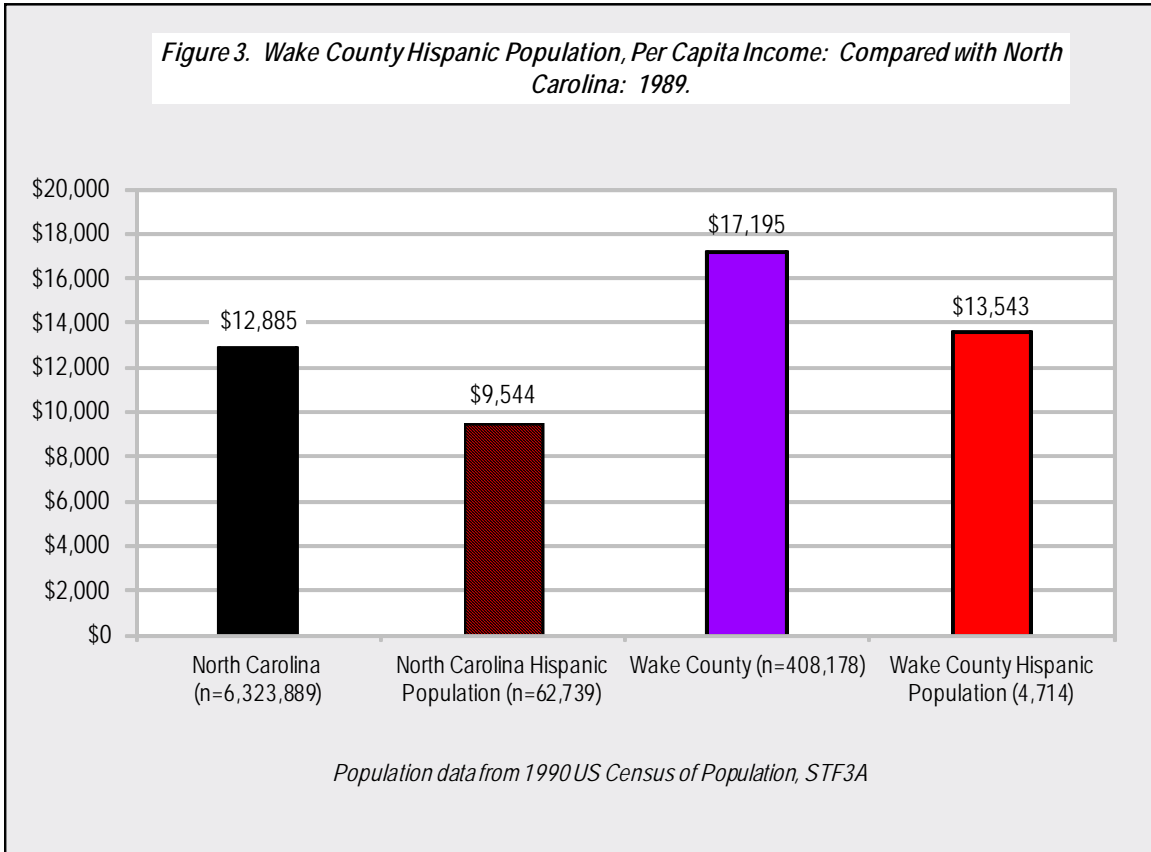
B. Traits of Wake County's Hispanic Population

This section presents data on Wake County's Hispanic population for the years 1990-1999. Comparisons are shown with North Carolina data, where available.

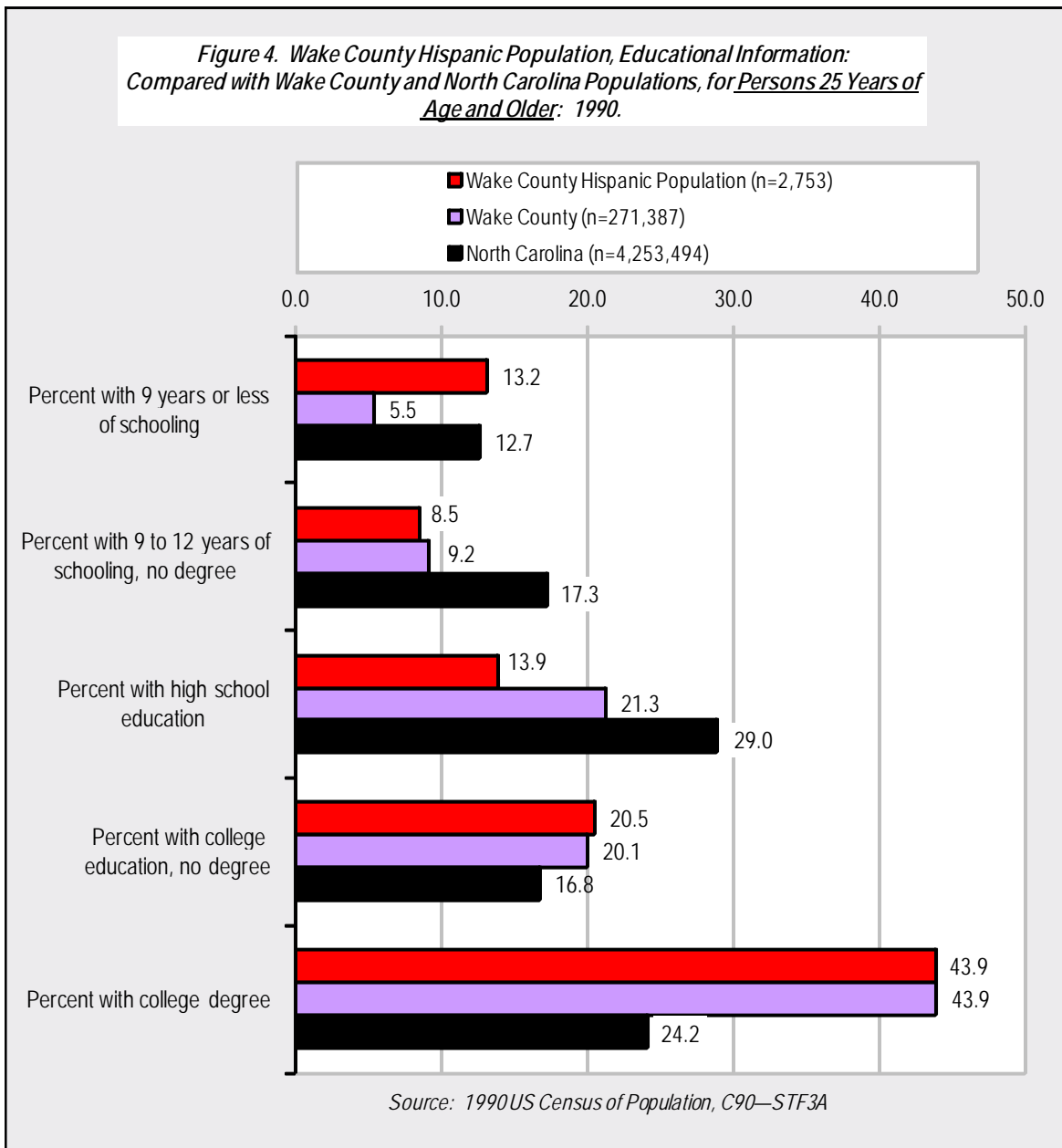
In 1990, for both Wake County and North Carolina as a whole, Mexico represented the country of origin for the greatest proportion of residents (thirty-five percent and forty-three percent, respectively). Other countries commonly represented in both Wake County and North Carolina were Puerto Rico and Cuba.



Wake County’s per capita income is significantly higher than the state average. Although recent data on income of Hispanic residents of Wake County are not available, in 1989, per capita income for Hispanics in Wake County was higher than the state average and the state average for Hispanics but considerably lower than the Wake County average (Figure 3).



In 1990, about thirteen percent of Wake County’s Hispanic population had completed nine or fewer years of schooling. This figure is comparable to the overall rate for North Carolina but significantly higher than the Wake County rate of about six percent. At this time, the percent of residents who had completed some college as well as the percent who had graduated from college, were comparable for Wake County, overall, and for the Hispanic population. These figures were considerably lower for North Carolina as a whole. These data provide historical reference points for understanding population and educational trends. However, it should be noted that the data are over ten years old. Since that time, in-migration of Hispanics has increased dramatically and educational characteristics of the population, undoubtedly, have shifted.



III. SURVEY OF HISPANIC RESIDENTS OF WAKE COUNTY

A. Overview

The survey of Hispanic residents was conducted in the winter and spring of 2001. The survey was conducted by telephone in order to assure a high response rate and accuracy of data. Prior to gathering data, CUACS staff conducted a focus group comprised of community leaders and persons working with Hispanic and Latino residents in Wake County. The purpose of the group meeting was to guide project staff in developing the survey and gaining awareness of issues relevant to surveying the Hispanic population. Results of the focus group are described below.

B. Focus Group Methods and Findings

1. Methods. The focus group, convened in January 2001, consisted of twenty-four members, including community leaders and persons working in the Hispanic community, staff from Wake County Libraries, and CUACS staff. Specific groups represented in the meeting included the following:

- ◆ Labor organizations,
- ◆ Public educational groups and schools,
- ◆ Community literacy groups, public and private human service agencies,
- ◆ Cooperative Extension,
- ◆ Employment agencies,
- ◆ Hispanic residents of Wake County, and
- ◆ Hispanic media including radio stations and newspapers.

The focus group convened in late morning and again in the early afternoon. Members shared a buffet luncheon during which the discussion continued informally.

2. Findings. CUACS staff led the focus group discussion, which centered on the following issues:

- ◆ Problems and cultural issues that might prevent Hispanic community members from using the library,
- ◆ Incentives and specific strategies that might encourage Hispanic residents to use the library,
- ◆ Strategies for publicizing the library, and
- ◆ Suggestions for developing the needs assessment telephone survey instrument.

Focus group participants drew from a base of personal and professional experience in the recommendations and comments they made concerning the Hispanic community. They pointed out that logistical problems often prevent Hispanic persons from utilizing the library or other public services. Lack of transportation and childcare are two ongoing problems that face all persons in lower

economic strata. Frequently, Hispanic households have only one vehicle, which is used by the primary wage earner (usually the father) for transportation to work.

Cultural issues such as gender roles may interfere with mobility and use of services. Focus group members noted that some Hispanic women may not drive and it may be viewed as inappropriate for them to go places independently. Additionally, the inability to speak English fluently compounds the problems associated with functioning in society and taking advantage of available services.

Educational issues influence willingness to use the library as well. Many Hispanics immigrants are unable to read English and some are not literate in their native language. Additionally, the library may be perceived as a foreign place, not be comparable to libraries of the individual's native country.

Focus group members pointed out that Hispanic communities tend to be very family- and child-centered. Offering programs for children not only expands the child's opportunities, but also provides an incentive for adults to visit the library and become more familiar with its services.

Methods of publicizing the library within the Hispanic community were also discussed. Group members suggested establishing partnerships with local Hispanic groups to more effectively disseminate information on library services. The group also recommended that library staff participate in cultural events and issue library cards at businesses and apartment complexes.

Focus group members were asked to make recommendations concerning the structure and content of the telephone survey of Hispanic residents. Group members suggested methods of publicizing the survey and gaining respondent cooperation. (A complete listing of focus group comments on all topics is included in *Appendix A*.)

Findings of the focus group were used to guide the design of the survey. Questions in the survey were based on comments made in the focus group as well as a previous survey of Hispanic residents in North Carolina.⁷

C. Methodology

1. Data Collection. The survey instrument (see *Appendix B*) gathered both individual and household data and included questions on background and demographic information on respondents, respondents' prior use of the library, interest in various types of services, and recommendations for steps the library could take to increase usage among the Hispanic population.

The instrument was translated into Spanish and both English and Spanish versions were pilot tested and revised. Respondents were contacted by phone and offered an incentive (a children's book and information on the library) to complete the survey. At the end of the survey, the interviewer asked for the respondent's mailing address so that these materials could be mailed. Respondents who were unwilling to provide addresses were given a telephone number to call to find out how to pick up the gift. A total of 167 respondents provided their address.

⁷ Rincon & Associates (April 10, 2000). *Survey of Library Needs for North Carolina Hispanics*. Published at website <http://statelibrary.dcr.state.nc.us/hispanic/survey.htm>. Content of web page current as of 03/22/2001.

2. Sample Design. A total of 1,800 households in Wake County were included in the sample pool. This number was based on response rate calculations from previous surveys and took into account the likelihood of reaching specific telephone numbers and contacting a respondent who was willing to complete the interview. A directory-listed household sample with Hispanic, Spanish, or Filipino surnames was obtained from a professional sampling organization.⁸

The three commonly used methods for selecting a sample of Hispanic households include random digit dialing (RDD), Hispanic tract density methodology, and directory-listed households with Hispanic, Spanish, or Filipino surnames. These methods are described below along with the rationale for choosing the directory-listed method.

a. Random Digit Dialing. Random assignment of several or all digits of a phone number is referred to as Random Digit Dialing. Listed and unlisted phone numbers have an equal chance of selection, which makes RDD a highly desirable sampling method. Nevertheless, only a small percentage of households in Wake County are Hispanic (about one percent as of 1990 Census counts⁹). Current population data show that about 5.4 percent of Wake County residents are Hispanic. Thus, random digit dialing would have required a large number of phone calls to complete the necessary 200 interviews and thus, would have been too costly and time-consuming.¹⁰

b. Hispanic Tract Density Methodology. Another option would have been to work with a directory-listed sample of Hispanic households using census tract density information for Hispanics. This method uses census data on ethnic concentration in residential areas (census tracts) to calculate the likelihood of reaching a Hispanic household. The Hispanic tract density methodology relies on information on areas with a higher density of Hispanic households, excluding Hispanics who live in primarily non-Hispanic neighborhoods. However, assessment of Census data indicated that the Hispanic population in Wake County is dispersed across the county, rather than concentrated in specific neighborhoods. For this reason, this method would have resulted in an under-representation of households.

c. Directory-Listed Households with Hispanic Surnames. The directory-listed method was chosen as the technique most likely to yield a representative sample of household across the county. The sample was drawn from the universe of all telephone directory-listed households with Hispanic, Spanish or Filipino surnames in Wake County. Not all Hispanics have Hispanic last names, and not all persons with Hispanic last names are Hispanic. However, previous sample selection¹¹ suggests that the

⁸ *Survey Sampling, Inc., Fairfield, CT. Website— http://www.surveysampling.com/ssi_home.html*

⁹ *US Census Bureau, census information 1990*

¹⁰ *US Census Bureau, 2000 population data*

¹¹ *Conducted by Survey Sampling in previous studies*

likelihood of reaching Hispanic households using a sample of directory-listed households with Hispanic, Spanish, or Filipino surnames is seventy percent.¹²

This method, however, is not without limitations. The Hispanic surname method, like the Hispanic tract density methodology, employs directory-listed information and, therefore, excludes unlisted households. Using only directory-listed households tends to exclude minority households, especially low income/lower education households. Directory-based samples are also more likely to exclude younger people who tend to move more frequently than other age groups.

Research shows that that 24.1 percent of all US telephone households and 21.8 percent of households in the Raleigh/Durham/Chapel Hill Metropolitan Statistical Area are not listed in telephone directories.¹³ This suggests that as much as one-fifth of all households in Wake County could be omitted by using a directory-listed sample. None-the-less, the major advantage of the Hispanic surname method compared with other methods lies in the fact that it includes Hispanics residents regardless of the type of neighborhood in which they live (primarily Hispanic as well as primarily non-Hispanic neighborhoods). This is particularly important for Wake County, in which Hispanic residents are not concentrated in specific communities. Additionally, the directory-listed method is cost-effective for use in a population that is generally mobile and prone to be non-cooperative in telephone surveys.

3. Sample Disposition. Of the 1800 numbers pulled for inclusion in the sample pool, a total of 921 were attempted. Of the 921 numbers called, 301 were workable numbers that provided eligible respondents. Of this group, 101 respondents declined participation in the survey. A final total of 200 surveys were completed, yielding a response rate of 66.4 percent. Of the final surveys, 174 were conducted in Spanish and twenty-six were conducted in English.

¹² 1990 US Census data reports that 6.5 percent of households, nationwide, are Hispanic.

¹³ Survey Sampling Inc. 1997

Background Information on Survey Respondents

The final sample consisted of 108 females (fifty-four percent of total) and ninety-two males (Table 2). At the time of the survey, respondents ranged in age from eighteen to eighty-one years, with an average age of 32.2 years.

Table 2. Age at Time of Survey (Q19).

Age	N	Percent
18-24 yrs	40	20.20
25-34 yrs	97	48.99
35-44 yrs	43	21.72
45-54 yrs	6	3.03
55+ yrs	12	6.06
TOTAL	198	100.00

Most respondents (sixty-one percent) were born in Mexico. About seven percent were born in El Salvador, and around five percent in the United States, Puerto Rico, and Colombia. Other respondents were from various countries in South and Central America and two were from Spain.

Table 3. Country of Origin (Q18).

Country	Number	Percent
Mexico	122	61.00
El Salvador	13	6.50
United States	11	5.50
Colombia	10	5.00
Puerto Rico	9	4.50
Honduras	8	4.00
Guatemala	7	3.50
Dominican Republic	5	2.50
Cuba	4	2.00
Peru	3	1.50
Venezuela	3	1.50
Spain	2	1.00
Costa Rica	1	0.50
Ecuador	1	0.50
Panama	1	0.50
TOTAL	200	100.00

A slight majority of respondents had completed eleven or fewer years of education at the time of the survey (Table 4). About fourteen percent had graduated from high school or earned an equivalency diploma and another fourteen percent had completed some years of college but did not graduate. About sixteen percent had graduated from either a two- or four-year college and four percent had earned advanced degrees.

Table 4. Educational Attainment (Q17).

Educational Level	Number	Percent
Six Years or Less	40	20.00
Seven to Eleven Years	65	32.50
High School Graduate or completed GED	28	14.00
Completed Some College	28	14.00
Technical or Two-Year college Graduate	14	7.00
University or Four-Year College Graduate	17	8.50
Completed Advanced Degree	8	4.00
TOTAL	200	100.00

Respondents were asked to provide information on their occupations at the time of the survey. Respondent occupations were classified based on the U.S. Department of Labor *Dictionary of Occupational Titles* scheme.¹⁴ This scheme classifies jobs according to structure and content and groups them based on similarities. In some cases, the industry in which the job is performed is included in the definition. The DOT scheme can be applied to broad categories of work or to detailed categories that account for specific jobs. For this study, a three-digit coding scheme was used that classifies the job into one of nine broad categories:

1. *Professional, technical, and managerial:* occupations focusing on theoretical or practical aspects of fields such as science, art, engineering, law, medicine, business, or administrative, technical, or managerial work. These occupations usually require advanced education at the university or technical institute level.
2. *Clerical and sales:* occupations that involve compiling, recording, computing, or systematizing data; also includes sales and related occupations. Excludes clerical occupations that are primarily associated with manufacturing.

¹⁴ US Department of Labor Employment and Training Administration (1991). *Dictionary of Occupational Titles (4th rev. ed.)*. Indianapolis, IN: JIST Works Inc.

3. *Service*: occupations that involve performing tasks in or around private households, institutions, or commercial establishments. Includes jobs concerned with protecting the public against fire, crime, accidents, or acts of war.
4. *Agricultural, Forestry, Fishery, and Related*: jobs concerned with propagating, growing, caring for, or gathering plant and animal life and products. Also includes occupations in related support services such as logging timber, catching, hunting, and trapping animal life, and caring for parks and grounds. Includes managerial occupations in agriculture, fishery, and forestry. Excludes occupations primarily involved with technologies, such as processing, packaging, or stock checking.
5. *Processing*: occupations concerned with refining, mixing, compounding, chemically treating, heat-treating, or working materials and products in similar manners. Usually involves vats, stills, ovens, furnaces, mixing machines, crushers, grinders, or related equipment.
6. *Machine Trade*: occupations involving operation of machinery that cuts, bores, mills, or abrades. Materials used may include metal, wood, paper, stone, or plastics. May require understanding of complicated machinery, blueprint reading, and mathematical computations. Can require installation, assembly, or repair of machinery used for weaving, knitting, spinning, or other textile-related work.
7. *Benchwork*: occupations concerned with the use of hand tools or bench machines that fit, grind, care, mold, paint, sew, assemble, inspect, or repair small objects and materials such as phonographs, jewelry, light bulbs, tires, musical instruments, pottery, garments, or footwear. More complicated jobs may require reading blueprints, following patterns, and meeting specific standards.
8. *Structural*: occupations that involve erecting, fabricating, installing, paving, painting, or repairing structures or structural parts such as bridges, buildings, roads, transportation equipment, cables, or girders. With the exception of factory line production jobs, the work is usually performed outside a factory environment. Requires use of hand- or power tools and materials such as metal, wood, concrete, glass, and clay. Requires knowledge of the structural properties of the materials involved in the work.
9. *Miscellaneous*: Occupations concerned with transportation services, warehousing, packaging, utilities, amusement, recreation, motion picture services, or graphic arts.

Table 5 shows information on respondent occupations. Slightly under a third of respondents were homemakers at the time of the survey. Slightly under a quarter were employed in occupations involving structural work. Service occupations were the next most common type, with around fifteen percent of respondents employed in this area.

Table 5. Occupational Classification (Q20).

Occupational Classification	Number	Percent
Homemaker	62	31.00
Structural Work	47	23.50
Service	29	14.50
Professional, Technical, and Managerial	18	9.00
Retired/Student/Looking for Work	14	7.00
Clerical and Sales	10	5.00
Miscellaneous	10	5.00
Agriculture, Fishery, Forestry, and Related	3	1.50
Benchwork	3	1.50
Machine Trades	2	1.00
Processing	2	1.00
TOTAL	200	100.00

Table 6 shows the information on the number of children age fourteen or under in respondents' households. About a third of the respondents had no children in the household. Slightly under a third had two children and around nineteen percent had only one.

Table 6. Number of Children Age Fourteen or Under in Household (Q21).

Number of Children	N	Percent
0	66	33.33
1	37	18.69
2	64	32.32
3	20	10.10
4	9	4.55
5	2	1.01
TOTAL	198	100.00

E. Language and Literacy Information on Survey Respondents

1. Spoken Language. Of the 200 respondents, 195 percent were native Spanish speakers. Among the five respondents who were not native Spanish speakers, four had learned Spanish from relatives one in school. Almost all respondents could read Spanish materials, including children’s books, newspapers, and novels (Tables 7 and 8).

Table 7. Respondents who Are Native Spanish Speakers (Q12).

Is Spanish your native language?	N	Percent
Yes	195	97.50
No	5	2.50
TOTAL	200	100.00

Table 8. Where Respondent Learned to Speak Spanish (Q13).

Source	N	Percent
From Relatives	4	2.00
School*	1	0.50
From spouse	0	0.00
Television/Radio	0	0.00

**Includes primary or secondary school and/or college*

Well over a third of respondents speak no English (Table 9). About thirty-five percent of respondents speak “some or a little” English. Among the English-speaking respondents, the majority spoke English for six or more years. The average number of years speaking English was 10.98 (minimum=.02; maximum=60). Thirteen respondents in this group had spoken English all their lives.

Table 9. Proficiency in Speaking English (Q6).

Speaks English?	Number	Percent
Yes	55	27.50
Some	70	35.00
No	75	37.50
TOTAL	200	100.00

Table 10. Length of Time Speaking English (Q7).*

Length of Time	Number	Percent
One year or less	14	11.20
2-5 years	43	34.40
6-10 years	29	23.20
11 years or more	39	31.20
TOTAL**	125	100.00

**Among respondents who speak English or who speak “some” English*

***Includes thirteen respondents who had spoken English all their lives.*

The most common source of English instruction was school, cited by about twenty-nine percent of respondents (Table 11). Another twenty-eight percent learned to speak English at work and a quarter from others in their community. Other commonly mentioned sources were ESL classes and media such as television and radio.

Table 11. Where Respondent Learned to Speak English (Q8).

Source	Number	Percent
School (primary/secondary/college)	57	28.50
At work/on the job	55	27.50
From listening to others in the community	50	25.00
By watching TV/radio	40	20.00
ESL Class	29	14.50
From Relatives	9	4.50
Always known/ native language	7	3.50
Other*	3	1.50
TOTAL	250	125

*Other includes: by reading (n=1), lived with an American (n=1), by cassette and book (n=1)

Most respondents prefer to use Spanish for talking with close friends or relatives (Table 12). The greatest number had no preference between the two languages with respect to communications with businesses. A greater number preferred Spanish over English for communications with government agencies, although around twenty-eight percent had no preference.

Table 12. Preference for Speaking English or Spanish (Q16).

Preferred Language for....	Percent English	Percent Spanish	No Preference	Total N
Talking to Businesses	30.25	24.37	45.38	119
Talking to close friends/family	6.72	68.91	24.37	119
Talking to a government agency	28.57	43.70	27.73	119

2. English and Spanish Literacy. Around a third of respondents can read at least “some” English (Table 13). Almost all respondents felt that they could read and understand a children’s book or a newspaper in English and about over half felt that they could read and understand a novel (Table 14). A much higher percentage (95.5 percent) could read in Spanish (Table 15). All respondents could read and understand a children’s book in Spanish and almost all respondents could read and understand newspapers or novels (Table 16).

Table 13. Proficiency in Reading English (Q9).

Read English?	Number	Percent
Yes	71	35.50
Some	54	27.00
No	75	37.50
TOTAL	200	100.00

Table 14. Materials that Respondent can Read and Understand in English (Q10).

Read & Understand	Number	Percent
Children's book	119	95.20
Newspaper	103	82.40
Novel/paperback	69	55.20
TOTAL	291	

Table 15. Proficiency in Reading Spanish (Q14).

Reads Spanish ?	N	Percent
Yes	191	95.50
Some	4	2.00
No	5	2.50
TOTAL	200	100.00

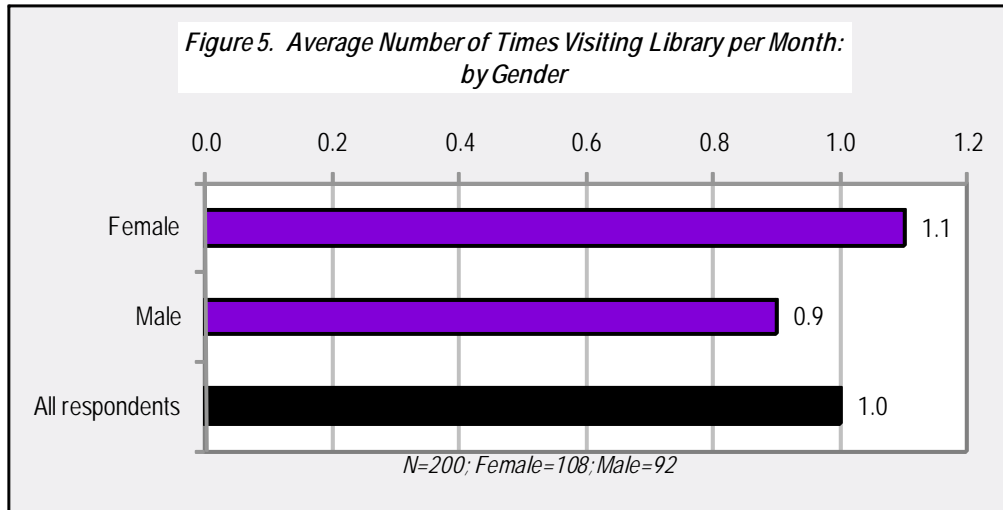
Table 16. Materials that Respondent can Read and Understand in Spanish (Q15).

Read & Understand	N	Percent
Children's book	195	100.00
Newspaper	194	99.49
Novel/paperback	191	97.95
TOTAL	580	

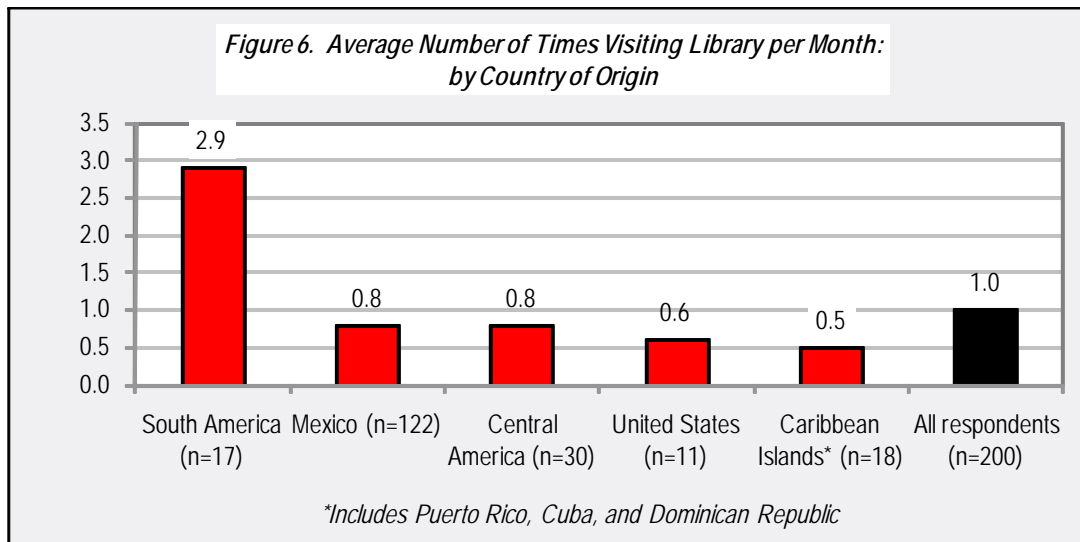
F. Library Usage and Needs

1. Monthly Use of Library among Selected Respondent Groups. The following figures show information on use of the library among selected groups of respondents. Each figure shows the rate for all respondents as well, for comparison purposes.

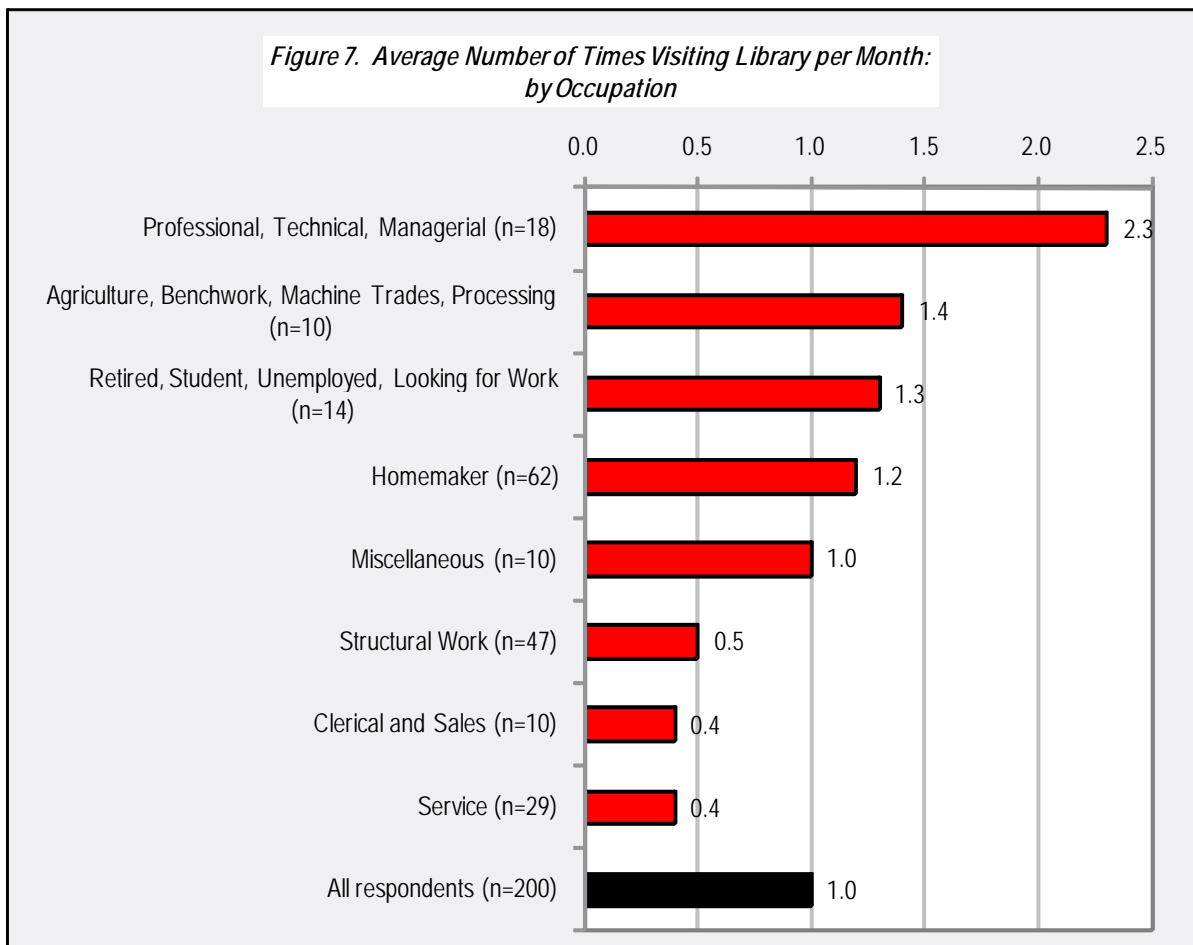
Among the total sample of 200 respondents, the average number of visits to the library per month was one (minimum=0; maximum=12). Library use was slightly higher among females than males—with an average of slightly over one visit per month for females and slightly under one visit per month for males (Figure 5).



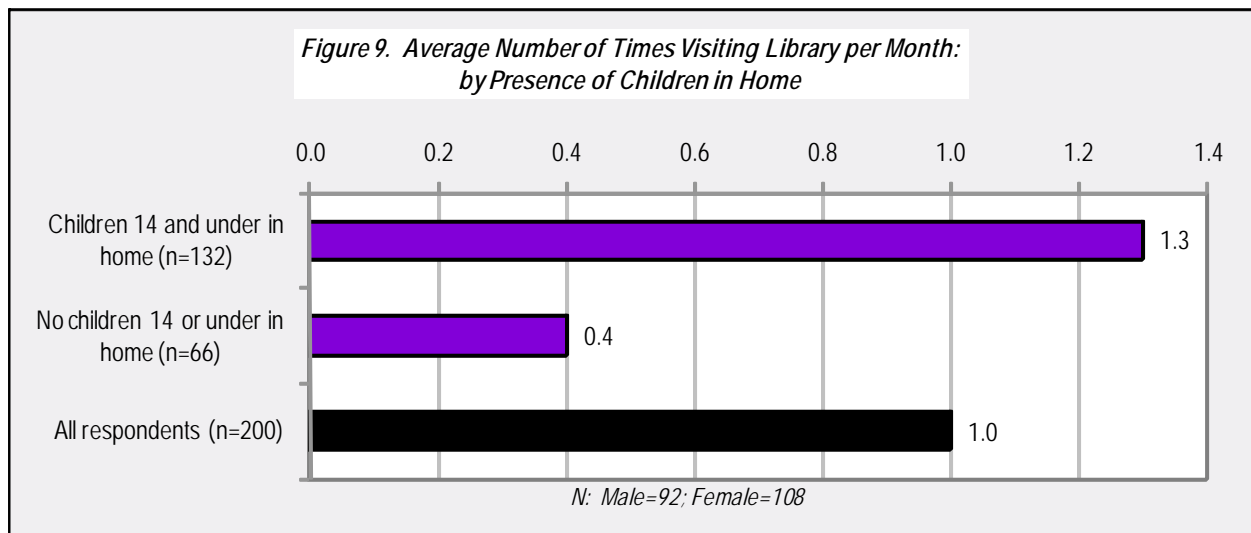
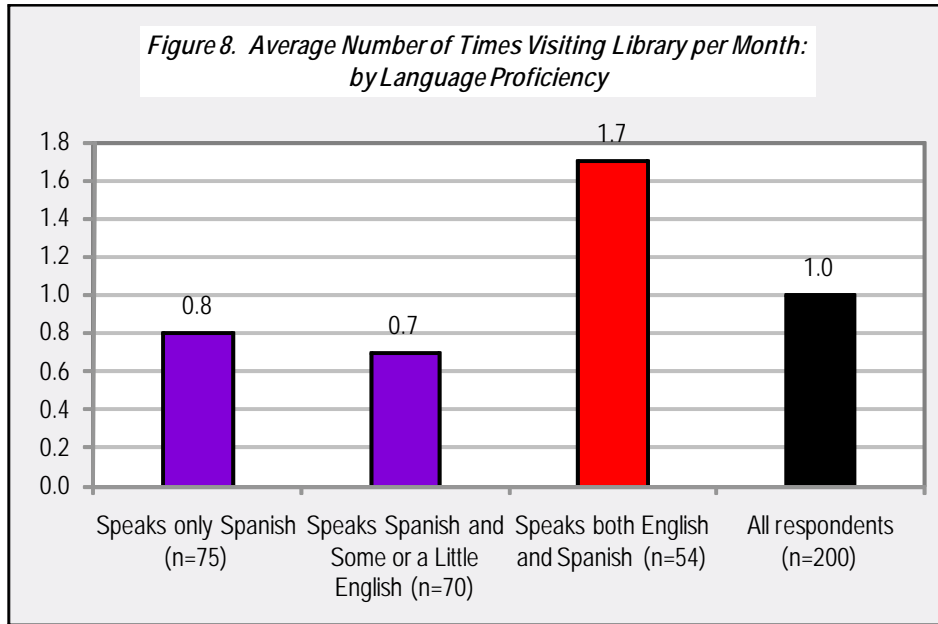
South American respondents showed significantly more visits per month, on average, than respondents from other countries (Figure 6). Respondents in this group were almost three times more likely to visit the library than the average survey respondent.



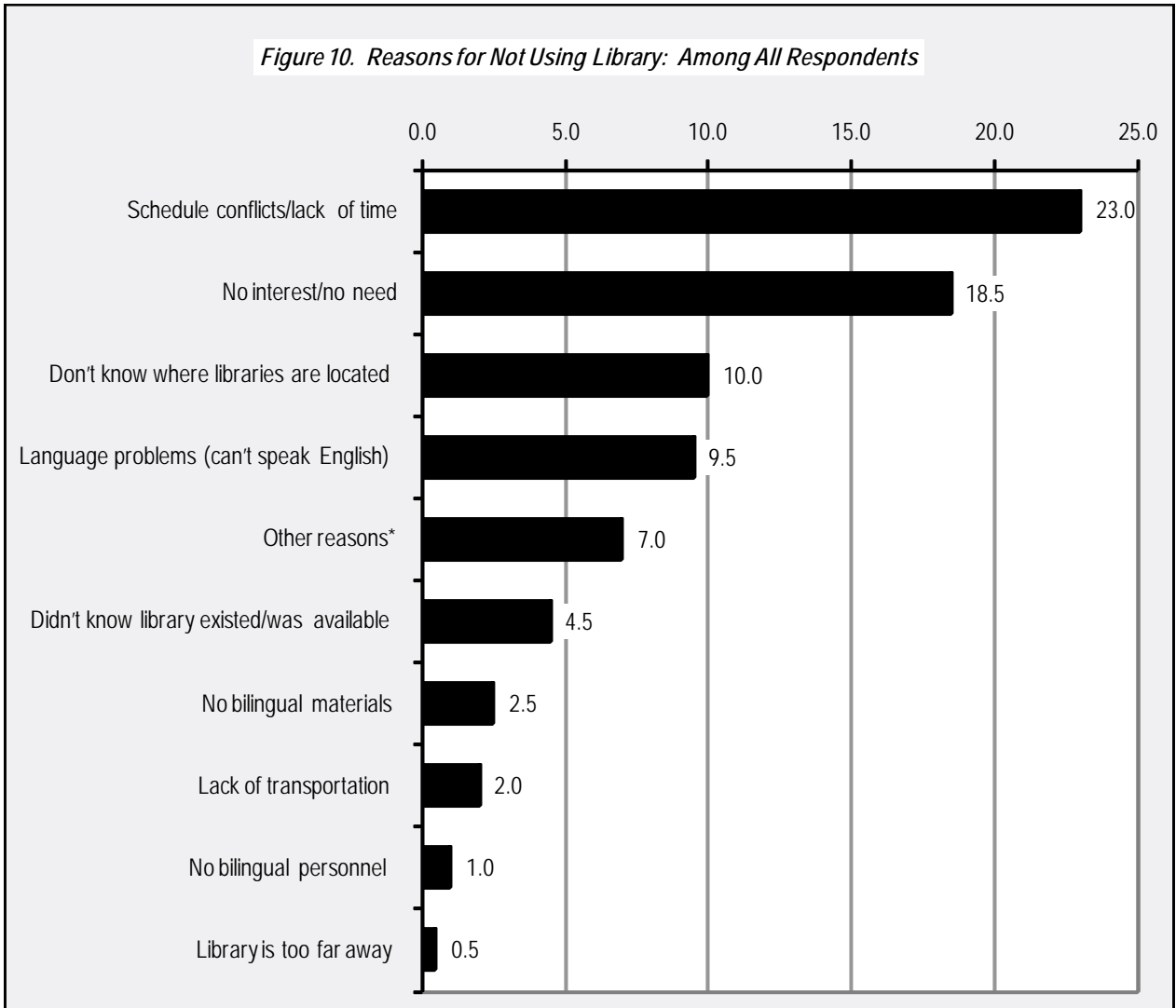
Respondents employed in Professional, Technical, and Managerial occupations were significantly more likely than other groups to use the library, with an average of 2.3 visits per month. Respondents employed in Agriculture, Benchwork, Machine Trades, and Processing and unemployed respondents as well as homemakers were likely to use the library slightly over once per month, on average (Figure 7). Respondents in Structural Work, Clerical and Sales, and Service positions were least likely to use the library. Whereas workers in Professional, Technical, and Managerial occupations visited the library more than twice as often as the typical survey respondent, Structural Work, Clerical and Sales employees, and workers in Service positions visited the library half as often as the average survey participant.



Bilingual respondents are significantly more likely to use the library than respondents who speak only Spanish and those who speak Spanish and a little English (Figure 8). Likewise, respondents who have children age fourteen or younger in the home are significantly more likely to use the library than those who do not have children in this age group (Figure 9).



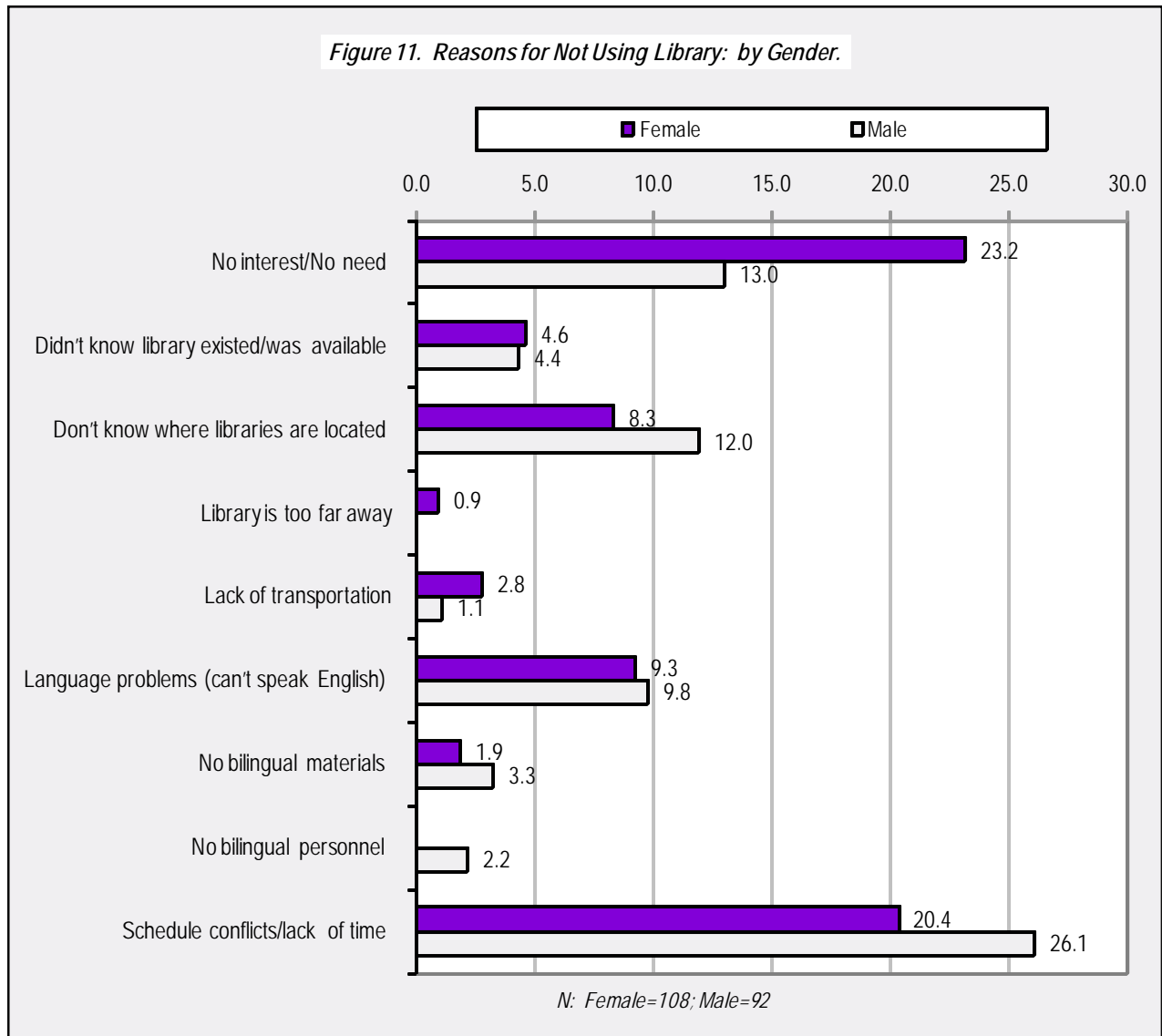
2. Reasons for not Using the Library among Selected Respondent Groups.¹⁵ Among all respondents, almost a quarter of participants mentioned schedule conflicts and lack of time as reasons for not visiting the library in the past twelve months. About nineteen percent had no interest or felt no need to go to the library. Language problems and lack of information about library locations were mentioned by about ten percent of participants. All other reasons were selected less frequently.



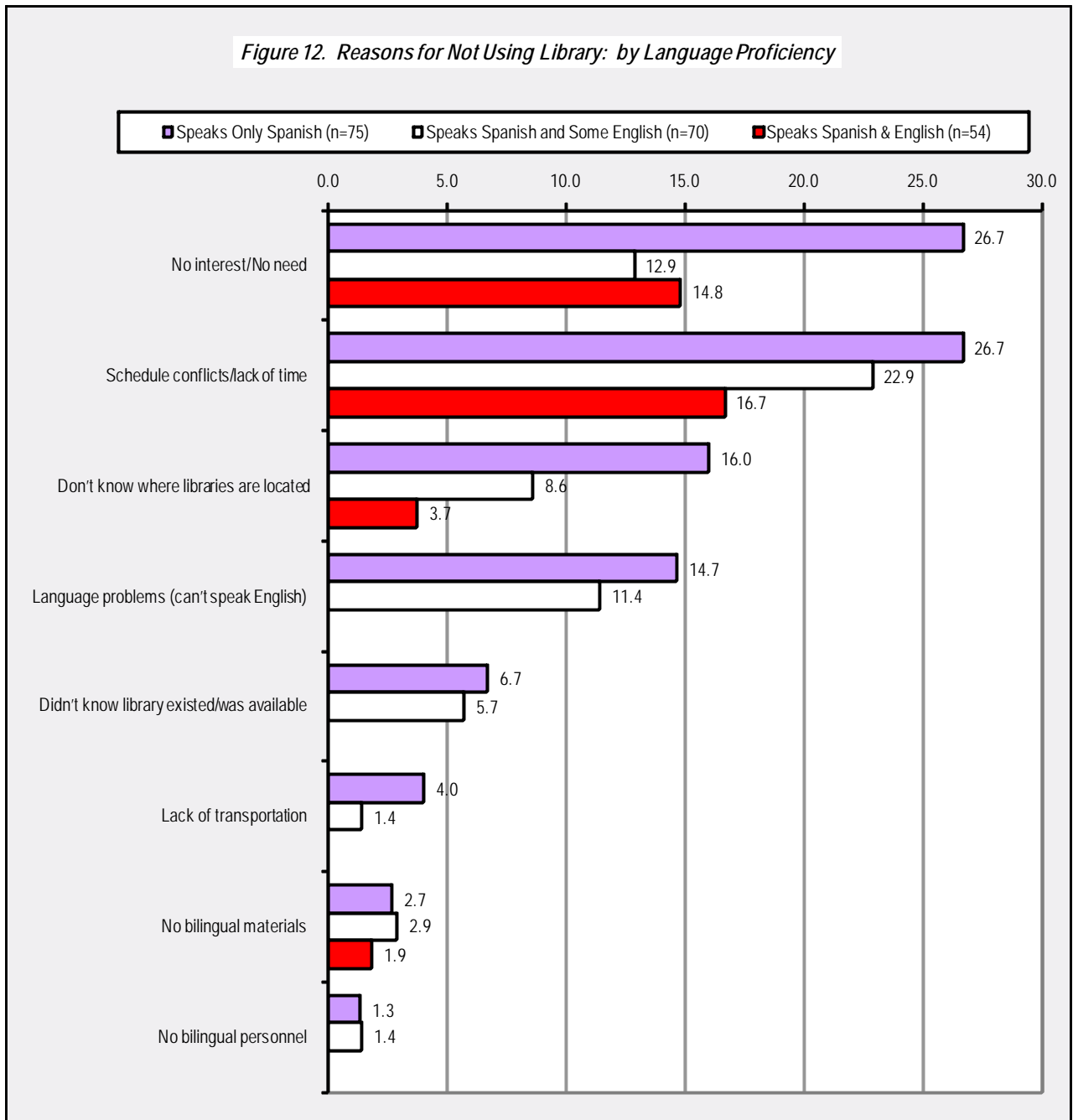
* Other includes: Just arrived in US or Triangle area (n=7), Uses library at child's school (n=5), and other reasons (n=2)

¹⁵ A total of eleven respondents stated that they would be unable to visit the library anytime due to various problems such as childcare, transportation, etc. No respondents stated that they would never use the library due to lack of interest.

For both females and males, the most commonly mentioned reasons for not using the library were no interest or no need and schedule conflicts and lack of time (Figure 11). More males than females reported not knowing the location of the library. Significantly more females than males reported no interest or no need as reasons for not visiting the library.

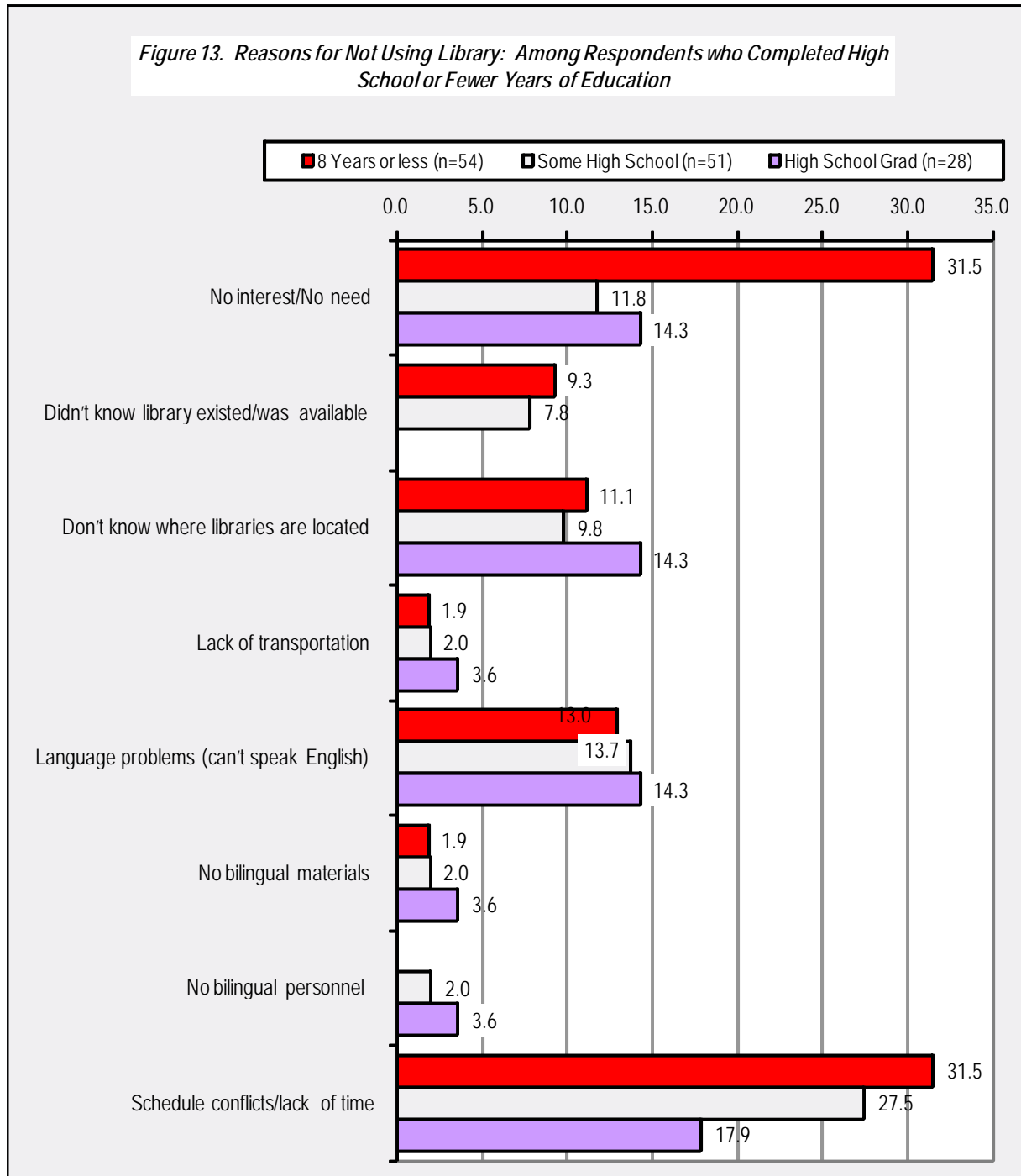


Respondents who speak only Spanish were most likely to cite lack of interest and lack of need as reasons for not using the library. This group was also more likely to be unaware of library locations than the bilingual respondents or the respondents who spoke some English.



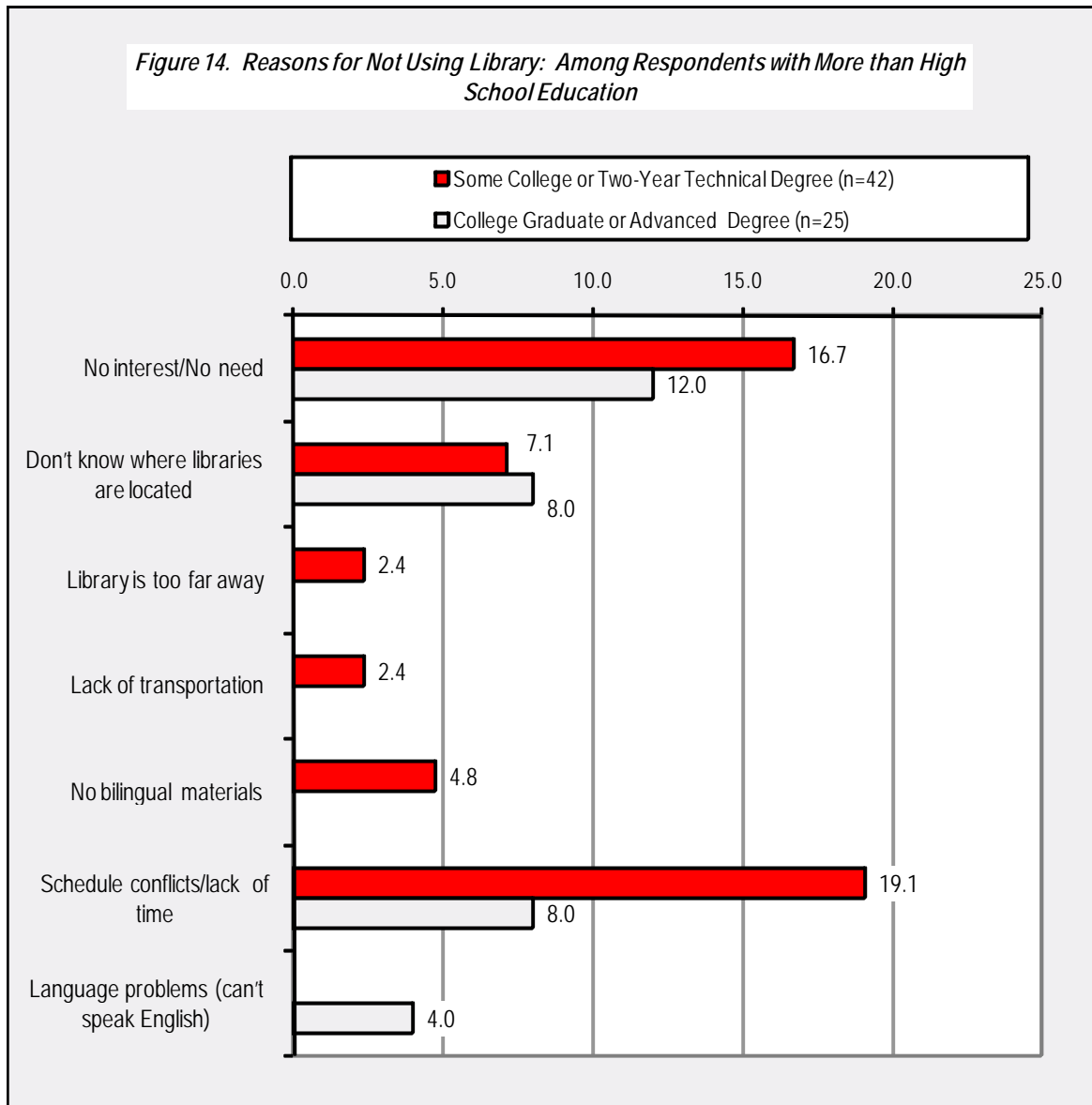
Among respondents who had completed eight or fewer years of schooling, lack of interest was the major reason for not using the library. Lack of interest was less important for those who had completed some high school or who had graduated from high school. Schedule conflicts as a reason for not visiting showed a linear relationship with education: the less education the respondents had

completed, the more likely he or she was to cite schedule conflicts as a reasons for non-use of the library.



For respondents who had completed schooling at two- or four-year colleges or had earned advanced degrees, lack of interest and schedule problems were the main reasons for not using the library.

Language problems and lack of information on the library did not present significant problems for this group.



3. Interest in Library Materials and Services. Respondents expressed interest in a variety of materials that might be offered in Spanish. Health services information was mentioned most frequently, followed by information on laws, immigration, and citizenship. Information on jobs and books for children were also mentioned frequently. Over three-quarters of respondents were interested in checking out Spanish materials through the bookmobile.

Likewise, respondents showed interest in most services mentioned in the survey. The greatest level of interest was expressed for classes teaching adults to read and speak English, using computers for Internet or e-mail, using computers for word processing, and adult programs on crafts and child rearing.

Table 17. Interest in Library Materials in Spanish (Q3).

Materials	Number	Percent
Information on health services	182	91.00
Books for pleasure reading	177	88.50
Information on laws, immigration, & citizenship	172	86.00
Information on jobs	165	82.50
Books for your children	158	79.00
Books from Bookmobile	154	77.00
Repair manuals for cars/appliances	152	76.00
Books on pregnancy & child care	147	73.50

Table 18. Interest in Library Services (Q4).

Service	Number	Percent
Classes teaching adults to read and speak English	177	88.50
Using computers for Internet or e-mail	171	85.50
Using computers for word processing	167	83.50
Adult programs on crafts, child rearing, etc.	160	80.00
Homework help for children	140	70.00
Story time programs for pre-school children	139	69.50
Special Interest Topics*	23	11.50
Other	9	4.50
English/Spanish dictionaries/encyclopedia	4	2.00

**See Appendix C for a complete list of special interest topics mentioned.*

IV. COMPARATIVE INFORMATION ON MEXICAN AND NON-MEXICAN SURVEY RESPONDENTS

A. Background and Rationale

This section presents a sub-study focusing on respondents of Mexican origin. Most study respondents, 122 out of 200, were of Mexican origin. Country of origin for the other seventy-eight respondents included various Central and South American countries and the Caribbean Islands. Data reported from the US Census of Population, suggests that Mexicans represent the single largest population from any one country among Hispanics in North Carolina at large. Thus, Mexican residents of Wake County will represent a significant target population for Library programs in the near future. The following discussion presents selected data from the survey, subset to respondents who identified themselves as of Mexican origin and makes comparisons with their non-Mexican counterparts.

B. Comparison of Mexican and Non-Mexican Respondents

1. Demographic Information. The average age at the time of the survey was 28.9 years for the Mexican group. The non-Mexican group was significantly older—37.5 years on average. Slightly over half of respondents in each group (about fifty-six percent of Mexican and fifty-one percent of non-Mexican respondents) were female. Non-Mexicans had attained higher educational levels than Mexicans, with significantly greater proportions completing some college, graduating from college, or obtaining advanced degrees.

Table 19. Years of Schooling Completed (Q17): Among Mexican and Non-Mexican Respondents.

Years of Schooling	Mexican		Non-Mexican	
	Number	Percent	Number	Percent
Six years or less	31	25.41	9	11.54
Seven to eleven years	45	36.89	20	25.64
High school graduate or equivalency	21	17.21	7	8.97
Some college – did not graduate	14	11.48	14	17.95
Technical or 2-year college graduate	6	4.92	8	10.26
Four-year college/university graduate	4	3.28	13	16.67
Graduated with advanced degrees	1	0.82	7	8.97
TOTAL	122	100.01*	78	100.00

**Percentages do not add to 100% due to rounding.*

Most respondents classified themselves as homemakers at the time of the survey. Among the Mexican group the most common job classification was structural work, which includes jobs in construction, welding, electrical work, and related occupations.

Service occupations were also common among this group. Among the non-Mexican group structural work and service occupations were also commonly mentioned. This group, however, contained a significantly greater percentage of respondents in the professional, technical, and managerial category as well as several unemployed persons (retired/student/looking for work).

Table 20. Occupational Classification of Mexican Respondents (Q20): Among Mexican and Non-Mexican Respondents.

Number of Children	Mexican		Non-Mexican	
	Number	Percent	Number	Percent
Homemaker	44	36.07	18	23.08
Structural work	34	27.87	13	16.67
Service	21	17.21	8	10.26
Miscellaneous	7	5.74	3	3.85
Clerical and Sales	4	3.28	6	7.69
Unemployed*	4	3.28	10	12.82
Agriculture/Fishery/Forestry, & Related	3	2.46	0	0.00
Processing	2	1.64	0	0.00
Benchwork	1	0.82	2	2.56
Machine trades	1	0.82	1	1.28
Professional, Technical, and Managerial	1	0.82	17	21.79
TOTAL	122	100.01	78	100.00

**Includes retired, student, and unemployed—looking for work. Percentages do not add to 100% due to rounding.*

Slightly under a third of the Mexican group and slightly over a third of the non-Mexican group had no children in the household at the time of the survey. About half of each group had one or two children in the household.

Table 21. Number of Children Under Fourteen Years Old in Household (Q21): Among Mexican and Non-Mexican Respondents.

Number of Children	Mexican		Non-Mexican	
	Number	Percent	Number	Percent
0	38	31.40	28	36.36
1	22	18.18	15	19.48
2	39	32.23	25	32.47
3	15	12.40	5	6.49
4	7	5.79	2	2.62
5	0	0.00	2	2.60
TOTAL	121	100.00	77	100.02

**Percents do not add to 100% due to rounding.*

2. Spoken Language Proficiency and Literacy. Almost all respondents in each group (all but one of the Mexican group and ninety-five percent of the non-Mexican group) were native Spanish speakers. Around ninety-five percent of each group stated that they could read in Spanish. Almost all stated that they could read a newspaper, a children’s book, or a novel in Spanish.

A significantly greater percentage of non-Mexican than Mexican respondents felt that they were proficient in speaking English (Table 22). The average length of time speaking English was 5.8 years for Mexicans and 16.6 for non-Mexicans. Half of the non-Mexican group speak English and only slightly over a quarter speak only ‘some’ or ‘a little’ English. Among the Mexican group, only thirteen percent speak English and close to half speak no English.

Table 22. English Language Proficiency (Q6): Among Mexican and Non-Mexican Respondents.

Do You Speak English?	Mexican		Non-Mexican	
	Number	Percent	Number	Percent
Yes	16	13.11	39	50.00
No	57	46.72	18	23.08
Some	49	40.16	21	26.92
TOTAL	122	99.99	78	100

**Percents do not add to 100% due to rounding.*

Most respondents in the non-Mexican group learned to speak English in school whereas less than a quarter of the Mexican group learned from this source (Table 23). Both groups mentioned that they learned at work or from others in the community. A quarter of the non-Mexican group, compared with about seventeen percent of the Mexican group, learned through media sources.

Table 23. Where Respondent Learned to Speak English (Q8): Among Mexican and Non-Mexican Respondents.

Service	Mexican		Non-Mexican	
	Number	Percent	Number	Percent
At work / On the job	35	28.69	20	25.64
Listening to others in community	28	22.95	22	28.20
In school (primary, secondary, college)	22	18.03	35	44.87
Watching TV / listening to radio	20	16.39	20	25.64
ESL class	19	15.57	10	12.82
Relatives	7	5.74	2	2.56
Have always known / Native language	1	0.82	6	7.69
*Other	2	1.64	1	1.28

**Other includes: Mexican—Lived with American friend, Cassette and books; Non-Mexican—Reading, dictionaries*

English literacy skills follow a similar pattern. Only a quarter of the Mexican group can read English, compared with half of the non-Mexican group. About forty-five percent of the Mexican group is non-literate in English compared with slightly over a quarter of non-Mexicans.

Table 24. English Literacy (Q9): Among Mexican and Non-Mexican Respondents.

Can You Read English?	Mexican		Non-Mexican	
	Number	Percent	Number	Percent
Yes	25	20.49	46	58.97
Some	42	34.43	12	15.38
No	55	45.08	20	25.64
TOTAL	122	100.00	78	99.99

**Percents do not add to 100% due to rounding.*

Mexican respondents were more likely than non-Mexicans to prefer speaking Spanish for interactions with all groups mentioned: representatives of business establishments, close family or friends, and government agency representatives. Non-Mexicans were significantly more likely to be able to use either language for these interactions.

Table 25. Preference for Speaking English or Spanish (Q16): Among Mexican and Non-Mexican Respondents.

Interaction / Preferred Language		Mexican		Non-Mexican	
		Number	Percent	Number	Percent
Business Establishments	English	23	35.38	13	22.03
	Spanish	19	29.23	15	25.42
	Either	23	35.38	31	52.54
Close friends / Family Members	English	4	6.15	4	6.78
	Spanish	51	78.46	36	61.02
	Either	10	15.38	19	32.20
Government Agencies	English	19	29.23	15	25.42
	Spanish	37	56.92	20	33.90
	Either	9	13.85	24	40.68

C. Library Usage

Mexican respondents reported visiting the library, on average, less than once a month (mean of 0.8). The most common reason for infrequent library use was schedule conflicts, followed by lack of interest. These figures are somewhat higher than, but comparable to, data for non-Mexican respondents. However, a significantly higher percentage of Mexican respondents—fourteen percent as compared with three percent for non-Mexican respondents—reported experiencing language problems or an inability to speak English.

Table 26. Reasons for Not Using the Library (Q2): Among Mexican and Non-Mexican Respondents.

Service	Mexican		Non-Mexican	
	Number	Percent	Number	Percent
Schedule conflicts /lack of time	33	27.05	13	16.67
No interest	24	19.67	13	16.67
Language, can't speak English	17	13.93	2	2.56
Other reasons*	10	8.20	4	5.13
Didn't know library existed	4	3.28	5	6.41
Lack of transportation	4	3.28	0	0.00
Don't know library location	16	3.11	4	5.13
No bi-lingual personnel	2	1.64	0	0.00
No bi-lingual materials	1	0.82	4	5.13
Library too far away	0	0.00	1	1.28

*Includes: For Mexicans: Just arrived in U.S. or Triangle area (n=5), Uses library at child's school (n=4), Other (n=1).
For non-Mexicans: Just arrived in U.S. or Triangle area (n=2), Uses library at child's school (n=1), Other (n=1).

Mexican respondents showed a higher level of interest in materials in Spanish than non-Mexican respondents. A higher proportion of Mexican respondents indicated interesting all topics mentioned than did their counterparts. Materials in which Mexican respondents were most interested included information on health services and laws, immigration, and citizenship.

Table 27. Interest in Specific Topics (Q3): Among Mexican and Non-Mexican Respondents.

Service	Mexican		Non-Mexican	
	Number	Percent	Number	Percent
Information on health services	117	95.90	65	83.33
Information on laws, immigration, & citizenship	110	90.16	62	79.49
Books for pleasure reading	109	89.34	68	87.18
Information on jobs	104	85.25	61	78.21
Repair manuals for cars/appliances	100	81.97	52	66.67
Books for your children	99	81.15	59	75.64
Books on pregnancy & child care	99	81.15	48	61.54
Books from Bookmobile	98	80.33	56	71.79

Likewise, Mexican respondents expressed greater interest in services that the library might offer. ‘Classes teaching adults to read and speak English’ was cited by the greatest percentage of respondents. Like their counterparts, Mexican respondents were particularly interested in using library computers for Internet, email, or word-processing.

Table 28. Interest in Library Materials in Spanish (Q4): Among Mexican and Non-Mexican Respondents.

Service	Mexican*		Non-Mexican**	
	Number	Percent	Number	Percent
Classes teaching adults to read and speak English	114	93.44	63	80.77
Using computers for Internet or e-mail	107	87.70	64	82.05
Using computers for word processing	106	86.89	61	78.21
Adult programs on crafts, child rearing, etc.	100	81.97	60	76.92
Homework help for children	88	72.13	52	66.67
Story time programs for children	87	71.31	52	66.67
Other	20	16.39	18	23.08

*Other services mentioned include: Special interest topics (n=11), English/Spanish Dictionaries/Encyclopedias (n=3), Math/Science books (n=2), & Other (n=4)

**Other services mentioned include: Special interest topics (n=12), English/Spanish Dictionaries/Encyclopedias (n=1), Math/Science books (n=1), & Other (n=4)

Preference for times to visit the library was similar for the two groups (Table 29). The times mentioned most often were weekday evenings and Saturday mornings. However, among the Mexican group, a lower proportion consistently reported convenient times for visiting the library. About seven percent of this group, compared with about four percent of the non-Mexican group, stated that they would be unable to visit anytime due to schedule conflicts, transportation problems, etc.

Table 29. Best Times for Members of Household to Visit the Library (Q5).

Time		Mexican		Non-Mexican	
		Number	Percent	Number	Percent
Weekdays	9 a.m.–12 noon	10	8.20	9	11.54
	12 noon–5 p.m.	8	6.56	9	11.54
	5 p.m.–9 p.m.	73	59.84	49	62.82
Saturday	9 a.m.–12 noon	47	38.52	40	51.28
	12 noon–5 p.m.	28	22.95	20	25.64
	5 p.m.–9 p.m.	21	17.21	16	20.51
Sunday	9 a.m.–12 noon	32	26.23	24	30.77
	12 noon–5 p.m.	23	18.85	17	21.79
	5 p.m.–9 p.m.	20	16.39	15	19.23
Anytime / No best time		0	0.00	2	2.56
Not possible to visit anytime		8	6.56	3	3.85

D. Summary

This section suggests that there are significant differences among Hispanic respondents, specifically with regard to Mexican versus non-Mexican populations. On average, Mexican respondents were younger than non-Mexican respondents (28.9 versus 37.5 years) and had completed significantly fewer years of education. Although a large percentage of both groups were homemakers at the time of the study, there was a tendency for Mexican respondents to be employed in positions that require less formal education. Compared to non-Mexican respondents, considerably fewer worked in professional, technical, or managerial positions.

Language and literacy skills differed between the two groups as well. At the time of the survey, about one out of two Mexican respondents spoke no English, and two out of five spoke only some English. Similarly, four out of five Mexicans read little or no English. Within the non-Mexican group, half spoke English fluently, and more than a quarter spoke at least some English. Only

two out of five non-Mexican Hispanics were unable to read English at all, or could read only some English.

Likewise, non-Mexican respondents were more likely than Mexican respondents to have had formal schooling in English. As might be expected, given the lack of proficiency in English, Mexican respondents preferred to speak Spanish on most occasions. Non-Mexicans were more likely to be comfortable with either language.

Given the disparity in verbal and written skills, it is not surprising that Mexican respondents visit the library less frequently. In addition to the inability to speak English, schedule conflicts, and lack of time and interest contribute to the infrequency of visits to the library. However, the stated “lack of interest” expressed by some Mexican respondents may actually represent a lack of knowledge about library services. When presented with a list of specific material and services, Mexican respondents showed a significantly greater level of interest in most items than their non-Mexican counterparts.

V. CONCLUSIONS

A. Findings

1. Background. This report describes the findings of a study that assessed the need for expanded and improved public library services for the Hispanic population of Wake County, North Carolina. The study was conducted in the Spring of 2001 under the auspices of the Wake County Public Library system.

Study findings were based on a survey of adult Hispanic residents of Wake County. Respondents provided information about their frequency of use of the library, reasons for lack of use, interest in specific services and materials, and personal and household characteristics. The report presented secondary data on the Hispanic population locally and nationally as well.

Research cited in this report indicates that the Hispanic population is growing rapidly in the United States as well as in North Carolina and Wake County. This group is characterized by special educational and human service needs relating to education, income, and health.

These issues present particular concerns for human service and educational providers with respect to educating this population concerning available services as well providing appropriate services and encouraging use of these services. The Needs Assessment Study provides a basis for guiding the provision and expansion of library-based informational and educational services for Hispanic residents of Wake County.

2. Survey Respondents. Most persons participating in the Needs Assessment Survey were born in Mexico. Other countries of origin were distributed among Central and South America and the Caribbean Islands. Slightly over half of the survey respondents were female. On average, respondents had completed about eleven years of formal education. Only a small percentage had graduated from college or earned advanced degrees. Most respondents were employed in service positions or in structural work in areas such as construction, electrical assembling, installing and repairing, painting, cementing, paving or related occupations.

3. Library Use. The Needs Assessment provided information on the current use of the library among Hispanics as well as survey respondents' interest in expanded library services. Respondents reported visiting the library about once per month, on average. Use of the library varied by gender, occupation, country of origin, language proficiency, and presence of children in the home. A profile of the "typical" library patron within Wake County's Hispanic population might be:

- ◆ Female
- ◆ Of South American ancestry
- ◆ Speaks Spanish and English
- ◆ Has children age fourteen or younger in the home
- ◆ Works in a professional, managerial, or technical occupation.

This user profile represents a population who are already using the library. Because they visit the library frequently, and tend to be bilingual, they are likely to understand what services are offered and to be able to take advantage of those services. Expanded library services can be aimed at the needs and interests of this group.

The “non-user” or “less frequent user” presents a greater challenge. For this group, expansion of existing services, in conjunction with a strategic advertising/informational campaign, will be required. The less frequent user tends to fit the following profile:

- ◆ Male
- ◆ Born in a country other than South America
- ◆ Speaks either only Spanish or Spanish and some English
- ◆ Has no children in the home
- ◆ Employed in occupations involving labor or service work

Marketing efforts directed toward this group must involve extensive outreach. Initially, non-users must be educated concerning the value of the library in their life. Educational as well as informational materials relevant to the lives of these potential users should be stressed. Most likely, this will require direct outreach into the community, rather than simple advertising through media.

4. Target Population: Mexican Respondents. A group that cuts across the lines of the two use groups described above is persons of Mexican origin. Mexicans represent the largest single ethnic group within the Hispanic population of Wake County. Around two-thirds of the Needs Assessment Study respondents were Mexican. These respondents were culturally and educationally distinct in many ways from other survey respondents, whose birthplaces were distributed across a variety of Central and South American countries.

Mexican survey respondents tended to be younger than other survey respondents. They were less likely to have completed high school or college and were more likely to be employed in occupations requiring lower levels of formal training. Members of this group were less likely to be bilingual than other respondents. Additionally, Mexican respondents showed lower literacy levels, based on self-assessments.

Respondents were questioned about their interest in seeing a variety of library materials in Spanish. These included items such as: information on health services; formation on laws, immigration, & citizenship; books for pleasure reading; information on jobs; repair manuals for cars/appliances; books for children; books on pregnancy & child care; and books available through the bookmobile. Mexican respondents reported a greater interest in these materials than other survey respondents. When asked about their interest in specific library services (*e.g.*, classes teaching adults to read and speak English; use of computers for internet or e-mail; use of computers for word processing; adult programs on crafts, child rearing, etc.; homework help for children; and story time programs for children), Mexican respondents again reported more interest in these services than their non-Mexican counterparts.

Conversely, the Mexican group reported being less able to take advantage of library services due to schedule and time constraints as well as language problems and visited the library, on average, fewer times per month than their counterparts. Because these respondents work in positions that may require long workdays with little flexibility, outreach efforts will be most successful if they are carried out in the respondent's community.

Mexican respondents were particularly interested in enrolling in English classes through the library. Like non-Mexican respondents, they were especially interested in using library computers for email or Internet as well as word-processing.

B. Recommendations

Recommendations for additions to current library services presented here are based on respondents' reports of interest in specific services and their ability to take advantage of these services as well as prior research pertaining to library services.

1. Needed Services and Materials. Prior research and Needs Assessment Study respondents suggested the following strategies for developing services useful to the Hispanic population.

- ◆ Employ bilingual personnel—especially on weeknights during the hours of 5 p.m. and 9 p.m. and Saturday mornings, 9 a.m. through 12 noon.
- ◆ Sponsor ESL classes for adults or serve as a site for ESL classes sponsored through local technical schools.
- ◆ Provide computers for Internet access, e-mail connections, and word processing.
- ◆ Provide a variety of programs for families with young children. These might include story time and homework assistance.
- ◆ Provide bilingual materials on topics of interest, including: information on health services, books for pleasure reading, information on laws, immigration, & citizenship, information on jobs, books for children, repair manuals for cars/appliances, and books on pregnancy & child care.
- ◆ Make scheduled Bookmobile visits in Hispanic neighborhoods and distribute materials in Spanish.

2. Methods of Publicizing Services. Development of unique and progressive programs is meaningful only if the public utilizes these programs. Due to cultural and language boundaries, as well as misconceptions concerning the purpose of public libraries, Hispanic residents may not be aware of the purpose or the benefits associated with the library. Additionally, Hispanics may view the library as “foreign” place, not open to, or relevant for, them.

Prior research, as well as information collected through the focus group conducted with Hispanic community leaders, suggests that onsite outreach is an effective method of reaching the Hispanic community. The following suggestions for increasing awareness are based on information from the Hispanic Services focus group conducted in conjunction with this project.

- ◆ Set up information booths and organize special programs at Hispanic events.
- ◆ Form partnerships with existing Hispanic organizations that can advertise the library and can educate their members as to the benefits of the library.
- ◆ Issue library cards at local apartment complexes.
- ◆ Use the bookmobile to go into Hispanic/Latino communities to provide information on library locations and available materials and services.
- ◆ Participate in ongoing Hispanic cultural activities.
- ◆ Use various types of media including Spanish radio stations and newspapers.
- ◆ Provide bilingual personnel, especially at night and on the weekends.
- ◆ Provide Spanish signs in the library.
- ◆ Provide Spanish voicemail messages.
- ◆ Provide ESL materials and classes, possibly at different locations within community.
- ◆ Publicize family-related activities provided by the library.

Various resources exist today to guide the development of service delivery for Hispanic individuals and families. Materials are available that provide information on methods of expanding and services for Hispanic adults and children (see, for example, Larson and Martinez' 1980 review of Internet resources developing materials and services for Hispanic children). Prior research has shown that, given appropriate marketing efforts, library use can be dramatically increased among the Hispanic population.

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