**Before Bilingual Storytime: The Outreach Bridge to Engaging Latino and Spanish-speaking Families - Learner Guide**

<http://www.webjunction.org/events/webjunction/before-bilingual-storytime.html>

**Event Description**: If you want to attract Latino and Spanish-speaking families to your library, the instinct is to launch a bilingual or Spanish-language storytime. It’s the “if we build it, they will come” logic for attracting community members who are not being served by the library. Libraries may be disappointed to discover that it doesn’t necessarily work that way. In this webinar, recognize the critical role that outreach plays in bridging the gap between Latino and Spanish-speaking families and library services. Hear real-world examples of outreach strategies from librarians who successfully connected with their Latino and Spanish-speaking communities, and learn a basic outreach process that you can adapt for your own community.

Presented by: **Katie Scherrer**, Connected Communities, consultant and co-author of Once Upon a Cuento: Bilingual Storytime in English and Spanish; and **Lauren Simon**, Community Librarian, Tualatin Public Library

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| **What are your goals for viewing this webinar?** |
| **Personal Goals** |  |
| **Team Goals** |  |

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| **Discussion/Reflection Question 1** |
| What do you currently know (or think you know) about the Latino and/or Spanish-speaking community in your service area? Suggested questions to consider include:1. Are you serving a community of recently arrived Latino immigrants or a Latino community that has had a longstanding presence in the area?
2. What do you know about the cultural heritage and language use of the Latino community?
3. Is there a particular area of town where the Latino/Spanish-speaking community seems to be concentrated? Why?
4. Are there specific industries in which a large percentage of the Latino community are working?
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| **Activity 1** |
| Name at least five other organizations and businesses are serving the Latino community in your area.1.2.3.4.5.Name at least three potential community leaders that you can contact to set up a Community Leader Interview. These should be people with close contact with the Latino community; they may or may not hold official titles of power within the organizations that they represent. 1.2.3. |
| **Activity 2** |
| Conduct at least one Community Leader Interview. Use the WebJunction guide ([www.webjunction.org/materials/webjunction/Community\_Leader\_Interview\_Guide.html](http://www.webjunction.org/materials/webjunction/Community_Leader_Interview_Guide.html/)) as a tool to help you formulate your questions. * If possible, visit your community leader in their workspace, rather than the library.
* Remember, this first meeting is more about learning from the leader’s experience with the Latino and Spanish-speaking community than it is about promoting the library.
* As you close the interview, be sure to ask the leader if they can recommend one or two other community members they think you should speak with as you continue to learn about the community.
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| **Activity 3** |
| Visit a public space, such as a local market, that caters to the Latino/Spanish-speaking community. Make a mental note of anything that felt unfamiliar or uncertain to you in this setting. * What languages did you hear being spoken and see on the signage?
* Were you able to find any items or materials that you recognized?
* Was it clear where to turn for help if you had questions?
* With this experience fresh in your mind, visit your library as though you were walking into the building for the first time. Make note of anything that stands out to you as potentially unclear or unfamiliar to visitors with little library experience and/or limited English-language skills.
* What access barriers did you notice?
* Are there any simple steps you can take to removing these barriers? Discuss your experience with your supervisor(s).

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| **Action Plan:** (include next steps, who, when, etc.) |
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