



## Demographic Overview

There is a wealth of fascinating information available from the U.S. Census Bureau and other statewide data providers. The following information was gathered using Library Research Services' Community Analysis Scan Form and searching for local data online. This overview is meant to initiate the process of measuring library services against community makeup and highlighting areas of collaboration and need. More in-depth data analysis could take place, including examining the external locally community. The following information is meant only to provide an initial overview of the community; see the appendix for specific data.

### Age

The majority of the area's population is over age 25, with most of working age. One-third of the student population is in a single-parent household and 3% live with neither parent. The population is expected to remain relatively constant with an anticipated growth rate of 1%.

*Do you see new opportunities for services or garnering volunteers from these numbers?*

### Language & Origin

- 14.5% of residents reported speaking a language other than English at home, with 50% of these speaking English less than 'very well'. Of those who spoke other languages, half spoke Spanish (7074), slightly more than one-fourth spoke an Asian language (4083) and others spoke other Indo-European languages.
- In the 2000 Census, 15.2% reported Hispanic or Latino origin and 16% were non-white with 6.3% reporting Asian and 6.7% some other race. Westminster ranks in the top 7 of areas with Asian households.

*How might these numbers have changed since the 2000 Census, or how might they not be reflective of the actual community in 2000? Are there changes in the community that might impact the services provided by the school and the library? What opportunities do you see to serve recent immigrants?*

### Disability

Nearly 14% of the adult population and 5.8% of those under 20 in the civilian population claimed a disability. As is typical, this increases dramatically in the non-working age population.

### Economy

- Nearly 62% have moved into their current residence since 1995.
- 20.2% of low-income tax returns in 2002 received an average of \$1518 in Earned Income Tax Credit.
- The elderly poverty rate of 6.3% is greater than the child poverty rate of 5.4%.
- Avaya, Ball, Tri-State Generation and several healthcare providers—Kaiser and St. Anthony's—are the areas major employers. Manufacturing and social services are the largest industries.

*What might this information mean for you? Are there many home-based businesses or unmet needs? Given the existing services in the community, how might the school or library be in a position to provide services or collaborate with other providers?*

## Education

- Many media outlets, schools (public, private, technical, college and preschool), libraries, medical facilities (including clinics, hospitals and long-term care), and organizations (fraternal, senior, youth, religious) exist in the immediate area.
- Just under 10% do not hold a diploma or GED; 31.3% hold a college degree.

*What possibilities exist to partner with other schools, social services, and health care providers? What opportunities are available to those with a GED or other education? What challenges do you foresee in marketing to low-income residents, those with low-literacy, and different cultures?*

Data provided by U.S. Census, <http://www.infospace.com>, <http://www.metronorthchamber.com>, Colorado Department of Local Affairs, Library Research Service, and American Library Directory.

## Next Steps

In order to make this information more meaningful, library entities interested in pursuing a diversity plan typically form a committee or task force to examine local diversity and include in their larger plan. Using tools such as the attached checklist as well as community surveys, cultural awareness can be implemented to improve library services.



Some things we know from our research:

- Plans are often made through collaborations and external input—community, student, and other stakeholders.
- Stakeholder surveys can be very helpful starting points in planning for diversity, but there must be in place a commitment to action that builds on the information gathered as well as planning for public disclosure.
- Diversity cannot be taken as an extra initiative; it must be embraced in the library's mission and everyday operations.

Committees undertake community research, develop a plan, and guide the library's work in outreach and services.

More information on library diversity will be available via the Special Population's promising practices & diversity research website. Some the innovative ideas our research has uncovered include:

- Engaging 'future librarians'--youth volunteers who are interested in the library as well as being bilingual who can diversify the library as well as learn about libraries
- Recruiting key volunteers from new immigrants and those who are leaders in the specific community of need
- Marketing to nontraditional users via churches, healthcare facilities, workplaces, entertainment venues, and social services
- Partnering with other agencies to offer new services such as citizenship courses and ESL as well as Spanish classes

## Relevant Resources

The Special Populations Committee research project will inform future training and outreach to assist libraries across Colorado. A website of promising practices will soon be available. Below are a select few resources relevant to your library, as well as a sample article and assessment tool.

### Services:

- Harmony in Diversity:  
Recommendations For Effective Library Service To Asian Language Speakers  
<http://www.library.ca.gov/assets/acrobat/ASIANTEX.PDF>
- Center for Multilingual Multicultural Resources  
<http://www.usc.edu/dept/education/CMMR/home.html>
- Promoting Library Awareness in Ethnic Communities  
<http://www.library.ca.gov/assets/acrobat/promoting.pdf>

### Internal Awareness:

- Cultural Differences and the Construction of Meaning: Implications for the Leadership and Organizational Context of Schools  
<http://epaa.asu.edu/epaa/v5n10.html>
- Leading for Diversity: How School Leaders Achieve Racial and Ethnic Harmony  
<http://crede.berkeley.edu/research/pdd/rb6.shtml>  
This site also includes additional information on professional development in regards to multiculturalism and cultural competency.
- Educating Teachers for Diversity references  
<http://www.ncrel.org/sdrs/areas/issues/educatrs/presrvce/pe3refer.htm>

### Programming:

- <http://www.outreachworld.org/>
- <http://library.csustan.edu/lboyer/multicultural/main.htm>
- <http://www.peacecorp.gov/wws/educators/lessonplans/section.cfm?sid=4>
- <http://www.kn.sbc.com/wired/21stcent/cultural.html>
- Family language kits: <http://www.webjunction.org/do/DisplayContent?id=2478>

### Spanish-speaking outreach for librarians:

- Article on Spanish-speaking youth outreach:  
[http://www.cbcbooks.org/cbcmagazine/perspectives/library\\_outreach\\_to\\_hispanic\\_c.html](http://www.cbcbooks.org/cbcmagazine/perspectives/library_outreach_to_hispanic_c.html)
- Checklist for serving Spanish-speakers:  
<http://data.webjunction.org/wj/documents/11200.doc>
- REFORMA—website has resources as well as REFORMAnet national listserve:  
<http://www.reforma.org/> & <http://lists.isber.ucsb.edu/mailman/listinfo/reformanet>, and Colorado REFORMA chapter webpage/resources:  
<http://wallace.westminster.lib.co.us/reforma/resources.htm>

**Language:**

- Spanish language signage:  
<http://www.sol-plus.net/plus/home.htm>
- Translates phrases or entire websites (verbatim): <http://world.altavista.com/>

**Diversity Planning:**

- simple 4-point plan, from an academic library:  
<http://www.lib.drake.edu/site/aboutCowles/CowlesLibraryDiversityPlanFeb2006reg.doc>
- ALA:  
[http://www.ala.org/ala/diversity/diversityactionb/ALA\\_Diversity\\_Action\\_and\\_Inclusion\\_Plan.pdf](http://www.ala.org/ala/diversity/diversityactionb/ALA_Diversity_Action_and_Inclusion_Plan.pdf)
- *Achieving Diversity: A How-To Do It Manual for Librarians*, Neal-Schuman



## Equity Access Self Assessment

Use this American Library Association checklist as guide for assessing how your library is addressing equity and setting goals for improvement.

*Our library. . .*

### Planning/Budget

- Has current demographics about our community/school/campus, including age, ethnicity, income and physical abilities.
- Has a strategic plan that addresses service for multicultural users and how to market those services to diverse groups.
- Has customer service and other policies that express its commitment to providing service and collections that are multicultural in all aspects-racial, linguistic, religious, gender, disability, political, geographic, age and socioeconomic.
- Has policies that protect the confidentiality of online users and their ability to obtain needed information.
- Allocates sufficient funds to serve all who could benefit from its services and plans for continual assessment and expansion of services.

### Marketing/Outreach

- Incorporates multicultural outreach into established and emerging library services (e.g., instruction, reference, collection development, programming and digital library initiatives).
- Publishes an easy-to-use directory of public and private agencies, organizations and institutions that serve people with special needs and advocate on their behalf.
- Works in partnership with other agencies and organizations to develop and promote library resources to diverse groups such as seniors, English Language Learners and people with disabilities.
- Provides facilities and resources to groups that are addressing local equity issues such as racial equality, rights of persons with disabilities, pay equity and ending hunger in the community.
- Has established channels, such as an advisory committee, for collecting input and feedback from diverse groups.
- Assigns responsibility for outreach to people with special needs to specific staff members.
- Collaborates with teachers/faculty to develop projects and curricula that position the library as central to teaching and learning about diversity in all forms.
- Uses multicultural displays, programming and outreach to promote librarianship as a career.
- Reaches out to diverse groups by providing speakers and articles for newsletters about information literacy and library resources available to their members.
- Invites parents, religious leaders and representatives of diverse cultural groups to speak, perform or share their heritage.

### Facilities/Equipment

- Is a welcoming place for all members of our community with signage and décor that reflects the multicultural make-up of our community.
- Has adequate computer terminals, high speed connections and other technology.
- Has adequate access and traffic patterns for wheel chairs and strollers.
- Has a Web page that is friendly to users of various physical and mental abilities. (You can gauge its accessibility at <http://bobby.watchfire.com/bobby/html/en/index.jsp>)
- Provides assistive and adaptive software and equipment and adds improvements as available.

### Staff Development

- Has staff who are sensitive to cultural differences and skilled at communicating with library visitors in their native language.
- Educates staff in how best to serve people with deafness, blindness, mental illness, learning or other disabilities.
- Provides safe areas for internal and external assessment of library services and programs.
- Recruits, retains and develops a skilled and diverse workforce through professional development opportunities and continued learning.
- Recognizes and rewards staff efforts to provide exemplary service to diverse user groups.

### Services

- Provides resources and serves as a referral source for adult learners and their families.
- Has collections and programming that promote understanding of people of varying abilities and cultures.
- Offers training for students, parents, seniors, faculty and others to help them develop technology/information literacy skills.
- Provides resource lists for children, teens and adults that educate about tolerance, equity, and the history and culture of all local populations.

### Advocacy

- Maintains regular (not just at budget time) contact with key administrators, community leaders and funders to let them know about our library's services, successes and needs.
- Supports and prepares trustees, school board members, Friends and users in speaking out for funding, policies and legislation that protect public access to information at school, public and college and university libraries.
- Works to educate the public and policy makers about equity issues and the library's role.
- Promotes community dialog on ideas and issues related to equity by sponsoring bookclubs and other forums for discussion.

Library Research Service's Community Analysis Scan Form  
*prepared for Westminster, Census Tract & Adams County*

## Library Research Service Community Analysis Scan Form - Westminster

### 1. What is the population of your community (Library Service Area - LSA)? What is the projected population in 5 years?

City of Westminster, 2000 Census 100,940  
 Projected growth per year since 2000 1%

Median resident age: 32.6 years  
 Median household income: \$56,323 (year 2000)  
 Median house value: \$170,400 (year 2000)

#### Colorado Population and Demography - Division of Local Government

Data includes municipal population estimates, forecasts for county population, historical data, and selected 2000 census figures. [http://dola.colorado.gov/dlg/demog/pop\\_totals.html](http://dola.colorado.gov/dlg/demog/pop_totals.html)

### 2. What percent of the people living in your community are:

	2000 Adams County	Westminster 2005 Estimate	2010 Adams County	2015 Adams County	
Less than 5 years old	30,884	5,959	35,114	38,582	7.0%
Between 5 & 19 years	84,000	22,597	107,000	114,000	26.4%
Between 20 & 24 years	27,278	7,729	32,690	36,600	9.0%
Between 25 & 44 years	124,000	32,299	134,000	144,000	37.7%
Between 45 and 64 years	71,000	23,706	108,000	123,000	27.7%
Age 65 and older	29,000	7,015	38,000	49,500	8.2%
<b>Total</b>	<b>366,162</b>	<b>85,617</b>	<b>454,804</b>	<b>505,682</b>	

[http://dola.colorado.gov/dlg/demog/pop\\_cnty\\_forecasts.html](http://dola.colorado.gov/dlg/demog/pop_cnty_forecasts.html)

### 3. How many people in single-parent households are there in your community?

33% of student-age, with 10% of these living with neither parent

<http://quickfacts.census.gov/qfd/index.html>

<http://quickfacts.census.gov/qfd/states/08/0883835.html>

**4. How many people speak a language other than English at home in your community?**

<b>LANGUAGE SPOKEN AT HOME: population age 5 and older</b>	<b>94,044</b>	<b>Percent</b>
English only	80,403	<b>85.5</b>
Language other than English	13,641	<b>14.5</b>
Speak English less than 'very well	5,954	<b>6.3</b>
Spanish	7,074	<b>7.5</b>
Speak English less than "very well"	3,242	<b>3.4</b>
Other Indo-European languages	2,150	<b>2.3</b>
Speak English less than "very well"	512	<b>0.5</b>
Asian and Pacific Island languages	4,083	<b>4.3</b>
Speak English less than "very well"	2,119	<b>2.3</b>

**5. State the number of people in your community by race and Hispanic origin.**

			<b>HISPANIC OR LATINO AND RACE</b>	<b>100,940</b>	<b>Percent</b>
<b><i>Race alone or in combination with one or more other races</i></b>					
	<b>Percent</b>		White alone	76,637	<b>75.9</b>
White	87,374	<b>86.6</b>	Hispanic or Latino (of any race)	15,369	<b>15.2</b>
Black or African American	1,610	<b>1.6</b>	Mexican	8,759	<b>8.7</b>
American Indian and Alaska Native	1,525	<b>1.5</b>	Puerto Rican	231	<b>0.2</b>
Asian	6,343	<b>6.3</b>	Cuban	142	<b>0.1</b>
Native Hawaiian and Other Pacific Islander	228	<b>0.2</b>	Other Hispanic or Latino	6,237	<b>6.2</b>
Some other race	6,805	<b>6.7</b>	Not Hispanic or Latino	85,571	<b>84.8</b>

**6. What are the three largest employers in your community?**

Name of Employers:	Emplo yees
Avaya	1,800
Ball Corporation	740
Centura Health / St. Anthony's North	655
Kaiser Permanente	340
Tri State Generation	325

<http://www.globalindex.com/chamber/uscc.shtml>

**7. What are the three major industries and how many people do they employ?**

**Adams County: 1) Services, 2) Construction, 3) Government, 4) Transportation/Utilities**

		Percent
Agriculture, forestry, fishing and hunting, and mining	383	0.7
Construction	4,703	8.2
<b>Manufacturing</b>	<b>7,653</b>	<b>13.3</b>
Wholesale trade	3,143	5.4
<b>Retail trade</b>	<b>6,582</b>	<b>11.4</b>
Transportation and warehousing, and utilities	3,390	5.9
Information	3,413	5.9
Finance, insurance, real estate, and rental and leasing	4,007	6.9
<b>Professional, scientific, management, administrative, and waste management services</b>	<b>7,524</b>	<b>13</b>
<b>Educational, health and social services</b>	<b>8,268</b>	<b>14.3</b>
Arts, entertainment, recreation, accommodation and food services	3,985	6.9
Other services (except public administration)	2,295	4
Public administration	2,359	4.1

<http://www.dola.colorado.gov/cedis/county/ctyemp.cfm>

**8. What is the percentage of unemployed people in your community?**

**Adams  
County**

Unemployment rate (2000)	4.60%
Pct. pop. 16 years old and over who are employed (2000)	70.00%

**9. What is the median family income in your community?**

MSA Code: 19740	State Code: 08	County Code: 001	Tract Code: 0093.09
<b>Tract Income Level</b>	Moderate	<b>Tract Population</b>	3556
<b>Underserved or Distressed Tract</b>	No	<b>Tract Minority %</b>	45.05
<b>2006 HUD Estimated MSA/MD/non-MSA/MD Median Family Income</b>	\$71,300	<b>Minority Population</b>	1602
<b>2006 Est. Tract Median Family Income</b>	\$53,097	<b>Owner-Occupied Units</b>	877
<b>2000 Tract Median Family Income</b>	\$45,650	<b>1- to 4-Family Units</b>	949
<b>Tract Median Family Income %</b>	74.47		

2004, Adams County estimates 12/06

**Colorado By the Numbers Poverty and Income Estimates**

All ages	42,902
Under 18	16,161
Children 5-17 in families	10,044
Median income	\$50,229

<http://www.colorado.edu/libraries/govpubs/colonumb/povindex.htm>

**11. Approximately how many home-based businesses are in your community?**

12. Does your community experience large fluctuations in population during different seasons?

13. How many are there of each of the following?

- 3 weekly newspapers
- 2 radio stations
- 2 television stations
- 30 booksellers
- 6 video rental
- 2 music outlets
- 3 cable providers
- 34 internet providers

14. What other libraries are in your community?

Public	3
School	24
Academic	2
Hospital/Medical	
Legal	
Special	

15. List the number of public and private schools in your community.

	Public	Private
Preschools	1	4
Elementary	15	
Middle/jr. high schools	3	2
High schools	2	4
Vocational/technical		2
Community colleges	1	
Colleges/universities		1

<http://nces.ed.gov/globallocator/>

16. About how many home-schooled students are there in your community?

23

[http://www.cde.state.co.us/cdereval/download/PDF/2006PM/5\\_Year\\_Trend/Homeschooled.pdf](http://www.cde.state.co.us/cdereval/download/PDF/2006PM/5_Year_Trend/Homeschooled.pdf)

17. List the number of people in your community (25 and older) have at least a high school diploma or GED.

<b>Population 25 years and over</b>	<b>64,683</b>	<b>Percent</b>
Less than 9th grade	2,401	3.7

9th to 12th grade, no diploma	4,640	7.2
High school graduate (includes equivalency)	16,307	25.2
Some college, no degree	15,938	24.6
Associate degree	5,155	8
Bachelor's degree	14,217	22
Graduate or professional degree	6,025	9.3
Percent high school graduate or higher		89.1
Percent bachelor's degree or higher		31.3

<http://quickfacts.census.gov/qfd/index.html>

**18. List the number of medical care organizations in your community.**

2 hospitals  
4 clinics  
1 rehabilitation facility  
1 hospice

**19. List the number of social service providers in your community.**

10 adult day facilities  
20+ child care services  
30+ treatment centers  
4 youth centers

**20. Estimate the number and types of the following organizations in your community.**

70 area churches  
15 youth organizations  
18 associations  
20 clubs and civic groups  
40 community organizations  
6 fraternal organizations

**21. If there are government offices in your community, list them and the type of services they provide.**

16 government offices & departments--local, state and federal

Data estimates from <http://www.infospace.com> unless otherwise specified.