Developing Culturally and Linguistically Competent Library Professionals

CROSS CULTURAL COMMUNICATORS IN LIBRARIES

PROJECT REPORT
2018-2021

Connecting people with information through libraries
An affiliate of Thomas Edison State University
Tools for Cross-Cultural Communication and Language Access

As our libraries serve increasing numbers of patrons from diverse backgrounds, culture and language continue to play a crucial role in how effectively we deliver library services.

Language barriers, cultural misunderstandings, and low English language literacy levels are a few factors that we must consider in order to provide library programs and services that are accessible to all, and relevant to the communities we serve.

There is an increased need for the professional development of library staff in the areas of cultural competence and language access. The CCCiL Project serves as a model for developing and supporting culturally and linguistically competent library professionals. The project also promotes equity of access, not only for Spanish-speaking library patrons, but for all multicultural groups represented in our communities. The impact and value of the CCCiL Project is wide and deep.

I would like to congratulate Mimi Lee and her colleagues at the New Jersey State Library for their leadership and perseverance in seeing this important project through, despite the challenges and disruptions brought on by the COVID-19 crisis.

I would like to thank IMLS for the funding support, and thank you to all CCCiL Project participants for your dedication and commitment to providing multilingual and multicultural services.

Congratulations!
As one of America’s most trusted civic institutions, our libraries play a critical role in welcoming and educating immigrants and refugees, and library staff are faced daily with non-English speaking residents who need services.

While cultural competence, interpretation and translation training has been standardized for bilingual employees in the hospital and legal services industries, to our knowledge, there is currently no existing continuing education program in all of these skills designed for bilingual staff in the library field.

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

NELSON MANDELA

The Cross Cultural Communicators in Libraries (CCCiL) project began three years ago as a two-year pilot project (2018-2020, extended to 2021 due to the COVID-19 pandemic) to meet the professional development needs of Spanish speaking bilingual library staff.

We received overwhelming response and support for this project; almost 250 people from California, New Jersey, New York and Connecticut participated in one or both of the two training components – cultural competence webinars and translation and interpretation workshops. After attending the CCCiL training, 97% of participants reported that they are confident or very confident in their overall cultural competence levels, and 96% reported that their overall translation/interpretation skills are effective or very effective. Overall, 91% of participants agreed or strongly agreed that they are confident in applying what they learned from the CCCiL training in their library work.

This CCCiL Project Report (2018-2021) is presented to share activities and findings from the project. It also highlights some of the most memorable moments from in-person gatherings. I hope you enjoy the read.

As project director, I had the privilege and pleasure to meet many participants who shared their unwavering support for the vision and commitment of this project: to provide equity and access to culturally responsive library services, using language as a vehicle for libraries and the communities we serve. The CCCiL project has now been completed, but the work will continue through each one of us.

Thank you for being part of the journey.
CROSS CULTURAL COMMUNICATORS IN LIBRARIES, funded by the IMLS Laura Bush 21st Century Librarian Program, is a two-year pilot project aimed at increasing cultural and linguistic competence and effectiveness in communication among English/Spanish speaking bilingual individuals working in public libraries in New Jersey, Queens, New York, Hartford, Connecticut and California.

The project addresses the significant challenges front-line librarians and library support staff face while living in an increasingly multicultural and multilingual society. How do we communicate with and provide desired services to our communities when a substantial portion of our residents do not speak English? How do we develop engagements that are culturally responsive and effective?

The project provides cultural competence training and community interpretation and translation skills to Spanish-speaking public library professionals. The goal is to increase cultural competence knowledge, confidence in interpretation and translation skills, and effectiveness in communicating with Spanish-speaking library users; and increase the capacity of public libraries to conduct outreach and engage with their communities.

CROSS CULTURAL COMMUNICATORS IN LIBRARIES

PROJECT OVERVIEW & DESIGN

Cultural Competence (Year 1, Webinars)

Translation & Interpretation Skills (Year 2, F2F Workshops in CA/NJ/NY/CT)

CCCIL Directory of Spanish Speaking Library Professionals

Online Resources

Advisory + National Outreach
A blended learning model consisting of a series of five self-paced webinars addressing the topic of cultural competence and in-person workshops to teach interpretation and translation skills.

**Cultural Competence Webinar Series** (Year 1 Training - Online)

**Webinar 1: Diversity, Training, Cultural Norms**
- Understand the concept of cultural competence and its role in library services
- Understand how our implicit biases impact our relationships with patrons as well as the services and resources we provide
- Be able to communicate the importance of cultural competence to library colleagues

**Webinar 2: Organizational Cultural Competence**
- Understand the meaning of culture and diversity and how they relate to your library’s mission and core values
- Explore resources from national library organizations to help implement cultural competence standards at your library
- Identify best practices for serving Spanish-speaking patrons at your library

**Webinar 3: Data Resources, Community Needs Assessments, and Strategic Planning**
- Understand how to use internal and external data sources to learn more about the communities you serve
- Identify new ways to design the library experience to reflect community information needs and cultural competence best practices
- Explore strategies to solicit collection development, design, and programming requests from immigrant populations

**Webinar 4: Strategies to Address Language and Cultural Barriers**
- How to build partnerships with community-based organizations to improve and enhance services
- The difference between Hispanic vs. Latino
- How to leverage online tools to do outreach to your local Hispanic community
- Ways to address language and cultural barriers through examples

**Webinar 5: Citizenship and Integration Support**
- Know what you are allowed to do as library staff when assisting patrons with immigration matters
- Understand the U.S. immigration system and the key process beyond applying for U.S. Citizenship
- Be able to navigate uscis.gov to download forms and instructions
- Be able to direct patrons to organizations for legal advice or representation
- Be able to direct patrons to resources for civics participation

**Library Translation and Interpretation Workshop** (Year 2 Training – In-Person & Webinar)

**PROGRAM OVERVIEW:**
This program is an introductory training in consecutive and simultaneous interpreting and sight translation in a library setting. Designed for Spanish/English bilingual library workers at all levels, this training aims at increasing participants’ bilingual communication skills and knowledge in providing services to Spanish-speaking library patrons in their communities.

During the workshop, participants will be introduced to the field of Interpretation and Translation studies and profession, develop the four basic roles as an interpreter (conduit, clarifier, culture broker and advocate) and learn about the ethical practice as interpreters and translators including the National Standards of Practice, a set of guidelines that define what an interpreter does in the performance of his or her role.

**OBJECTIVES:**
After the workshop, students will:
- Be acquainted with the field of Translation and Interpretation studies and profession
- Enhance one’s linguistic competence in Spanish and English and cultural awareness of contrasting elements between the dominant culture and those cultures of various Hispanic groups
- Recognize the basics of differences between interpreting roles

**WORKSHOP MODULES & TOPICS:**

**Module 1.**
- Language Access Laws and Regulations
- Title VI, ADA, LEP, and CLAS Standards

**Module 2.**
- Introduction to the profession: types of Interpreters
- Librarian Interpreter’s role
- Interpreter’s Triad

**Module 3.**
- Interpreting Modes
- Interpreting Techniques
- Interpreting Standard of Practices
- Positioning and more
- Note Taking

**Module 4.**
- Translation Best Practice, the Do and Don’ts
- Cultural Outreach Role
The **CCCiL project team** includes national leaders in library continuing education and innovative outreach service development.

**From Top Left:**
- **Mimi Lee** - CCCiL Project Director, *Diversity and Literacy Consultant*, New Jersey State Library
- **Paula Guzman-Bell** - *Program Assistant*, New Jersey State Library (formerly)
- **Eileen Morales** - *Grants Manager*, New Jersey State Library
- **Fred Gitner** - *Assistant Director* of New Initiatives and Partnership Liaison for the New Americans Program, Queens Public Library
- **Homa Naficy** - *Executive Director*, The American Place, Hartford Public Library
- **Lisa Barnhart** - *Project Manager*, California Library Association (formerly, InfoPeople)
- **Eileen O’Shea** - *Consultant*, InfoPeople

**From Bottom Left:**
- **Marisa Gillio MA, CMI-Spanish** - *Founder & CEO*, Language Link Corporation
- **Martha Kryillidou, Ph.D.** - *Principal*, QualityMetrics
- **Paula Mackinnon** - *Executive Director*, Califa Group
- **Veronda Pitchford** - *Assistant Director*, Califa Group
- **Tess Tobin** - *Past-President (2017-2018)*, REFORMA
- **Jody Gray** - *Director*, Office for Diversity and Inclusion, University of Minnesota-CFANS, (formerly, ALA Office of Diversity, Literacy and Outreach Services)
- **Kristin Lahurd** - *Interim Director*, ALA Office of Diversity, Literacy and Outreach Services
Cultural Competence Webinar Series
Five one-hour self-paced recorded webinars on Diversity and Cultural Norms, Language and Cultural Barriers, and Citizenship and Integration Support.

From Top Left:
- Fred Gitner - Assistant Director of New Initiatives and Partnership Liaison for the New Americans Program, Queens Public Library
- Jeff Lambert - Digital Literacy Coordinator, Queens Public Library
- Jin Bae - NYS Office for New Americans Community Outreach Counselor, Adult Learner Program, Queens Public Library
- Manny Figueroa - Talent Development and Training Manager, Library Services, Queens Public Library

CCCiL Translation and Interpretation Workshop
An introductory training in consecutive and simultaneous interpreting and sight translation in a library setting.

- Marisa Gillio MA, CMI-Spanish
  Founder & CEO
  Language Link Corporation

- Carol Velandia MBA, CHI, PMP, LMSW
  Founder & CEO
  Equal Access Language Services LLC

- Gloria M. Rivera CCCI, CMI, CHI
  Founder & CEO
  Blue Urpi
## CROSS CULTURAL COMMUNICATORS IN LIBRARIES

### PROJECT TRAINING DATES & LOCATIONS

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
<th>Library Name</th>
<th>Address</th>
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</thead>
<tbody>
<tr>
<td><strong>CALIFORNIA</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>September 23, 2019</td>
<td>Imperial Beach Library</td>
<td>810 Imperial Beach Blvd., Imperial Beach, CA 91932</td>
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<tr>
<td></td>
<td>September 24, 2019</td>
<td>Ovitt Family Community Library</td>
<td>215 E C Street, Ontario, CA 91764</td>
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<td></td>
<td>September 25, 2019</td>
<td>Orange County Public Library</td>
<td>345 E Main Street, Tustin CA 92780</td>
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<tr>
<td></td>
<td>September 26 &amp; 27, 2019</td>
<td>Los Angeles Public Library</td>
<td>9621 S. Figueroa Street, Los Angeles, CA 90003</td>
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<tr>
<td></td>
<td>October 8, 2019</td>
<td>Sacramento Public Library</td>
<td>4660 Via Ingoglia, Sacramento, CA 95835</td>
</tr>
<tr>
<td></td>
<td>October 10, 2019</td>
<td>*San Jose Public Library</td>
<td>3090 Alum Rock Avenue, San Jose, CA 95127</td>
</tr>
<tr>
<td><strong>CONNECTICUT</strong></td>
<td>October 23, 2019</td>
<td>Hartford Public Library</td>
<td>500 Main Street, Hartford, CT 06103</td>
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<tr>
<td></td>
<td>October 18, 2019</td>
<td>Ocean County Library</td>
<td>101 Washington Street, Toms River, NJ 08753</td>
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<tr>
<td></td>
<td>October 24, 2019</td>
<td>Fairfield Free Public Library</td>
<td>261 Hollywood Avenue, Fairfield, NJ 07004</td>
</tr>
<tr>
<td><strong>NEW JERSEY</strong></td>
<td>October 18, 2019</td>
<td>Ocean County Library</td>
<td>101 Washington Street, Toms River, NJ 08753</td>
</tr>
<tr>
<td></td>
<td>October 24, 2019</td>
<td>Fairfield Free Public Library</td>
<td>261 Hollywood Avenue, Fairfield, NJ 07004</td>
</tr>
<tr>
<td></td>
<td>October 25, 2019</td>
<td>Somerset County Library System</td>
<td>42 Mountain Blvd., Warren Township, NJ 07059</td>
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<tr>
<td><strong>NEW YORK</strong></td>
<td>October 1, 2019</td>
<td>Queens Public Library</td>
<td>41-17 Main Street, Flushing, N.Y. 11355</td>
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<tr>
<td></td>
<td>October 8, 2019</td>
<td>Queens Public Library</td>
<td>37-44 21 Street, Long Island City, NY 11101</td>
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</tbody>
</table>

*San Jose Public Library* canceled due to power outage; rescheduled and offered a webinar 2/23/2020.
## Language Access Plan

**Due Date (All Components):**

<table>
<thead>
<tr>
<th>Step</th>
<th>Task</th>
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<tbody>
<tr>
<td>1</td>
<td>Brainstorm</td>
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<tr>
<td>2</td>
<td>Determine Problem</td>
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<tr>
<td>3</td>
<td>Check CLAS</td>
</tr>
<tr>
<td>4</td>
<td>What can be done now</td>
</tr>
<tr>
<td>5</td>
<td>What needs to wait</td>
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<tr>
<td>6</td>
<td>Draw Conclusions</td>
</tr>
</tbody>
</table>

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### My Patient Population

- What languages are spoken in my community?  
- How are we communicating language services?  
- How are we assessing their linguistic needs?  
- Have I assessed my own language skills?  
- Have I assessed the language skills of my staff?  
- Have I identified adequate interpretation services for my library patrons?  
- **Vital Documents** Have I identified vital documents and translated them professionally?  
- What additional strategies can I implement?  

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*Provided for the CCCiL Project by Carol Velandia*
HIGHLIGHTED IN RED:

CCCiL Travel Support Award recipients who demonstrated the value of the CCCiL Project and its impact on their library work and shared their learning experiences at library conferences.

- Adilene Rogers
- Adriana Mitchell
- Adriana Blancarte-Hayward
- Alicia Rodriguez
- Amalia Butler
- Andres Garcia
- Angelica Bontrager
- Angelica Saucedo Garcia
- Angelina Garcia
- Angely Jibaja
- Ann-Marie Aymer
- Araceli Ramirez
- Barbara Belejack
- Betsy Garcia
- Briana Zaragoza
- Carolina Saldivar
- Cesar Mora
- Christopher Montoya
- Citlali Valladares
- Daniella Aquino
- David Grajeda
- Deivis Garcia
- Diana Hernandez
- Dora Suarez
- Edwin Rodarte
- Elizabeth Ramirez Segura
- Eric Alicea
- Esperanza Pacheco
- Evelyn Soto
- Georgina Rivas-Martinez
- Gladis Martinez
- Guadalupe Gomez
- Guadalupe Leyva
- Irma Cancel
- Isabel Castro
- Isabel Rojas
- Isabella Ramirez
- J. Butterfield
- Jennifer Rivera
- Jessica Agudelo
- Jose Romero
- Judith Vigo
- Karina Gonzalez
- Katherine Montoya-Mejia
- Katy Azevedo
- Laura Duncan
- Liana Acevedo
- Lorena Lopez Rivera
- Luis J. Lacourt
- Luz Acevedo
- Madeline Pena Feliz
- Maria Marquez
- Maria Ramirez Dominguez
- Maria Celeste Tapia
- Maribel Ramos
- Marketa Ramirezova
- Martha Cardenas
- Mary Garcia
- Mary Marques
- Mayra Fuentes
- Miguel Loesa
- Miki Iannetta
- Milly Lugo-Rios
- Minerva Ochoa
- MiQuel Rowell-Peterson
- Molly Hone
- Odette Larroche-Garcia
- Olga Castaneda
- Pat Toney
- Patricia Valdivinos
- Rachel Bohach
- Rebecca Cohan
- Ricardo Madera Ramirez
- Richard Brooks
- Richard Erwin
- Richetta Wilson Lobban
- Rosa Caballero-Li
- Santiago Avila
- Shelby White
- Sheridan Cazarez
- Sofia Zambrano
- Sylmari Burgos-Ramirez
- Taina Evans
- Teresa Tobin
- Veronica Casanova
- Veronica Ramirez
- Victor Jimenez Olvera
- Vilma Alvarez
- Zulma Zepeda
- Gloria Abero
- Adilene Estrada-Huerta
- Ajoke Kokodoko
- Alexandra Sanchez
- Alicia M Rodriguez
- Amy Willis
- Andrea Dalingr
- Anna Avalos
- Asuncion Cora
- Michelle Athanas
- Barbara Bruxvoort
- Deborah Bernal
- Carlos Estrada
- Carmela Lara
- Celia Davis
- Clarisa Bernabe
- Daisy Flores
- Esmeralda
- Giannina M. Ramos
- Graciela Rivera
- Guadalupe Gomez
- Miki Iannetta
- Joseph Alloway
- Juan, Benjumea
- Kelly Wakefield-Beytia
- Lupita Leyva
- Madellen Garcia
- Maira Diaz
- Marco Castillo
- Marcos Cerda
- Margarita Ressy Gonzalez
- Margo Franklin
- Maria Marquez
- Maritza Vargas
- Marjorie Gonzalez
- Monica Pineda
- Oksana Kondrashova
- Ouleye Doumouya
- Rebecca Scotta
- Ricardo Ramirez
- Edwin Rodarte
- Sonia Bautista
- Rodriguez Sylvia
- Tanya Gutierrez
- Brenda Carillo
- Irza Vilaboy
- Martina Tello
- Vilma R. Daza
- Luz Martin
CALIFORNIA

- **ONE:** California Library Association Conference, Pasadena, CA, 10-29-2019
- **TWO:** California Library Association Conference, Santa Clara, CA 11-10-2018
- **THREE:** California Library Association Conference, Santa Clara, CA 11-10-2018
- **FOUR:** Folsom Public Library, Folsom, CA 10-7-2019
- **FIVE:** Los Angeles Public Library Mark Twain Branch, Los Angeles, CA 9-26-2019
- **SIX:** Los Angeles Public Library Mark Twain Branch, Los Angeles, CA 9-26-2019
- **SEVEN:** Ovitt Family Community Library, Ontario, CA 9-24-2019
- **EIGHT:** Orange County Public Library, Tustin Branch, Tustin, CA 9-25-2019

CONNECTICUT

- **ONE:** Hartford Public Library, Hartford, CT 9-26-2018
- **TWO:** New Haven Public Library, Mitchell Branch, New Haven, CT 9-25-2019
- **THREE:** New Haven Public Library, Mitchell Branch, New Haven, CT 9-25-2019
- **FOUR:** Hartford Public Library, Hartford, CT 10-4-2019
- **FIVE:** New Haven Public Library, Mitchell Branch, New Haven, CT 9-25-2019

NEW JERSEY

- **ONE:** New Jersey State Library, Trenton, NJ 9-11-2019
- **TWO:** Ocean County Library, Toms River Library, Toms River, NJ 10-18-2019
- **THREE:** Fairfield Public Library, Fairfield, NJ 10-24-2019
- **FOUR:** Ocean County Library, Toms River Library, Toms River, NJ 10-28-2019
- **FIVE:** New Jersey State Library, Trenton, NJ 9-11-2019
- **SIX:** REFORMA North East Chapter Meeting, Newark Public Library, Newark, NJ 12-13-2019
- **SEVEN:** Somerset County Library System, Warren Township Branch, Warren, NJ 10-25-2019
- **EIGHT:** New Jersey State Library, Trenton, NJ 9-11-2019

NEW YORK

- **ONE:** New York Library Association Conference, Saratoga Springs, NY 11-15-2019
- **TWO:** Queens Public Library, Central Library, Jamaica, NY 10-22-2019
- **THREE:** Queens Public Library, Long Island City Library, Long Island City, NY 10-8-2019
- **FOUR:** Queens Public Library, Flushing Library, Flushing, NY 10-1-2019
- **FIVE:** Queens Public Library, Flushing Library, Flushing, NY 10-1-2019
FINDINGS

- On average, there was a 20% increase in confidence in overall cultural competence levels.
- 97% of participants reported they are confident or very confident in their overall cultural competence levels.
- Participants’ confidence in ‘Identifying best practices for serving Spanish speaking patrons’ was increased by 24%.
- 96% of participants reported their overall translation/interpretation skills are effective or very effective after the training.
- On average, there was 49% increase in participants’ effectiveness in overall translation/interpretation skills.
- Participants’ effectiveness in ‘Understanding the Interpreter’s Role’ was increased by 66%, the biggest increase among all subject matters covered during the CCCiL training.
- 4 out of 6 subject areas taught in the translation/interpretation training saw over 50% increase in participants’ effectiveness.
- 90% of participants agreed or strongly agreed that their understanding has increased after attending the CCCiL Project.
- 86% of participants agreed or strongly agreed that their interest has increased by participating in the CCCiL Project.
- 91% of participants agreed or strongly agreed that they are confident in applying what they learned from the CCCiL Project in their library work.

How confident are you BEFORE and AFTER attending the Cultural Competence Webinars?

BEFORE

AFTER

1. COMMUNICATING THE IMPORTANCE OF CULTURAL COMPETENCE WITH LIBRARY COLLEAGUES

BEFORE

Not at all confident

Somewhat confident

Confident

Very confident

2. UNDERSTANDING CULTURE & DIVERSITY IN RELATION TO MY LIBRARY’S MISSION

BEFORE

Not at all confident

Somewhat confident

Confident

Very confident

1. COMMUNICATING THE IMPORTANCE OF CULTURAL COMPETENCE WITH LIBRARY COLLEAGUES

AFTER

Not at all confident

Somewhat confident

Confident

Very confident

2. UNDERSTANDING CULTURE & DIVERSITY IN RELATION TO MY LIBRARY’S MISSION

AFTER

Not at all confident

Somewhat confident

Confident

Very confident
BEFORE

3. IDENTIFYING BEST PRACTICES FOR SERVING SPANISH SPEAKING PATRONS

- Very confident: 33%
- Somewhat confident: 9%
- Confident: 56%
- Not at all confident: 2%

4. ASSESSING COMMUNITY INFORMATION NEEDS & DESIGNING CULTURAL COMPETENCE BEST PRACTICES

- Very confident: 28%
- Somewhat confident: 10%
- Confident: 61%
- Not at all confident: 1%

5. STRATEGIZING LIBRARY SERVICES AND PROGRAMS REFLECTING THE NEEDS OF IMMIGRANT POPULATIONS

- Very confident: 4%
- Somewhat confident: 13%
- Confident: 59%
- Not at all confident: 4%

6. UNDERSTANDING MY ROLE IN ASSISTING PATRONS WITH IMMIGRATION MATTERS

- Very confident: 9%
- Somewhat confident: 11%
- Confident: 53%
- Not at all confident: 2%

AFTER

3. IDENTIFYING BEST PRACTICES FOR SERVING SPANISH SPEAKING PATRONS

- Very confident: 57% (24% ↑)
- Somewhat confident: 3%
- Confident: 40%
- Not at all confident: 0%

4. ASSESSING COMMUNITY INFORMATION NEEDS & DESIGNING CULTURAL COMPETENCE BEST PRACTICES

- Very confident: 46% (16% ↑)
- Somewhat confident: 3%
- Confident: 50%
- Not at all confident: 1%

5. STRATEGIZING LIBRARY SERVICES AND PROGRAMS REFLECTING THE NEEDS OF IMMIGRANT POPULATIONS

- Very confident: 41% (17% ↑)
- Somewhat confident: 5%
- Confident: 53%
- Not at all confident: 1%

6. UNDERSTANDING MY ROLE IN ASSISTING PATRONS WITH IMMIGRATION MATTERS

- Very confident: 49% (22% ↑)
- Somewhat confident: 6%
- Confident: 43%
- Not at all confident: 2%
How confident are you **BEFORE** and **AFTER** attending the Translation and Interpretation Workshop?

<table>
<thead>
<tr>
<th>VERY CONFIDENT</th>
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<tbody>
<tr>
<td>BEFORE</td>
</tr>
<tr>
<td>1. Differentiating between translation and interpretation</td>
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<tr>
<td>2. Understanding the interpreter’s role</td>
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<tr>
<td>3. Knowledge of limited english proficiency (LEP)</td>
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<tr>
<td>4. Translation skill</td>
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<tr>
<td>5. Understanding culture &amp; diversity in relation to my library’s mission</td>
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<tr>
<td>6. Understanding laws and regulations</td>
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<tr>
<td>7. Interpretation skills</td>
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<tr>
<td>8. Identifying best practices for serving Spanish speaking patrons</td>
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<tr>
<td>9. Communicating the importance of cultural competence with library colleagues</td>
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<tr>
<td>10. Understanding my role in assisting patrons with immigration matters</td>
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<tr>
<td>11. Assessing community information needs &amp; designing cultural competence best practices</td>
</tr>
<tr>
<td>12. Strategizing library services and programs reflecting the needs of immigrant populations</td>
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</tbody>
</table>

**VERY CONFIDENT**

[AFTER | BEFORE]
What best describes your level of understanding, interest, and confidence after attending the CCCiL Training?

- My understanding has increased by participating in the CCCiL Project
- My interest has increased by participating in the CCCiL Project
- I am confident that I can apply what I learned from the CCCiL training in my library work.

### SUMMARY AND RECOMMENDATION

- Overall, positive impacts on all desired outcomes were recorded by trainees ratings and perceptions ranging from 66 percent point improvement to 14 percent point improvement in being “very confident” across all learning outcomes.
- The training improved most librarian’s confidence regarding their ability to “understand the interpreter’s role” and “knowledge of limited English proficiency” (66 and 57 percent points positive change). Smaller positive change (14 and 16 percent points) was realized in relation to “understanding culture and diversity in relation to my library’s mission” and “communicating the importance of cultural competence with library colleagues.”
- Before the training trainees were most confident in their “understanding culture and diversity in relation to my library’s mission”.

- After the training trainees were most confident on “differentiating between translation and interpretation.”
- In general, trainees expressed less satisfaction with their ability to “Explore strategies to solicit collection development, design, and programming requests from immigrant populations.”
- In summary, understanding legal and library service support services around immigration issues needs further exploration in the library service industry. Partnerships with community organizations and nonprofits like the International Rescue Committee need to be solidly embedded in the service fabric of public libraries and increased comfort interacting with people from other cultures and with Spanish speaking communities needs continuous improvement.
CULTURAL COMPETENCE WEBINARS

- “The most useful information from the webinar is dealing with and understanding the role of the library in a community with people of different cultures. How to be inclusive while still trying to respect the beliefs of others. The most useful information from the in-person training is dealing with the role of the interpreter and understanding the best practices when it comes to interpreting for members of the public.”

LIBRARY TRANSLATOR AND INTERPRETER TRAINING

- “We learned to differentiate between translations and interpretation. I really like the guideline for interpreter. What I like the most was being able to translate information and different ways to find the proper usage of words.”

- “I have been already involved in translation work officially with proper certification. Attending the workshop has given me deeper understanding and validation of language access and impact on justice and equity of library services. I have acquired more knowledge in regards of interpretation protocols when we are confronted with this on a daily basis at our libraries.”

- “I had no prior knowledge of laws and regulations that government agencies, interpreters and translators need to abide by. I also did not have a clear understanding of what being an interpreter was, now I fully understand my role. I feel I received really good tips on how to translate documents and how to serve as the ‘voice’ for someone.”

- “This was such a useful workshop! The workshop was packed with appropriate content that made us reflect on our personal scenarios and its applicability in our workplaces. I highly recommend this course for ALL libraries.”
CULTURAL COMPETENCE WEBINARS

▪ “The webinars were packed with a lot of useful information. A lot of things I didn’t know that I am glad I was able to attend this training.”

▪ “The webinars gave me better understanding of the importance of taking into consideration culture/diversity of person we are assisting. It helped me distinguish my own biases and provided strategies to improve customer service more effectively.”

LIBRARY TRANSLATOR AND INTERPRETER TRAINING

▪ “This training was extremely useful and enriching. Besides teaching some situations that translators and interpreters deal with, it also provided advice on how to best deal with some inter-cultural situations as bilingual library staff face daily at the library.”

▪ “The interpreting and translating training was excellent. I learned many factors and also policies to follow when translating for a patron (Spanish speaking only). Before the training, I just knew what is to talk with Spanish speaking patrons without the knowledge of the rules and policies.”

▪ “The in-person workshop was by far the best part of this training. I left the in-person training with significantly more knowledge and tools than what I came in with. Also it was great to have a Latina/Latinx to teach the class because she understood the cultural aspect of interacting with this particular community.”

▪ “It was wonderful experience. I really needed the information offered in order to be a proper interpreter or translator. We received so much information regarding laws and what it means to be a translator and interpreter. I enjoyed the class, it was so informative yet easy to follow. I hope we have follow-ups. There is so much more to learn.”