Leamos™ @ the Library Toolkit
“There is a sacred power of certain words, certain words that may be said by people who are illiterate. One of the really sad experiences that I have had in recent years is a very frequent experience; meeting old people, very old peasants in the countryside … so wise. If they died it would be like an entire library burned, but they are illiterate. They have so many beautiful things to share, wonderful stories to tell. And they do it with perfect words, that I envy them when I hear them.”

-- Eduardo Galeano, writer
Uruguay

Revised June 2017

This Leamos™ Toolkit was developed to support public libraries as they offer the program in their communities. It is intended to provide guidance, examples and templates for implementation.

A second publication of this project, Ya Tengo Ojos (Now I Have Eyes), is a collection of Leamos student stories. It can be downloaded for free at www.leamos.org

The actual Leamos (Let’s Read) online course, student workbook and supplemental materials are a licensed product available at www.leamos.org

This publication is supported by a grant from The James Irvine Foundation. The opinions expressed in this report are those of the authors and do not necessarily reflect the views of The James Irvine Foundation.

This publication was also supported in part by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian. The opinions expressed herein do not necessarily reflect the position of the U.S. Institute of Museum and Library Services or the California State Library, and no official endorsement by the U.S. Institute of Museum and Library Services or the California State Library should be inferred.”
# Leamos™ @ the Library Toolkit

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A Brief History

1991 Marcos Cajina, Melanie Stephens and a committed group of volunteers formed Centro Latino for Literacy (Centro Latino) to address the pressing need for basic literacy instruction among immigrant Latinos. They observed that then, as now, most non-literate Spanish speakers who enrolled in English as a Second Language (ESL) programs, found them too difficult, struggled to keep up without success, and eventually dropped out. Centro Latino set out to bridge the chasm keeping these non-literate immigrants from learning English and other vital skills by teaching them first to read and write in Spanish. This approach builds the foundational skills -- and the confidence -- needed to learn English and to pursue other goals to pull themselves and their families out of poverty.

2004 As other communities learned of Centro Latino’s success and their requests for help increased, Centro Latino knew that it would be impossible to expand to regional levels with classroom-based curriculum. In 2004 it began developing Leamos™ (Let’s Read) as a web-based curriculum to be able to meet the growing need beyond its classroom walls.

2008 Centro Latino launched a county-wide Spanish Literacy Campaign which resulted in developing partnerships with 22 organizations throughout Los Angeles County. “Ya tengo ojos” (Now I have eyes), the words students most often use to describe the impact of learning to read and write, began to echo beyond the walls of Centro Latino’s 8th Street classrooms in Los Angeles. Building on its success with the county-wide literacy campaign, Centro Latino began to lay the foundation to shift to a social enterprise model to bring literacy to the 2 million Spanish-speaking Latino immigrants across the United States who are unable to read or write in any language.

2014 The James Irvine Foundation highlighted Centro Latino’s work when it presented then President and CEO Mari Riddle (2010-2015) with a Leadership Award “for bringing thousands of non-literate Spanish speakers online for literacy, learning and a lifetime of opportunity.” Centro Latino transitioned from being a direct teacher of adult learners to focus solely on increasing its ability to train, provide capacity, and expand its work with trusted community organizations (Literacy Partners) and bring Leamos to communities where non-literate adults live and work. Using the knowledge gained through 25 years of working with non-to-low literate adult Spanish speakers, Centro Latino began a new focus of distributing its literacy course (Leamos) online to help non-literate, native Spanish speaking adults to harness their full potential.
The following year The James Irvine Foundation awarded a two-year impact award to Centro Latino to expand its efforts to reach non-literate Spanish speakers across the state. Centro Latino chose to leverage this award by creating partnerships with California’s public libraries to reach its audience. This was the beginning of Leamos @ the Library.

In support of Leamos @ the Library, the California State Library awarded a Library Services and Technology Act grant to Southern California Libraries Cooperative to complement the James Irvine Foundation award to Centro Latino for Literacy. State Librarian Greg Lucas stated, “In a state which last year [2014] gained a Latino plurality, it seems at a minimum good common sense to encourage programs like Leamos. Without literacy skills in their native language, proficiency in English becomes significantly harder, if not impossible, to attain.”

The Public Library – a Modern Day Zócalo

California’s public libraries were a most likely selection when considering how to reach the 565,375 Spanish speaking adults who cannot read and write throughout the state, according to American Community Survey (ACS) 2010-12. Libraries are community anchors – the modern day zócalo (the public square familiar to immigrants from Latin America). According to Susan Hildreth, former Director of the Institute of Museum and Library Services, “Among the most important roles libraries play is that of community anchor. Making the most of libraries’ unique ability to strengthen civic life, understand and respond to community needs, and knit community members together through common experiences and shared interests is essential . . .” (National Civic Review, Vol. 101, Issue 4, 17 January 2013). Hildreth also states that “recent research shows that more than 55 percent of people who immigrated to the United States within the last 15 years use the public library at least once a week.” Libraries are a central, safe gathering place and therefore a logical venue through which to reach non-literate Spanish speakers.

Still, mobilizing efforts through public libraries is not without challenges. California’s political and economic issues have had a huge negative impact on its public libraries in the last decade. Senator Jim Nielsen, Republican, California 4th District, commented on it at a 2015 Budget Conference Committee meeting, stating, “We have short-changed libraries and they are an essential service.” Melissa Melendez, California’s Assembly District 67 Assembly Member, added, “I agree with what has been stated. Frankly, the libraries have been left to bleed out. They have been cut by 92% . . .”
Indeed, in the 1999/2000 fiscal year, libraries received approximately $85 million from the state which funded three major programs, including literacy. By 2008/2009, they received only $30.4 million from the state. Then in 2011/12 a trigger amendment eliminated every last dollar of state funding to public libraries. A small portion ($4.7 million) was restored in 2012/13, and following that, new augmentations in 2014/15 of $6.3 million for public libraries were hard fought. Coupled with some additional funding approved in 2016, the total ongoing funding stands at $10.9 million – a small portion of what was provided 16 years ago.

Adding to this scenario, libraries suffered from the ripple effect as California dissolved Redevelopment Agencies (RDAs), thereby eliminating thousands of dollars to local municipalities and counties in 2012. Public libraries were among the casualties as cities and counties scrambled to balance budgets without RDA dollars. Many reduced library operating hours; some closed libraries completely. Employee lay-offs became commonplace.

At the same time, a storm began to stir in California’s adult education system. In 2009 the California Department of Education budget was cut 20%. To help offset the impact on its schools, for the first time in California’s 150 year history of adult education, the state authorized school districts to use funding targeted for adult education to fill budget gaps in K-12 services. By the next year at least 31 school districts had completely eliminated adult education classes altogether; and most of the remaining programs suffered serious budget reductions and consequently reduced services to the state’s adults seeking to improve literacy skills, attain a G.E.D. or high school diploma, or to learn English. Their neighboring public libraries’ literacy programs felt the impact as their waiting lists swelled and demand for services increased, often beyond the library’s capacity to meet it. Increasingly each year, public libraries are being asked to provide more services and fill community service gaps -- with ever decreasing budgets, staff and resources.

This is the landscape in which Leamos @ the Library was launched to bring literacy to non-literate Spanish speakers through California’s public libraries.
Community Needs Assessment

Is there a need for Spanish literacy within the community?

Conventional wisdom has it that public libraries can best meet their communities’ needs by conducting an assessment to gain an understanding of what those needs are – directly from the community. That assessment then serves as a foundation to guide the development of the library’s strategic plan, helping to assure that its programs are relevant, responsive and appropriate for the community. That works.

At the same time, it should be noted that the assessment generally will give the answers to questions that are asked and issues that arise during that research. When potential needs are not on the radar, they might remain hidden. They may not be reflected in surveys, focus groups and data that inform the needs assessment. Such is often the case with basic literacy instruction for non-literate Spanish-speaking adults. The issue is not visible. Rarely does anyone talk about it or ask for literacy services. Libraries cannot solely depend on a generic community assessment to determine if there is a need for basic literacy instruction among its Spanish-speaking population.

Following are some suggestions to help identify that need. They are divided into three categories:

1) demographic data,
2) internal data within the library, such as patron requests and staff observations, and
3) external data - community agency requests and observations.

Make note of what you learn. A chart is provided for you to capture your findings to help you determine if your community has a need for Leamos @ the Library.

Demographic Data

What do you know about your community? What do you know about the education level of its Spanish speakers? There are a number of places to search for data that may give you clues and insight into the question. Below are a few resources and indicators which may be helpful in your research to answer the question.

U.S. Census/American Community Survey
The U.S. Census does not directly identify if Spanish speakers are literate or not. However, some organizations have created formulas to make a reasonable estimate. For instance, the USC Center for the Studies of Immigrant Integration has extracted American Community Survey data to identify adults who speak Spanish and state that they speak English poorly or not at all AND have less than a 5th grade education as being non-literate.

Employment
Spanish speakers with low literacy skills often work in low-wage jobs (agricultural workers, busboys, maids, nannies, gardeners, janitors, etc.). They often work within a “cash-based” society.
Healthy City Data
Easy access to demographic, economic, health & safety, and housing data on state, county and city levels can be found at www.healthycity.org

California Demographic Profiles
The California State Library, in partnership with the Stanford Center on Longevity, produced online reports to help develop a comprehensive picture of the changing demographics in California. See http://www.library.ca.gov/lds/demographicprofiles/

Local School District Data
- Education level/language/ancestry of parents
- Numbers/percentage of students qualifying for free or reduced-price lunch

Local United Way Studies

Local University Studies

Local Hospitals and Clinics

Other Resources:
“Another issue for approximately 10 percent of this [adults seeking to learn English] population is the lack of basic literacy in their own native languages. This presents unique barriers to learning a second or third language in some cases, especially to those whose native languages are indigenous.”

Patron Requests and Staff Observations
Discuss the Spanish literacy project with library staff. Perhaps they already know patrons who need the services. Ask for their observations in serving the public. Involve them identifying potential needs and potential community partners. The following is a list of signs that may indicate individuals are unable to read and write. They:

- tell you they forgot their glasses and cannot fill out a form
- prefer to take the form home to bring back later
- copy their address from a piece of paper or driver’s license
- have someone else fill out forms for them
- avoid looking at books and materials in the library
- avoid participating in groups and programs
- tell you straight out that they never attended school and cannot read
Talk with your community. Go outside of the library walls and into the community to listen and to learn what the people need and what they want. Too often library outreach begins and ends with staff going into the community to let people know what is available at the library. It is one-way communication. More effective outreach begins with taking a lesson from American writer and management consultant Margaret Wheatley. She said,

> Listening is such a simple act. It requires us to be present, and that takes practice, but we don’t have to do anything else. We don’t have to advise, or coach, or sound wise. We just have to be willing to sit there and listen.”

This type of outreach was the impetus for some libraries, such as the Santa Monica Public Library, to become involved with Leamos @ the Library.

“Being a librarian gives me an opportunity to do so many things for the community. When I hear their [community members] stories, I think about what I can do to make them feel a little better. Libraries are life changing.

Any time I go to a library I want to know what they are doing to help the community. What is the community asking for? When I came here [to Santa Monica] that’s what I did. I went into the community and told the people, ‘I’m your new librarian. What would you like for me to do?’

Some told me that there are people who do not know how to read in Spanish. ‘What are you going to do about it?’ they asked me. So when I saw Leamos I knew I needed to do this!

- Silvia Cisneros, Branch Manager, Santa Monica Public Library Pico Branch

### Community Organizations’ Requests and Observations

Reach beyond your library to work with other community organizations. Perhaps your library has already established these connections. Maybe they have already helped you to identify the need to bring Spanish literacy to the community. For others, this may be something new to you. Reach out to nonprofit organizations, health and human service agencies, medical clinics, courts, local school districts, adult school and community college ESL departments – especially to the teachers of Level 1 ESL classes. Talk about the needs of low literacy Spanish-speakers who access their services, or who have difficulty accessing services. Discuss the indicators listed above.

Investigate to see if there is a Plaza Comunitaria program in your community. Plaza Comunitaria is a free curriculum in Spanish created by the Mexican National Institute of Adult Education (INEA) to help Hispanics learn to read and write in their native language and finish Elementary and Intermediate level education certified by the Mexican Department of Education. Some Plaza Comunitarias use Leamos as their beginning level literacy course.
As you meet and discuss the potential need for Spanish literacy with staff and volunteers from other organizations, don’t miss out on the opportunity to forge new partnerships and connections with them, or strengthen those that already exist.

A Successful Strategy: LISTENING

The Santa Barbara Public Library has offered adult literacy services since 1987 as a part of the California Library Literacy Services. The library has built strong relationships with organizations in the community; its literacy services are well-known and referral practices are well-established. Adult Literacy Coordinator Beverly Schwartzberg describes one reason for their success:

“We listen when people tell us what they want.”

Whether it’s an individual who comes in the door or a phone call from an agency looking for help, they listen. And they respond.

Schwartzberg reports that requests to teach Spanish speakers to read and write in Spanish have been ongoing from community partners and individuals for many years. To respond to the need she has recruited volunteers who are skilled in teaching basic literacy in Spanish and has matched them with students whenever possible. However, it has not been a systematic program and there were no appropriate materials.

With Leamos, they can now be more consistent with program implementation, provide materials for learners to use independently, and they do not require that volunteers have a teaching background since the instruction is provided in the online course.

“Leamos has enabled us to reach new audiences, including the most vulnerable in our community. As learners progress, they develop confidence in their own skills and in their ability to transfer their literacy skills to English as well as Spanish.”

-- Beverly Schwartzberg, Adult Literacy Coordinator
## DEMOGRAPHIC DATA

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## PATRON REQUESTS/STAFF OBSERVATIONS

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## COMMUNITY DATA, REQUESTS AND OBSERVATIONS

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9
Library Implementation Readiness

Is my library prepared to meet the need?

Once a community need for Spanish literacy is established, the library is ready to consider if it has the resources to begin a program such as Leamos @ the Library. The Implementation Readiness Inventory that follows will help to make that determination.

**Personnel**  
Leamos delivers lessons by an online instructor. Implementation does not require a teacher who knows how to teach basic literacy. However, it does require:

- a Spanish speaker at the library – be it paid staff or faithful volunteer – who will oversee the program and conduct the activities necessary to make it a successful library service; and
- volunteers to work with the students to help them log on and off the course for the first few weeks to support and encourage their progress, and to tutor them with activities to reinforce their learning. After a few lessons, students can log on/off themselves if the computer is on and the icon is on the desk top.

**A Literacy Champion**
Leamos coordinators generally agree that it takes the right person to champion Leamos @ the Library. Implementing the program goes beyond traditional library work. The program needs someone who has a passion for it. What is that passion? Project coordinators described a literacy champion as someone who:

- empowers Spanish speaking immigrants
- loves seeing people achieve goals
- wants to get people involved
- wants to bring the library out into the community
- helps people who are struggling
- helps students to open doors
- wants to benefit the community
- doesn’t get discouraged and doesn’t give up
- wants to help library staff learn, grow and pull together.

**Access**  
Leamos is an online course. Obviously, there must be Internet connections available for students to be able to log on to the site. Also note that students can log on to the course from home or other places where there is Internet access.

In Porterville, like with many small rural communities, the library struggled with slow and undependable Wi-Fi service. Staff decided to implement Leamos on the heels of good news that its Wi-Fi would be up-graded, making it possible to offer this service to the community.

In Azusa, the library purchased Chromebooks to loan to Leamos students. Once students could log on independently, or had someone at home to help them, they could borrow a Chromebook. Students sometimes had Internet in their homes for their children to use. Others would take Chromebooks to other public places with Wi-Fi or to their worksites to practice during lunch breaks.
Also important, the library must have Spanish speakers available to answer inquiries from students. Some libraries have a dedicated Spanish telephone line, or a cell phone, to answer and respond to calls in Spanish.

**Logistics**

There are a variety of ways to implement *Leamos* – in a computer lab at set days/times in which all students meet as a group, one-to-one tutoring whenever it is convenient for the student, or a combination of the two. Regardless of scheduling, there does need to be a dedicated space for the tutoring, and a small space to maintain a supply of pencils, worksheets, etc.

**Privacy**

Students are often embarrassed and do not want others to know that they cannot read. A private space is important for them to feel comfortable as they learn. When the program began at the Pico Branch Library in Santa Monica, the *Leamos* students asked the coordinator to “bring the blinds down so no one could see them,” shared Branch Manager Silvia Cisneros. “But now, they don’t care as much about that. Now they have confidence.” Now they often use library rooms which have windowed walls, and everyone can see them. Privacy is not as big an issue once students have confidence and understand that the library is a safe space for learning. But initially, sensitivity to students’ need for privacy should be considered.

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**Then There’s the Unexpected . . .**

Even with the best plans, challenges arise. The Roseville Public Library eagerly embraced the program and identified sources of potential students. Several people had told them they knew non-literate Spanish speakers who would benefit from it. As soon as the library was ready to launch, it lost its only two Spanish-speaking staff members. Undaunted, they continued moving forward and recruited a Spanish speaking volunteer to start, and then hired a Spanish speaker on staff. They even set up a Spanish language phone line – yet over the course of a year, that line never received a single phone call.

The target community was not responding, despite numerous outreach attempts. Those who knew adults in need of the services reported that those adults said they were doing fine without literacy. They would not come in. The stigma of illiteracy is so great, and the confidence level of non-literate adults so low, they are hard to recruit. This is especially true when a program is new and students are waiting to see someone else go first. This is not uncommon. This is why nontraditional strategies are needed to reach this audience, along with belief and perseverance.

Roseville did not give up. “It is absolutely worth it,” said Literacy Librarian Penny Hineline, sharing that they did finally enroll a young father of two. He was referred by *Kids First*, a local social service agency which serves the Latino population. “Just to see the joy on his face is amazing,” she notes. “To hear him say ‘I can read to my daughter’ is phenomenal!” That father and his family are now regular library patrons. Hineline commented that she is committed to continuing activities to reach students, –sounds like a literacy champion!
Once established, does my library have the resources to sustain the program?

As with any library program, there are costs to operate and maintain *Leamos*. Aside from the cost to license the course, there are duplicating costs of the student worksheets, pencils and supplies such as folders or binders, etc., as well as marketing and promotion costs. Above all, dedicated staff is needed to assure its continuance and promote its success.

This [toolkit](#) contains a chapter on sustainability, and that begins with keeping an eye out for funding potential from the very beginning of implementing the program — whether you will conduct fundraising activities, seek grant and community support, or be able to absorb the cost into your ongoing budget. You will read more about that later.

The plan to sustain a new program needs to be created at the same time the program publicity and outreach plans are developed. As you make presentations to community groups, keep in mind that you are looking for supporters as well as students and tutors. You never know when you might connect with someone who will take a real interest in *Leamos* and “champion” the program for you. Volunteers can become individual donors, and donors can become volunteers, too.

You can use the outreach sections of this toolkit for ideas on how to market and communicate your program, and you can also use it with an eye looking to sustain it.

The following [Implementation Readiness Inventory](#) will help to guide you in assessing your potential to be successful with *Leamos*. Even if you do not have everything in place to start, it will give you an awareness of the components you will need to address so that you can make a plan for it.
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<th>needs work</th>
<th>in place</th>
<th>Comments</th>
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<td><strong>PERSONNEL</strong></td>
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<td>Students</td>
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<td>There is a demonstrated need for the program. A needs assessment has been conducted.</td>
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<td>Staff</td>
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<td>Spanish-speaking staff /volunteers have passion for the program and time to coordinate, conduct outreach and support the program.</td>
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<td>Volunteers</td>
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<td>There is an identified source(s) from which to recruit Spanish speaking volunteers to support adult students.</td>
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<td><strong>ACCESS</strong></td>
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<td>Internet access is available via computer lab, laptops, Chromebooks, or other equipment. Headsets are available.</td>
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<td><strong>LOGISTICS</strong></td>
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<td>Days/ Times</td>
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<td>Program is available at a variety of hours and days to accommodate potential student schedules (4-6 hours per week).</td>
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<td>Dedicated Space</td>
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<td>There is designated space with some privacy available to accommodate students and tutors.</td>
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<td>Spanish Language Communication</td>
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<td>Students can easily access Spanish-speaking staff. Voice mail is available in Spanish.</td>
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<td>Supplies</td>
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<td>There is storage space available for program supplies (notebooks, worksheets, etc.), and ability to make copies of worksheets and tutoring materials.</td>
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<td><strong>SUSTAINABILITY</strong></td>
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<td>Administrative Support</td>
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<td>There is program awareness, understanding and commitment from library administration.</td>
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<td>Long Term Growth</td>
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<td>There are potential sources of funding to continue the program once it is established.</td>
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Getting Started: A Step by Step Quick Guide

Step 1: Complete Leamos Administrator training.
- Schedule webinar training with Leamos representative.
- Preview online course and videos: orientation, mouse and login tutorials.
- Review Tutor Guide and Student Workbook to get familiar with the content.
- Review – and maybe practice – doing a student intake, using
  a. student intake form
  b. diagnostic form (to determine if the course fits the student’s need)
  c. metas (Goals) form

Step 2: Figure out the basics.
- What is Leamos? How will you describe it? (i.e. basic Spanish literacy for Spanish speaking adults who never went to school; in other words “non-literate Spanish speakers”)
- Where will you offer the course? (computer lab, with laptops or Chromebooks)
  o If computers are limited, the students can rotate – there are written activities after each section within a lesson. A tutor can practice reading and do dictation exercises one-on-one while other students take their lessons online.
- Identify the tutor(s)
  o No experience is necessary, however they must speak Spanish
  o Experienced tutors can handle small groups 3-5 students.
- When will you offer the course? What days/times are available?
- How will students contact you/Spanish speaking staff?
- Begin enrolling students.

Step 3: Hang out your shingle. Let people know you are open for business.
- Train library staff on how to share about the Leamos program with the public. For instance, they can share with everyone about the new Spanish literacy program and ask patrons to pass the word along to any Spanish speakers they may know.
- Distribute flyers for student recruitment and tutor recruitment. Post them in prominent high-traffic areas. Content should be in English and Spanish. Sometimes English speakers find the program and refer their Spanish-speaking parents.
- Issue a press release.
- Send letters to community organizations.
- Post the new program on social media. Get the buzz going.
- Work with local radio stations to broadcast a Public Service Announcement.

Step 4: Get Aggressive with Outreach.
Step 3 activities are good and necessary starting points to establish a program and recruit students, but they are fairly passive and will not easily reach your audience. Follow them up immediately with personal contacts with key people and organizations:
• Elementary school staff – Find out who has the best contact with the parents, most schools have a Parent Coordinator and some have a Parent Center. Some schools hold monthly “Coffee with the Principal” sessions and appreciate having a representative speak to the group for 5-10 minutes.

• Adult school and community college ESL teachers – especially Beginning Level classes. They may have non-literate Spanish speaking students who will benefit from learning to read in their native language first (before studying English), or some can study both English and Spanish.

• Community-based organizations which serve Latinos, i.e. Legal Aid, Health Centers, Citizenship programs, etc.

• Spanish language churches. They generally have weekly/monthly bulletins and ad space which is very reasonable or free of charge.

• Set up information tables at churches, community clinics, stores and markets frequented by Spanish speakers. While you’re there, post flyers on their community bulletin boards.

**Step 5:** Evaluate results, revise plans, and keep at it. Continue Steps 3 and 4. The best growth will come by word of mouth once operations are underway. Ask students where they heard about Leamos. Keep track of which strategies are garnering the most response.

**Tips:**

**Distribute Bilingual Flyers**

Even though your target student audience is Spanish speaking adults, their grown-up English speaking children, grandchildren or other relatives often hear about the program and encourage them to enroll. Post and/or distribute flyers at public places:

- Grocery stores
- Restaurants
- Laundromats
- Coffee shops
- Booths at community events
- Hair salons/Barber shops
- Business mixers and events
- Health clinics

**Be Patient**

Someone may hear about the program several times before responding, or wait several months before finding the courage to enroll. A student enrolled at one library after hearing about the program on a radio PSA. That PSA had not run for three months! Know that this is typical. Do not get discouraged if you do not see immediate results from your outreach.
Community Outreach: Crafting your Message

What is Leamos? How can I describe the program?

In the most simple, concise words, Leamos is a literacy course to teach Spanish speakers who never went to school how to read and write in Spanish. Using 2010-12 American Community Survey data, the USC Center for the Study of Immigrant Integration has estimated that there are 565,375 Spanish speaking immigrants in California who are non-literate. This is the target population served by Leamos @ the Library.

More specifically, you will want to communicate the benefits of the program in terms of the issues that will resonate with your audience. In that case, Leamos is:

- a **pre-ESL** (English-as-a-Second Language) course. In 2007 the California Department of Education, Adult Education Division approved Leamos for use in California’s adult schools as a primer course to prepare students to learn English. Research strongly demonstrates that without being literate in their native language, it is difficult for adults to learn English; and as a result, many drop out of ESL classes in frustration. Leamos is the first step they take towards learning English.

- a tool to **improve children’s academic success**. A 2010 news release headline from the National Institutes of Health stated, “Improving mothers’ literacy skills may be best way to boost children’s achievement.” If a mother cannot read, her child is twice as likely to not learn. Yet when that mother becomes literate, she reads with her children and transfers that appreciation of reading and learning. She supports them with a passion that only someone who has gained literacy as an adult can know.

- an invitation to **parent engagement**. When parents cannot read, they generally avoid interactions at their children’s schools. Low self-esteem causes them to keep their distance. Once they learn to read, they develop self-confidence and a voice that carries them into the community and into being more engaged with their children’s education.

- a **workforce development** strategy. Many non-literate adults work in the cash-economy, as gardeners, busboys, maids, janitors and factory workers, etc. They have few opportunities to move into higher-wage jobs without a foundation in literacy and without learning English. One study found “a difference of 46 percent between the wage rates of immigrants who speak English and those who do not. After adjusting for other socioeconomic factors including education and work experience, English-speaking immigrants earned 17 percent more than non-English speaking immigrants.” (Institute for Work and the Economy, The Integration of Immigrants in the Workplace, 2006)

- the first rung of the ladder of **immigrant integration**. Many non-English speaking immigrants are linguistically isolated. No one in their home is fluent in English so they do not connect easily with their community. Those without literacy skills in their native language are all the more isolated and separated from civic life. Even when materials are provided in Spanish, they cannot read them.
What do I say? What are some talking points?

There is, perhaps, nothing more frustrating than to have someone ask about your program and catch you off guard, without a coherent, easy-to-follow answer. Maybe you weren’t able to respond as you would like on the spot, but find that inspiring and succinct answers come to you three hours later. That said, it is worth taking a moment – or two, four or even five – to write out your talking points and practice saying them aloud.

Here is a basic format to help you.

1. **Issue**  The issue is that some Spanish speaking adults never had opportunity to attend school. They cannot read or write.

2. **Challenge**  When adults cannot read or write in their native language, it is very hard to *(match the challenge with the listeners’ interest)*

   - learn English
   - help their children with homework
   - get a job promotion
   - read directions on medications
   - become fully engaged in the community

3. **Solution**  *Leamos @ the Library*

4. **Success**  Insert a success story. When you are new and do not have your own program stories to refer to, consider drawing from the general experience of those who have used the program, as in the example below.

5. **Action.**  So what? What do you want from the listeners? Tell them what you want them to do (to volunteer, to donate funding, to tell others to help recruit students, etc.).

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**Example:**

*In California almost one out of ten Spanish speaking immigrants never had the opportunity to learn to read and write. It’s hard for them to not only learn English, but even to travel around town because they cannot read street signs. The library is changing this scene. We are offering a new program to teach basic literacy in Spanish.*

*Soon adults in our community will be saying what other newly literate Spanish speakers have been saying after learning to read, “Ya tengo ojos.” Now I have eyes. Now I can read the street signs. Now I am independent. Now I can move ahead.*

*Please help us spread the word about this new service. Please share it with any Spanish speakers you know.*
Working with the Media

The Press Release
The purpose of a press release is to alert media and journalists of stories they may wish to cover. The goal is to get your program highlighted in the media. Journalists often receive dozens and dozens of press releases every week. Keep this in mind as you write yours. Think about what elements of your program may interest the journalists and their readers. Think about what unique angle, or hook, you can create to make your story stand out and cause a journalist to pick up the phone to ask you for more.

How to Write a Press Release
Heading:
1. Brand the press release with your logo. You want the reader to always be able to instantly and easily identify who is issuing the release.
2. Title the form with “Press Release” in large letter across the top of the page.
3. Write “For Immediate Release” on the next line.
4. List contact person name and title, name of library, phone number, email and website URL.

Content:
5. Write a headline with a “hook.” Grab the reader’s attention. Create curiosity.
6. Then write a sub-headline to further clarify the topic.
   Example: SAY GOODBYE TO RED EYE
   Library to Offer Digital Photography Class
7. Double space the body of the press release.
8. Begin the first paragraph with City, State – date in bold.
9. Start the first paragraph with a “hook” to draw in the reader. Follow the hook with answers to the 5 W’s (Who, What, Where, When, and Why), with the most important information first. Assume many people will read only the first paragraph.
10. Indent the following paragraphs to let the copy breathe, to give white space so the eyes can rest, and to also guide the eyes to flow from one line to the next.
11. End the story with ### or -30-. This signifies the end of the press release. If it continues to a second page – and it really shouldn’t -- then write –more— at the bottom of the first page. Include the name of your library, the headline and page # on the second page.
12. End with your boilerplate – a brief profile of your program and contact information.

General Tips:
- Have a newsworthy story. Announce an upcoming event or report on one just held. Highlight success by a particular student, announce an award given the program, or to demonstrate an impact the program is having on the community. You can relate the story to holidays, special seasons or events. Always look for a human interest angle. Find something that will engage and interest the readers. For example:

  -- On Father’s Day highlight a father who for the first time is able to read his Father’s Day cards himself.
  -- In September, share about a mother who decided it was also time for her to learn to read so she could read with her children as they go to school.
- Write in a concise, factual style. Make sentences less than 25 words in length to give a punch. Write like a journalist. Avoid hype and embellishment.
• Limit the press release to one page – two at the most. Shorter is better.
• Include quotes. Use quotes from a student, key staff or a stake holder to give the story a human touch. Use them to provide insight; do not use them to just convey more information.
• Include a link to your website. Use the opportunity to drive readers to your website to learn more about what you do.
• If photos are available, say so with a “Note to the Editor” at the bottom of the release.
• Proofread, and proofread again. Then have someone else proofread for you to eliminate typing, spelling and grammatical errors. Pay particular attention to phone numbers and contact information.

Distribution:
• Determine which journalists would be interested in the story. Target the audience for whom that journalist usually writes.
• Find out the media’s calendar and deadlines. Be respectful of their time.
• Email the press release to each journalist or contact, individually. Do not send an e-blast.
• Treat the email subject line like the headline – you must grab the journalist’s attention.
• Paste the press release into the email, and also attach it in a pdf format.
• Consider a follow up phone call to confirm the journalist received the press release, and to sell the story, when appropriate. Do this sparingly. Obviously, if you do this after every press release you submit, you will be perceived as a pest and a nuisance.

Public Service Announcements (PSAs)
A PSA on Spanish language radio is an effective tool to promote the program and recruit students. It can be costly to pay for such announcements, but stations will often give air time without charge to promote programs which benefit the community. To increase the likelihood of getting your PSA played, do your homework. Find out who to contact and any learn special guidelines the station requires. You can submit PSA scripts for the radio personality to read, or pre-recorded files ready to play. In either case, standard PSA length is 30 seconds or 60 seconds. Two versions of a sample 30 second PSA script are included in the appendix.

Social Media
Use your library’s social media to promote the program on Facebook, Instagram, Twitter and more. If you do not have a Spanish language presence, this is a good time to start one. Social media is increasingly one of the most effective strategies for getting your message – and your program’s success – known in the community.

Messages with student stories generate the most response. Share one or two minute video clips of students showing something they can do now or sharing how reading has changed their lives. Record brief tutor testimonials. Tie the stories into local events, holidays or accomplishments. For example, during National Family Month (November), share stories of how a parent is now reading with the family.
Community Outreach Plan

Create a Community Outreach Plan. Work with your library team to brainstorm what works for your community, and what may work but you haven’t tried out yet. Be creative. Come up with new ideas! Then work the plan throughout the following months.

**Column 1: Name of Individual or Organization**

**Column 2: Contact Information** - Consider what individuals and organizations would likely have contact with and serve Spanish speaking adults. Record their names and contact information. Who can help you promote *Leamos*? Here are some places to start:

- Churches and places of worship – Send a letter and flyer, (such as the sample in the appendix). Submit a brief paragraph to include in the church bulletin. Some may welcome a personal announcement at their service or at an event.
- Community organizations, such as *Plazas Comunitarias*.
- K-12 schools – Ask to make presentations to parents at school meetings. Provide flyers to send home with students, etc.
- Preschools and childcare agencies – Make presentations to staff, and ask to make presentations to parents.
- Adult schools and community colleges – Speak with teachers of beginning ESL classes, inviting them to refer students who are illiterate in Spanish to learn Spanish basics before continuing in English-as-a-Second Language classes.
- Chamber of Commerce – Ask the Chamber to help you get the word out to businesses that might employ low-skilled Spanish speakers.
- Civic organizations – attend and make presentations at meetings of the local Rotary, Soroptimists, Women’s Club, etc.

**Column 3: Your Message** - What is it about *Leamos* that will appeal to the contact? Refer back to the “crafting your message” section. Decide your message and note what you want from the contact – general support, student recruitment, volunteers, funding, etc.


**Column 5: Who will be responsible** for implementing that part of your plan?

**Column 6: What is the timeline?** Set deadlines. The great thing about creating a plan is you can actually schedule out actions a full year in advance. You can prepare PSAs, news releases, and stories to have ready to go at specific times. While you may build in social media posts weekly, or twice a month, you could conceivably create them all in the first month and then just tweak them with a student story to roll out as scheduled throughout the year. Use holiday messages to coincide with holidays, announce support for specific literacy conferences, and highlight specific student achievements. Be creative!
## Community Outreach Plan

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<th>Name of Individual or Organization</th>
<th>Contact Information</th>
<th>Your Message</th>
<th>Format (DVD, flyers, PSA, letter, presentation)</th>
<th>Person Responsible</th>
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**Notes:**
**Student Intake**

**Prepare to Respond to Student Inquiries**
Be prepared to give students directions on how to find the library without relying on reading signs. It is helpful to describe landmarks such as well-known buildings and stores. Some programs include a picture of their building on flyers so that students can know they’ve found the right place.

Greet students professionally and warmly. As in any meeting, eye contact and a smile are key. Give students your full attention. Give them time to become comfortable with the library environment and with the program. Know that it can be a very emotional experience for them to share and discuss that they never attended school and how that has impacted their lives. Assure them that they can, and they will, learn.

**Screen Students for Leamos Placement**
*Leamos* teaches Spanish speakers to read and write at a very beginning, basic level. It generally addresses the skills level of adults who attended school two years or less. Those who have gone to school three years or more will usually find that they already know the content presented in *Leamos*, and therefore they are not appropriate students for this course.

The *Leamos* diagnostic form, with instructions, is included in the forms which accompany the program. It will help to determine if a student will benefit from enrollment in *Leamos*. Below are the components addressed in the diagnostic form.

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- Can the student write basic personal information without assistance?
- Can the student read the vowels and the words? Anyone who can read past box 5 is beyond the *Leamos* level.
- Can the student write the words and sentence you dictate (as listed in the instructions?)
An individual who can correctly complete all three sections is not a candidate for *Leamos*. That person is already reading and writing beyond this basic skill level. It will be helpful to have a plan on how to work with, or make referrals to programs such as *Plazas Comunitarias*, for adults who function at a higher level.

**Learn Student Motivation and Goals for Learning**

Set goals with students. Setting and achieving goals motivate students to learn. A national study on adult learner persistence reports that students who set goals tend to be more engaged and consistent in programs, despite the many distractions in life that demand their attention. *Metas* (Goals) is translated and adapted from the California Library Literacy Services program of the California State Library. The form is included in the Tutor Training Handouts in the Appendix.

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**The Role of the Volunteer Tutor**

The job of the volunteer *Leamos* tutor is to: 1) facilitate course access and learning, 2) encourage and support students, and 3) involve students in activities to reinforce what they have studied.

**Facilitation**

The method of teaching someone how to read is embedded in the online *Leamos* course. The tutor does not need to possess that knowledge or create the lessons. Rather, the first job of the tutor is to help the students to log in to the course. Initially, the tutor will do that for them. However, as students gain confidence and are willing, they can begin to use the keyboard to copy their log in information themselves.

Secondly, the tutor is available to help as students have questions or if there are minor technology issues with the course.

The *Leamos* Tutor Guide includes reading and dictation activities for students to complete with tutors. As students work through the course, they are instructed to get worksheets from their tutors and to ask them to review their work. This is a key role for the tutors.

**Encouragement**

The ability to study alone at the computer screen without the pressure of someone listening in, or trying to keep up with a class, is one of the features that students appreciate about *Leamos*. Tutors need to respect that benefit for students. At the same time, students need feedback on how they are doing. Tutors can listen to students read aloud and review their written worksheets and offer praise and correction where needed.
An encouraging word goes a long ways. After a lifetime of feeling embarrassed at not being able to read, students sometimes struggle to gain confidence and to believe that they really can learn. The tutors’ support and belief in them helps students to also begin to believe in themselves.

Activities Reinforcement
A third role of the tutor is to reinforce learning. While it is important that tutors not introduce material that is beyond what the student has been taught, it is needful to give them practice with what they have learned. A sample tutor training outline and handouts are included in the Appendix, in Spanish. These provide examples of activities tutors can use to reinforce student learning.

Sustaining the Program
Once you have launched your Leamos @ the Library program and experienced the impact it can have on your community, how will you find the funding necessary to maintain it? That is a question that confronts libraries regarding most new programs. Libraries are forever changing, growing and adapting to meet unique community needs. Public libraries are being asked to do more and more, yet those requests are rarely accompanied by additional resources.

Use the Community Outreach Planning Form to create a plan, but this time focus on identifying potential donors and local support.

Who will you ask?
This could be individuals or groups. It could be service clubs, university groups, businesses, etc. Make a list of potential supporters and their contact information. Note it can also be foundations.

Message -- Your message must match the interest of the listener
Next, determine the message which will resonate with their interests. Are you proposing Leamos as a tool to support parents of children in the elementary schools so they have confidence to become involved with the school and help their children? Are you talking with a group interested in immigrant integration? If so, can you position the program as a first step to helping non-literate adults move from being isolated to being engaged in their communities?

Format – How will you present the program?
Do you have a video of a student sharing his or her story? An article printed in the local newspaper featuring the program? If you’re making a presentation, can students accompany you to tell how learning to read has changed their lives?
The Messenger
This “Person Responsible” column now is no longer about who will make sure the plan is implemented, but it is who can you recruit to be your messenger. When you endorse your program, the public often perceives it only as you doing your job. On the other hand, when someone else -- someone with no vested interest -- compliments and promotes your program, the public will take notice, especially if the messenger is someone who your target audience respects. Who will they listen to? Who carries clout in your community? Can you enlist their help to raise funds to support the program? It could be a volunteer tutor, staff from a partnering organization, a library commissioner, etc. It could be a Leamos student!

Grant Proposals
Another strategy to program sustainability is to seek grant funding. There are many resources available in libraries and on the Internet to learn how to research funders and write grant proposals. This Toolkit will not go into such detail. It will, however, provide some sample narrative for needs statements that can be helpful in developing a proposal.

Also, please note that writing a grant is not an effective strategy for long term sustainability. Generally grants are only for one year, and so the library is constantly looking for the next year’s support. A combination of getting local donations, along with grants, provides a better foundation for long term success.

Sample Text for Proposals

Need Statement
Approximately twelve percent (222,230) of adult Spanish-speaking immigrants in Los Angeles County cannot read or write in any language (American Community Survey 2009-2011). They have endured severe poverty and isolation in their youth and generally have had fewer than three years of formal education. Many work hard in low-wage paying jobs such as gardeners, busboys, maids, nannies, janitors and factory workers. Many cannot perform basic math skills such as adding and subtracting when they begin our program. Unsure how to tell if their employer is paying them for all of their work, some bring us their pay stubs to explain to them.

Literacy and employment/poverty
Learning to read and write leads to learning English, to increased income, and to increased interaction with co-workers at the workplace. Yet a lack of literacy is a barrier for immigrants to be able to learn English and lift themselves and their families out of poverty. The Institute for Work and the Economy issued a 2006 report, The Integration of Immigrants in the Workplace, stating that an estimated 32 percent of adults enrolled in ESL classes lack basic literacy skills in their native language, making them “slower in learning a second language than their literate counterparts.” The same report also found “a difference of 46 percent between the wage rates of immigrants who speak English and those who do not. After adjusting for other socioeconomic factors including education and work experience, English-speaking immigrants earned 17 percent more than non-English speaking immigrants.”
**Literacy and Banking/Financial Literacy**

*Leamos* begins with the very basics of learning to read and write. We will bring these skills to non-literate Spanish speakers in LMI (low-to-moderate income) communities. This is a population which does not often use, nor understand, the services of traditional financial institutions. They sometimes spend countless hours in line at the utility office to pay their electricity bill in cash because they do not have a checking account. They will first learn the basic literacy skills in Spanish and then apply those skills to learn about financial literacy.

**Literacy and Civic Engagement**

Adults who do not know how to read and write are often excluded from participating in most community activities and are at the mercy of unscrupulous vendors. The barrier of not being able to read notices, fliers and letters or fill out health forms and job applications combine with shame and stigma to create a vulnerable, isolated population.

When adults learn to read they find their voice and find the confidence to use it. In Centro Latino’s extensive experience with non-literate Spanish speakers, it has been apparent that going from being an individual without the most basic literacy skills to becoming actively engaged in the community is a huge leap. In one program evaluation, it became clear that the students’ journey to community engagement begins with what Centro Latino has labeled as “student voice and sense of self,” defined as the degree to which an individual is confident in his/her self-identity and value to others. As one student stated, “I didn’t talk before because I couldn’t read and write. Now I talk. Before I had *pena* (shame); now I have *orgullo* (pride).” In one focus group, students laid out a clear picture: they first begin to find their voice and use it in their role as a family member – through improved communication with a spouse, the ability to help children with homework, more involvement with managing the household, etc.

With a sense of self and the family role firmly validated, immigrants begin to then step out of their homes and into their communities. They are no longer isolated. Many share they overcome anxiety about traveling outside of their immediate neighborhoods; now they can read signs, bus information and other directions which literate adults take for granted. Many share they are now able to communicate with non-Spanish speaking neighbors. Some have become the person their neighbors now go to learn how to access community programs.

**Literacy and Parent as First Teacher**

One *Leamos* student shared that she used to feel guilty and frustrated because she could not help her daughter with homework. To dissipate the feeling, she would watch television and send her daughter to ask her father for homework help. Now that she is learning to read, the mother and daughter sit together to do homework; they are learning from each other. It has changed the family dynamic and has given the mother the confidence to become engaged in her child’s school.
Leamos™ @ the Library
Appendix

Samples and Templates
(Your City), California – The (your library name) now offers Leamos™ (Let’s Read) @ the Library to teach basic reading and writing skills to Spanish speakers. American Community Survey data shows that nearly ten percent of Spanish speaking immigrants in California never had opportunity to go to school; they never learned to read and write. Many adults have described learning to read and write as being able to see after a lifetime of being blind – ‘Ya tengo ojos (Now I have eyes)’.

Some California’s public libraries are helping to bring that experience to adults across the state. Greg Lucas, California State Librarian said, “In a state which last year [2014] gained a Latino plurality, it seems at a minimum good common sense to encourage programs like Leamos. Without literacy skills in their native language, proficiency in English becomes significantly harder, if not impossible, to attain.”

Spanish speakers can enroll now to learn basic literacy in Spanish and gain the foundational skills, and confidence, to learn English, read with their children, gain better employment and achieve their dreams. The program is free of charge. If you know someone who would benefit from the program, or if you would like more information, contact ________________.

-----

About (your program name)
(Give a brief description of your program and its mission.)

###
Para Publicación Inmediata

Contact: Your Name, Title
Library Name
Contact Phone/Email
(Nota: se sugiera usar un # celular)

(YOUR LIBRARY) PROVEE ALFABETIZACION PARA LATINOS ADULTOS
Da habilidad y confianza para alcanzar el sueño americano

(Su ciudad), California – El/La (nombre de su biblioteca) ahora ofrece Leamos™ en la Biblioteca para enseñar a los hispanohablantes de la comunidad que no pueden leer o escribir. El Archivo agrupado, American Community Survey, muestra que hay casi un diez por ciento de los inmigrantes de habla hispana en California que nunca tuvieron oportunidad de asistir a la escuela; nunca aprendieron a leer y escribir. Muchos estudiantes de Leamos dicen que aprender a leer y escribir es como poder ver después de una vida de ser ciego - ‘Ya tengo ojos’ ".

Algunas bibliotecas públicas de California están ofreciendo el curso de alfabetización en sus comunidades. Greg Lucas, Bibliotecario del Estado de California, dijo, “En un estado que el año pasado [2014] ganó una pluralidad Latino, parece al mínimo y buen sentido común fomentar programas como Leamos. Sin habilidades de alfabetización en su lengua materna, el dominio del inglés se convierte mucho más difícil, si no imposible de lograrlo”.

Con la asistencia de la (nombre de la biblioteca ), los hispanohablantes no alfabetizados ahora pueden inscribirse para aprender a leer y escribir en español y adquirir las habilidades fundamentales, y la confianza para aprender inglés, leer con sus hijos, obtener un mejor empleo y participar más plenamente en sus comunidades. El programa es gratuito. Si conoce a alguien que se beneficiaría del programa de Leamos, o si desea obtener más información, comunicarse con nosotros al ____________.

-----
Información sobre (nombre del programa)
(Give a brief description of your program and its mission.)

###

29
Sample Radio PSA (Click here for audio version)

30 seconds

Version 1

¿Conoce a alguien como José, que no tuvo la oportunidad de estudiar de niño?

En California hay muchos hispanos que no saben leer o escribir en español. José tomó clases de alfabetización en la biblioteca de la ciudad de Azusa y ahora lee con sus hijos, puede comunicarse por Facebook con su familia, y está tomando clases para avanzar en su trabajo.

Nunca es tarde, si conoce a alguien que quiera aprender a leer, llame al 626-812-5266.

English:
Do you know someone like Jose? Someone who never had the opportunity to go to school?
In California there are many Spanish speakers who cannot read or write in Spanish. Jose was one, but he took literacy classes at the Azusa City Library and now can read to his children, use Facebook to contact his family, and is studying to pass a test to advance in his job.

It’s never too late. If you know someone who would like to learn to read, call 626-812-5266.

Version 2

¿Conoce a alguien como José, que en su niñez no tuvo la oportunidad de estudiar?

En California hay más de 500,000 hispanos que no saben leer o escribir en español. José tomó clases de alfabetización en la biblioteca de Azusa y ahora lee con sus hijos, puede comunicarse por Facebook con su familia, y está tomando clases para avanzar en su trabajo.

Nunca es tarde, si conoce a alguien que quiera aprender a leer, llame al 626-812-5266.

English:
Do you know someone like Jose who never had a chance to go to school in his childhood? In California there are more than 500,000 Spanish speakers who don’t know how to read or write in Spanish. Jose took literacy classes at the Azusa City Library and now reads with his children, uses Facebook to keep contact with family, and he’s taking a class to move ahead at his job.

It’s never too late. If you know someone who wants to learn to read, call 626-812-5266.
Leamos™ (Let’s Read) is a Spanish literacy free course that teaches adults how to read and write.

Mondays 10am-12pm  
Thursdays 5:30-7pm  
Central Library  
40 E. Anapamu St., Santa Barbara, CA  

Saturdays 9-11 am  
Eastside Library  
1102 E. Montecito St, Santa Barbara, CA  

For more information call  
805-364-1066 (Spanish) 805-564-5619 (English)  

SBPLibrary.org  
Cumpliendo con ADA (Estandardades con Discapacidades), si necesita ayuda para participar, llame al 805.564.5608
¿Conoce a alguien quien hable español y quisiera aprender a leer y escribir español?

Clases para adultos en español ¡Gratuitas!

Los lunes, martes o jueves en la Biblioteca Central
40 E. Anapamu St., Santa Barbara

Para obtener más información, (805) 364-1066
Rosa thanks Centro Latino volunteers for helping her to learn to read and write at Tuesday’s Helping Hands Volunteer Recognition. Rosa is now taking English classes, and she shared that she filled out a form by herself at the DMV – “algo que nunca me hubiera imaginado,” she says. Her goal is to pass her citizenship exam. Please help more adult learners like Rosa by contributing to www.crowdrise.com/mujeresliteracy.

The Azusa City Library salutes Miguel Gomez -- the first to complete the Leamos Spanish Literacy program. “Never say you can’t, especially when you haven’t even tried,” says Miguel. He shares that like so many people, he used to be resigned to accept what he had and not reach for more – but no more! Now Miguel’s life has changed. He is so confident that people have a hard time believing that he just learned to read at age 40.

A sample cable ad

![Image of Leamos @ the Library](image-url)

¿Conoce un adulto que habla español pero no sabe leer o escribir en español? Ofrecemos curso de alfabetización que enseña a leer y escribir.

¡Es Gratis!

Para información:

- Library
- Contact info
SAMPLE letter to a church

fecha

nombre de la iglesia
Dirección
ciudad  estado y código postal

Estimado Pastor (insert last name),

La Biblioteca de la _________________ está ofreciendo un nuevo programa,  Leamos™ @ la Biblioteca. Quizá el programa de alfabetización sería de interés para algunos miembros de su congregación. Leamos enseña los fundamentos de la lectura y la escritura en español, y es gratuito.

En nuestra comunidad, uno de cada diez inmigrantes de habla hispana nunca tuvo la oportunidad de ir a la escuela en su país de origen. Ellos no pueden leer o escribir en ningún idioma, y esto los ha retenido de muchas maneras. Por ejemplo, sin las habilidades de alfabetización en su lengua materna, es muy difícil para ellos aprender inglés. Otros han compartido que sienten vergüenza cuando no pueden leerle a sus hijos, o cuando se pierden porque no pueden leer las señales de la calle. Algunos se sienten frustrados que no pueden leer la Biblia. Sin embargo, una vez que aprenden, nos dicen, “Ya tengo ojos. ¡Ahora puedo ver!”

Por favor comparta este nuevo programa con su congregación hispano parlante. Tal vez ellos conozcan a alguien que pueda beneficiarse de las clases de alfabetización. O a lo mejor les gustaría ser tutor voluntario para ayudar a alguien a aprender. Nosotros proveamos el entrenamiento y el material.

No dude en ponerse en contacto conmigo si desea más información. Espero hablar con usted en un futuro no muy lejano.

Sinceramente,

(su nombre)
Coordinadora del Programa de Alfabetización
(su teléfono)

PD. Se adjunta un folleto del programa. Por favor, compartirlo libremente con su congregación.
Dear Pastor (insert last name)

The ________ Library is offering a new program, *Leamos*™ (Let’s Read) @ the Library. Perhaps the program would be of interest to some members of your congregation. *Leamos* teaches the basics of reading and writing in Spanish. The program is free.

In our community, as many as one out of ten Spanish speaking immigrants never had an opportunity to go to school in their home country. They cannot read or write in any language, and this has held them back in so many ways. For instance, without literacy skills in their native language, it is very hard for them to learn English. Others have shared with us the shame they feel when they cannot read their child a story, or when they are lost in a new community because they cannot read the street signs. Some are frustrated that they cannot read the Bible. Yet once they learn, they tell us, “Now I have eyes. Now I can see!”

Please share this new program with Spanish speakers in your congregation. Perhaps they know someone who can benefit from the program. Or perhaps they would like to volunteer as a tutor to help someone learn. We provide the training and the materials.

Feel free to contact me if you would like more information. I look forward to hearing from you.

Sincerely,

(Your Name
Title
Phone Number)

P.S. Attached is a program flyer. Please share it freely with your congregation.
**Student Profile: Jose Pulido**

*Leamos™ at the Library Student*

**A New-Found Sense of Freedom**

New words, new experiences, and a sense of freedom — that’s what Jose Pulido has gained at the library. “I’ve heard words I never heard before, and I’ve written words I’ve never written before,” he says with a smile. “I’ve learned the alphabet and can use the dictionary to look up new words. I feel free,” shares Jose in talking about learning to read at the age of 40.

Jose never went to school. He left home at the age of six to work milking cows on a neighboring ranch in the rural lands of Jalisco, Mexico. At age 15 he moved to the United States. A friend helped him to get a job in construction. "I struggled to learn how to get around, driving and finding my way on the freeways was especially hard," he says. Without being able to read, it was hard to find new construction sites. "I cried a lot," he says. He soon met his wife, Laura. She taught him how to print his name, and she searched for a program to teach him to read, but found none. She tried once again last year with a Google search, and that led her to the Azusa City Library where Jose has now completed Leamos™ (Let’s Read) Basic and continues to study to further establish his skills and confidence with Spanish literacy before moving on to English literacy.

He is a fast learner and gets plenty of practice in reading. Jose is the father of four children, ranging in age from 2 to 15 years. They check out a lot of books from the library. He shares that he used to send the children to their mother for reading activities and help with schoolwork. Now, he calls them over to his side so he can read to them. Reading together is a prized family activity. His wife Laura proudly adds that Jose is also able to send and read text messages. He enjoys scrolling through Facebook to catch up with friends and family. He loves to read the comics.

At the same time, Jose continues to excel and advance in his field of work. He is a heavy equipment operator for a company which specializes in demolitions. He has demolished many school buildings and bridges to make way for new structures. Jose has steadily advanced, learning new skills and entering more dangerous environments with each advancement. His current work site is an oil refinery. His goal is to pass a test to become certified for yet another advancement, one that will come with a hefty increase in income.

Clearly, illiteracy is one more thing Jose can add to his long list of successful demolitions.
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<tr>
<th>Tiempo</th>
<th>Min.</th>
<th>Actividad</th>
<th>Notas</th>
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<tbody>
<tr>
<td>15&quot;</td>
<td></td>
<td><strong>BIENVENIDA Y PRESENTACIONES</strong></td>
<td>Presentar la visión general de Leamos</td>
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<td>- curso básico de alfabetización en español</td>
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<td>- para adultos con dos años o menos de estudio escolar</td>
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<td>- con la instrucción impartida en línea</td>
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<td>Ver el sitio <em>Leamos</em> en línea (opcional)</td>
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<td>Pedir a los participantes que se presenten brevemente</td>
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<td>5&quot;</td>
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<td><strong>Aprendizaje para adultos</strong></td>
<td>Discutir cómo aprenden los adultos, ellos necesitan:</td>
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<td>- Saber por qué están estudiando algo; la importancia de las lecciones</td>
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<td>- Poder aplicar inmediatamente lo aprendido</td>
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<td>- Ser respetado por su experiencia y conocimientos que contribuyen al aprendizaje</td>
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<td>15&quot;</td>
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<td><strong>¿Qué hace que un tutor sea eficaz?</strong></td>
<td>Pedir a los participantes que piensen en las características de los tutores que son competentes. Escribir sus respuestas en el pizarrón. Si la discusión no ha incluido lo siguiente, asegúrese de guiar al grupo. Los tutores tienen que ser:</td>
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<td>- Pacientes. Necesitan sentirse cómodos con el silencio para darles tiempo a los estudiantes de que pronuncien las palabras por su cuenta.</td>
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<td>- Respetuosos. Apreciar y reconocer la experiencia de vida que traen consigo los estudiantes.</td>
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<td>- Alentadores. Elogiar con frecuencia, y ayudar a que los estudiantes se den cuenta que están aprendiendo.</td>
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<td>- Sensibles. Aprender a leer como un adulto a menudo es un proceso muy emotivo. En ocasiones, los estudiantes comparten recuerdos dolorosos de no haber podido ir a la escuela e historias alegres sobre lo que están aprendiendo ahora. Los tutores deben ser capaces de escucharlos y apoyarlos.</td>
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<td>10&quot;</td>
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<td><strong>Funciones y objetivos del formulario de Metas</strong></td>
<td>Hablar de las metas. Es un formulario para ayudar a captar los objetivos más comunes que pueden tener los estudiantes. Proporciona información para ayudar a que el tutor aplique el aprendizaje al interés de los estudiantes.</td>
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<td>Los objetivos se determinan mejor a través de una conversación con el estudiante, y no simplemente leyendo</td>
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la lista. El tutor puede llenar el formulario de metas después de hablar con el estudiante sobre sus objetivos, seleccionando no más de tres metas. Esta forma normalmente será parte de la inscripción.

Reafirmar que centrarse en los objetivos del estudiante ayudará a que los alumnos vean cómo lo que están aprendiendo les ayudará.

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<th>5&quot;</th>
<th><strong>Instrucción de lectura basadas en evidencias</strong></th>
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<tr>
<td>5&quot;</td>
<td>Compartir que, según las investigaciones, existen cuatro componentes de la enseñanza de la lectura para los adultos: Alfabetismo, Fluidez, Vocabulario, y Comprensión</td>
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<td>5&quot;</td>
<td>Señalar que estos componentes están incorporados en el curso de <em>Leamos</em>. Compartir con ellos que esta capacitación destacará actividades para reafirmar el aprendizaje en estas áreas.</td>
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<th>15&quot;</th>
<th><strong>Alfabetización</strong></th>
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<td>15&quot;</td>
<td>Señalar que la alfabetización en español se enseña mediante sílabas, en lugar de enfocarse en los sonidos individuales de cada letra. Indicar a los tutores que consulten las páginas 9-13 de la Guía de <em>Leamos</em> para el Tutor, se indica una lista del orden en el que se presentan las sílabas.</td>
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<td>15&quot;</td>
<td>Después de haber presentado una sílaba en línea, el tutor puede dar actividades de refuerzo, pero debe tener cuidado de hacerlo sólo después de que el estudiante haya estudiado la sílaba en las lecciones de <em>Leamos</em>.</td>
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<td>15&quot;</td>
<td>Una actividad es mezclar y combinar las tarjetas con sílabas. (Ver las tarjetas de sílabas incluidas en las hojas de trabajo suplementario de <em>Leamos</em>). El tutor puede combinar las tarjetas y pedirle al estudiante que lea las palabras formadas para practicar la lectura. Como práctica de escritura, el tutor puede decir una palabra y pedirle al estudiante que combine las sílabas que forman esa palabra.</td>
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<th>10&quot;</th>
<th><strong>Fluidez</strong></th>
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<td>10&quot;</td>
<td>Compartir que la fluidez es la capacidad para leer apropiadamente con:</td>
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<tr>
<td>10&quot;</td>
<td>• Velocidad – leer al ritmo que se habla;</td>
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<td>10&quot;</td>
<td>• Precisión – leer las palabras correctamente;</td>
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<tr>
<td>10&quot;</td>
<td>• Fraseo - fragmentación de palabras en grupos significativos;</td>
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• Expresión - utilizar la entonación para transmitir sentimiento.

Sin fluidez, un lector puede llegar hasta el final de una oración y no acordarse cómo empezó la oración. Si toda la energía del lector se dedica a descifrar las palabras, no le quedará suficiente para entender lo que leyó. Sin fluidez, es más difícil leer con expresión; y esto puede interferir con la comprensión.

**Actividad 1: Palabras reconocidas a simple vista**

Una vez que los estudiantes han pasado el módulo 3, comenzar a practicar las palabras reconocidas a simple vista para ayudarles a reconocerlas. Las palabras reconocidas a simple vista son palabras que los estudiantes reconocen automáticamente sin tener que enunciar cada sílaba. Tener un gran vocabulario de estas palabras reconocidas a simple vista aumenta la fluidez y la velocidad de la lectura, que traduce en una mejor comprensión de lectura.

Las palabras reconocidas a simple vista se pueden imprimir en tarjetas índice para que los estudiantes las practiquen en su casa. Enseñar no más de 3-5 palabras nuevas cada vez. Esas palabras pueden ser:

- palabras ya estudiadas
- palabras de importancia para el estudiante
- palabras y frases más comunes (ver tarjetas con "Palabras comunes")

Dirigir a los tutores a la hoja de las actividades que reafirman la fluidez y como usarlas en la escritura también. Pedirles que trabajen en pares para practicar los pasos para enseñar palabras.

5"

**Actividades para la fluidez, continuación**

Indicar a los tutores las estrategias para mejorar la fluidez de la lectura en sus hojas de trabajo. Describir y analizar cada estrategia:

1. **Leer en voz alta**   El tutor lee un breve pasaje, dando ejemplo de la buena expresión en lectura, mientras que el estudiante escucha. Preguntar a los tutores con qué frecuencia escuchan a alguien mientras leen en voz alta. Probablemente, la respuesta será que no muy frecuentemente lo hacen, por lo que es especialmente útil para los estudiantes escuchen que alguien les lea mientras ellos siguen las palabras con la vista.
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<td><strong>2. Lectura en eco</strong></td>
<td>Utilizando material que esté al alcance del nivel del estudiante, el tutor lee una oración; luego la lee el estudiante.</td>
</tr>
<tr>
<td><strong>3. Lectura alterna</strong></td>
<td>En esta estrategia, usted y el estudiante se turnarán para leer párrafos. Brinda al estudiante buenas prácticas de lectura, pero también le da un descanso (¡que usted también podrá apreciar!)</td>
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<tr>
<td><strong>4. Lectura en dúo</strong></td>
<td>El tutor y los estudiantes leen juntos. El tutor señala con el dedo debajo de las palabras para ayudar a que los estudiantes mantengan el lugar.</td>
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<tr>
<td><strong>10''</strong></td>
<td><strong>Vocabulario y comprensión</strong></td>
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<td></td>
<td>Iniciar una discusión de palabras clave relacionadas con cada lección. Consultar la página 49 de la Guía para Tutores con pasajes para discusión.</td>
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<tr>
<td><strong>20''</strong></td>
<td><strong>Método de Experiencia del Lenguaje</strong></td>
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</table>
| | Compartir que una estrategia muy eficaz con nuevos lectores es escribir sus palabras para que practiquen la lectura. Guíe a los tutores a la sección de Método de Experiencia del Lenguaje en sus hojas de trabajo para tutores. Sigan juntos los pasos. Pida un voluntario para tomar parte como estudiante mientras usted sigue los pasos para demostrar la técnica en el pizarrón.  
Después de haber escrito la historia (3-4 oraciones), intercambie ideas con el grupo acerca de cómo se puede utilizar la historia para reafirmar la alfabetización, la fluidez, el vocabulario y la escritura. |
| **5''** | **La Escritura** |
| | Muchos estudiantes tendrán problemas en cómo usar un lápiz correctamente para escribir. Reforzar a los tutores a ser pacientes y demostrar la escritura a los estudiantes.  
Haga que los tutores tomen nota de cómo se forman las letras en las lecciones de *Leamos* y reforzar que los estudiantes lo escriban de la misma manera. Las hojas de trabajo muestran un ejemplo a los estudiantes dónde comenzar a trazar la letra y dónde terminarla.  
Reforzar a los tutores que siempre ayuden a los estudiantes a escribir las palabras y oraciones que están leyendo. Puedan copiar, escribir por dictado y llenar los espacios vacíos, etc. |
| **5''** | **Preguntas y respuestas** |
| | Conclusión, cerrar la sesión |
¡Bienvenidos!

Leamos$^{TM}$ @ la biblioteca

Insertar su logo de programa

Misión

Insertar la misión de su programa

Información de contacto

Insertar el contacto de su programa
nombre; correo electrónico, número de teléfono, etc.
¿Qué es Leamos™?

*Leamos* es un curso básico de alfabetización para adultos que hablan español y tengan dos años o menos de educación formal.

La instrucción de alfabetización se imparte en línea.

**Los Estudiantes**

¿Cómo Aprenden los Adultos?

1. Los adultos necesitan saber por qué están estudiando un tema. Ellos necesitan saber la razón por la que están practicando una estrategia.

2. Los adultos quieren resolver problemas y alcanzar el conocimiento que se puede aplicar inmediatamente.

3. Los adultos deben ser respetados por su experiencia y conocimiento.

**Los Tutores**

¿Cuáles son las características que debe tener un buen tutor?

Discutir con el grupo las características importantes de un tutor. Usar este espacio para escribirlas aquí.
### METAS

**Nombre del estudiante**  

**Nombre del tutor**  

<table>
<thead>
<tr>
<th>Mis metas como estudiante de toda la vida:</th>
<th>Fecha en que se fijó la meta</th>
<th>Estoy progresando</th>
<th>Fecha en que se logró la meta</th>
<th>Mis metas como empleado:</th>
<th>Fecha en que se fijó la meta</th>
<th>Estoy progresando</th>
<th>Fecha en que se logró la meta</th>
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<tr>
<td>( ) Aprender el alfabeto, letras y sonidos</td>
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<td>( ) Buscar avisos de trabajo</td>
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<td>( ) Leer un libro, periódico, o revista</td>
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<td>( ) Llenar una solicitud de trabajo</td>
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<td>( ) Escribir una carta a ________________</td>
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<td>( ) Escribir un currículum vitae (CV)</td>
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<td>( ) Aprender mecanografía</td>
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<td>( ) Entrevistar para un trabajo</td>
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<td>( ) Escribir, mandar y recibir un correo electrónico</td>
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<td>( ) Conseguir un trabajo / obtener una promoción o un mejor trabajo</td>
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<tr>
<td>( ) Usar el internet para buscar información</td>
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<td>( ) Desempeñarme en las tareas de trabajo</td>
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<td>( ) Aprender inglés</td>
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<td>( ) Leer un manual relacionado al trabajo</td>
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<td>( ) Sacar o usar objetos de la biblioteca</td>
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<tr>
<th>Mis metas como miembro de mi familia:</th>
<th>Fecha en que se fijó la meta</th>
<th>Estoy progresando</th>
<th>Fecha en que se logró la meta</th>
<th>Mis metas como miembro de la ciudad / ciudadano:</th>
<th>Fecha en que se fijó la meta</th>
<th>Estoy progresando</th>
<th>Fecha en que se logró la meta</th>
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<tbody>
<tr>
<td>( ) Escribir cheques / pagar gastos</td>
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<td>( ) Tener acceso a servicios de la comunidad</td>
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<td>( ) Leer información sobre la salud</td>
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<td>( ) Hablarle a otros del programa</td>
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<td>( ) Leer una etiqueta de medicina</td>
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<td>( ) Involucrarme con un problema de la comunidad</td>
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<td>( ) Planear comidas nutritivas</td>
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<td>( ) Sacar una licencia de conducir (manejar)</td>
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<td>( ) Compartir un libro con mi familia / hijos</td>
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<td>( ) Prepararme para votar</td>
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<td>( ) Ayudar a mis hijos con la tarea</td>
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<td>( ) Votar</td>
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<tr>
<td>( ) Llevar a mis hijos a la biblioteca</td>
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<td>( ) Convertirme en voluntario</td>
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<tr>
<td>( ) Conversar con los maestros de mis hijos sobre su educación</td>
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**Pre-encuesta**

¿Tiene tarjeta de la biblioteca? ___ sí ___ no

¿Usa materiales o servicios de la biblioteca? ___ sí ___ no ¿Cuáles?

**Encuesta Posterior**

¿Sacó tarjeta de la biblioteca? ___ sí ___ no ¿Es su primera tarjeta de la biblioteca? ___ sí ___ no

¿Cuáles materiales o servicios de la biblioteca a usado?
La instrucción de lectura basada en la evidencia

Actividades

Alfabetización/Fonética

Fluidez

Vocabulario

Comprensión
**Alfabetización/Fonética**

1. Mezclar y combinar las sílabas. Vea las tarjetas de sílabas; lecciones 1 – 5.

**Para practicar la lectura:**
1. Forme una palabra poniendo dos tarjetas de sílabas juntas. Pida al estudiante que lea la palabra.
2. Cambie una sílaba por otra para formar otra palabra para que la lea el estudiante; y después cambie otra.
   
   Ejemplo:

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<thead>
<tr>
<th>Sílaba</th>
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**Para practicar a escribir:**
1. Diga una palabra. Coloque la primera sílaba de esa palabra en la mesa. Pida al estudiante que encuentre y coloque la segunda sílaba junto a la primera para formar la palabra (no deletree cada letra, usar el sonido de cada sílaba)
2. Usted también puede pedir al estudiante que escriba la palabra en el pizarrón o en papel.

**Fluidez**

**Actividad 1: Palabras reconocibles a simple vista**

Palabras reconocibles a simple vista son las que se reconocen al instante. Se leen en completo, no se dividen por partes. Tener un gran vocabulario de estas palabras reconocidas instantáneamente aumenta la fluidez y la velocidad de la lectura, lo cual se traduce en una mejor comprensión de la lectura.

Eventualmente, se reconocerán instantáneamente la mayoría de las palabras pero para empezar, aquí se dan algunas categorías de palabras que especialmente es bueno elegir para practicar y reconocerlas instantáneamente.

1. **Palabras de alta frecuencia** - las más comunes (consulte las tarjetas de las Palabras más Comunes)
   
   Ejemplos:  *on* (sobre)  *the* (el/la)  *be* (ser)  *at* (en)

2. **Palabras para supervivencia**
   
   Ejemplos:  *danger* (peligro)  *flammable* (inflamable)  *fragile* (frágil)

3. **Palabras de interés para el estudiante** (del trabajo, pasatiempos, intereses)
   
   Ejemplos:  *nombres de calles, nombres de los niños, los objetos de trabajo, etc.*
Aquí está una guía para la enseñanza de las palabras que se reconocen a primera vista:

1. Escriba la palabra en una tarjeta o la pizarra.
2. Lea la palabra y pídale al estudiante que la repita.
3. Pida al estudiante que lea la palabra en voz alta silaba por silaba mientras traza las letras en la tarjeta y luego que repita la palabra en voz alta.
4. Pida al estudiante que lea la palabra en voz alta mientras traza las letras con dos dedos sobre la mesa.
5. Pida al estudiante que escriba la palabra en el aire, usando todo el brazo, diciendo silaba por silaba en voz alta mientras lo hace.
6. Pida al estudiante que escriba la palabra en el papel.
7. Practiquen con la tarjeta varias veces, en distintas sesiones hasta que el estudiante pueda leer la palabra fácilmente.

**Actividad 2: Leer en voz alta**

Lea en voz alta al estudiante, modelado el buen tono y la expresión. El estudiante escucha. El material debe ser algo que sea breve y de interés para el estudiante. Después de leerlo una vez, puede elegir dar una copia al estudiante para seguir mientras que él lee una segunda vez.

**Actividad 3: Leer en eco**

Leer una oración y pida a su estudiante que lea lo mismo después de usted. Continúe el patrón a lo largo del pasaje de lectura. Una vez que haya completado el paso, hacerlo de nuevo. Esta vez ampliar la cantidad de texto que se lee en trozos más grandes, antes de que el estudiante haga eco.

**Actividad 4: Lectura por turnos**

Tome turnos leyendo las frases o párrafos con el estudiante. Usted lee una oración, el estudiante lee la siguiente.

**Actividad 5: Lectura en dúo**

Así como suena, usted y el estudiante leen juntos en voz alta.
Vocabulario

Lo fundamental para comprensión de la lectura competente es tener un buen vocabulario. Exponer a los estudiantes una y otra vez a las palabras nuevas, con una variedad de materiales de lectura, apoya el desarrollo del vocabulario. Empezando con la página 49 de la Guía del Tutor de Leamos, hay pasajes que se centran en las palabras de vocabulario clave. Lea estos pasajes a los estudiantes y con ellos. Discuta los pasajes tanto para el desarrollo del vocabulario como para aumentar la comprensión de la lectura.

Invite a los estudiantes a que hagan preguntas cuando no entiendan las palabras.

Comprensión

Las preguntas para ayudar a comprender están incluidas en el programa de Leamos.

También, use los apéndices para iniciar una conversación relacionada con los temas de las respectivas lecciones. Empezando con la página 49 de la Guía del Tutor de Leamos, hay pasajes que se centran en lectura para reforzar la comprensión.

El enfoque de experiencia del lenguaje

“Lo que pienso, lo puedo decir.
Lo que digo, lo puedo escribir.
Lo que escribo puede ser leído por los demás.”

Historias de la experiencia son herramientas maravillosas para conectar con lo que les interesa a los estudiantes. Los estudiantes crean el material que van a leer a partir de sus propias vidas. Cuando utilizan sus propias palabras en la lectura y escritura, ven que las habilidades les permiten comunicarse y expresarse. Lo que es más - las palabras son más fáciles de aprender - son palabras significativas que usan todos los días.

Indicaciones para aplicar esta actividad

1. Invíte al estudiante a contar una historia personal o experiencia.
2. Escriba la historia exactamente como el estudiante lo dice.
3. Lea la historia completa de nuevo al estudiante, señalando las palabras a medida que las lee.
4. Lea toda la historia juntos, sin dejar de señalar las palabras.
5. Lea la historia frase por frase, juntos por primera vez y luego el estudiante solo.
6. El estudiante lee toda la historia solo, con ayuda si es necesario.
7. Invíte al estudiante a copiar la historia en su cuaderno de notas.
### 48 Palabras Más Comunes

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A special thank you to
Cathay Reta for the development of the Toolkit,
in collaboration with Patty Celidon, AnaMaria Ruiz,
and the California public libraries which participated in this pilot:
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2015-2017

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