



Library Services for Incarcerated Spanish Speakers



Spanish Language Outreach Program Information

- Created through a partnership between the Bill & Melinda Gates Foundation, WebJunction and state libraries - A nationwide program for library staff.
- Goal: Increase the knowledge and skills of library staff to better serve the needs of Spanish speakers in their communities and increase the number of Spanish speakers using computers and other library resources and services.
- After hearing from many participants in the [Spanish Language Outreach workshops](#) that work in jails, prisons, correctional facilities, and youth detention centers, we heard there was a need to modify the workshop curriculum to meet their special needs



Welcome

Your library may already be involved in efforts to reach out to Spanish speakers in your facility, or it may just be starting outreach. In either case, this curriculum will provide useful tips and tools for reaching out to Spanish speakers in your facility in order to define and better meet their needs.



Directions for taking this course

- Please print out the “Spanish Language Outreach Program Resource Packet” and follow along as indicated in the course
- By the end of this self-guided course, you will have the beginning of an action plan for your library to start outreach to Spanish speakers in your facility

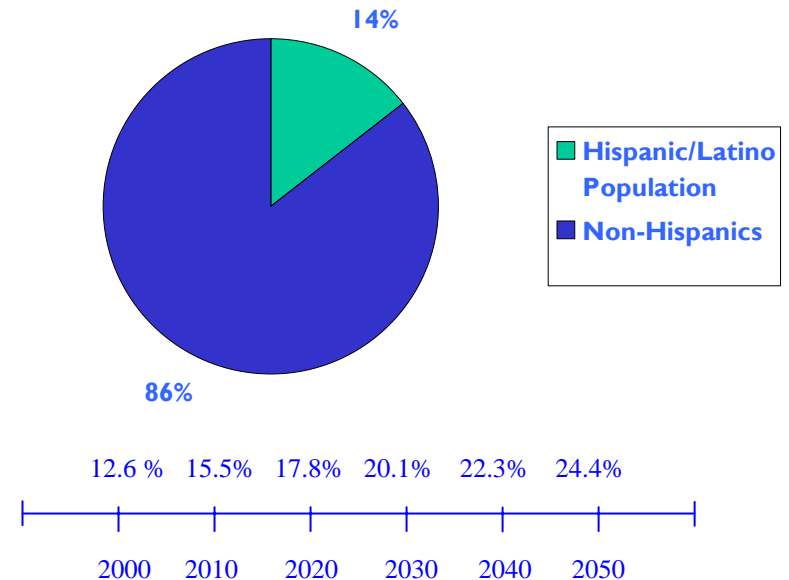


MODULE I: INTRODUCTION AND MAKING THE CASE



Changing Landscape

Hispanic/Latinos now comprise the largest minority group in the US and the fastest growing segment of the population

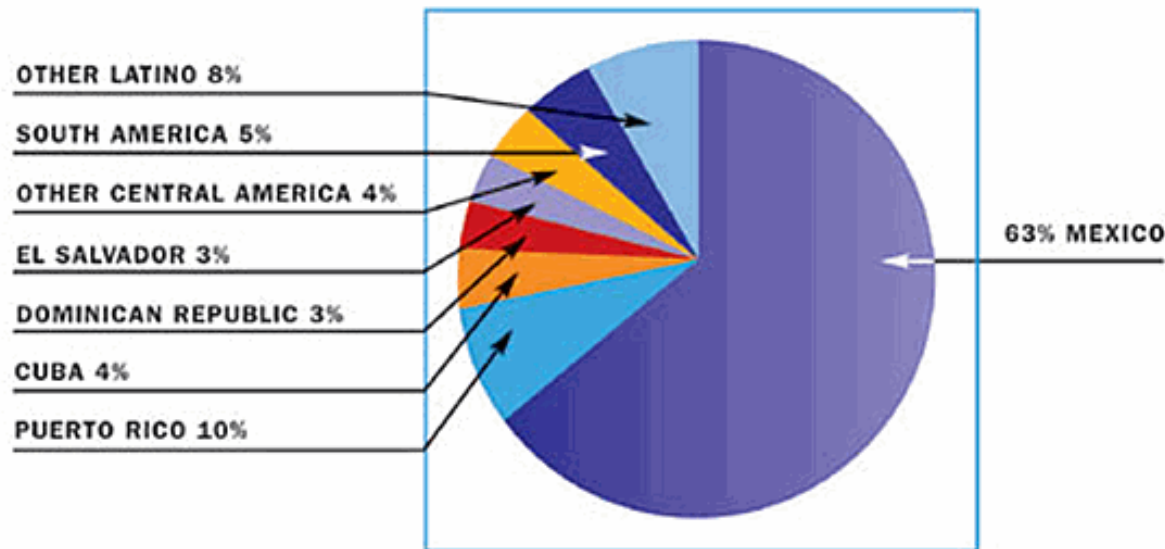


Source: U.S. Census Bureau, 2004, "U.S. Interim Projections by Age, Sex, Race, and Hispanic Origin."



U.S. Latino Population by National Origin

U.S. LATINO POPULATION BY NATIONAL ORIGIN



59.7% of Hispanics are Native-born vs. 40.3% are Foreign-born

Source: HispanicTrends.com, Dynamic Trends, March/April 2005 and "U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, Ethnicity and Ancestry Statistics Branch, Population Division"



Foreign-Born Inmates

- Nationally, 15.6% of inmates in federal, state, and private institutions are Hispanic

Insert your local state statistics here

- In New York state, 27% come from countries where English is the predominant language
- In New York state, 55.5% come from countries where Spanish is the predominant language



Raises communication & programming concerns

Source: State of New York DOCs "The Impact of Foreign-Born Inmates " May 2005 and Sourcebook of Criminal Justice Statistics, 2003.



Hispanic Inmate Ratio in Facility Populations

Insert your local state statistics here.

- Fishkill 33.9%
- Green Haven 32.5%
- Downstate 31.2%
- Coxsackie 29.2%
- Greene 28.7%
- Beacon 23.3%
- Hudson 20.3%

Source: State of New York DOCs “Hub System Profile of Inmate Population Under Custody” January 1, 2005.



Challenges Faced by the Hispanic/Latino Population

- Education
 - 53% of Hispanics have a high school degree or less vs. only 10% of non-Hispanic whites and 17% of non-Hispanics of other ethnic backgrounds
 - Gap in access to technology
- Language
 - Of the almost 20% of the total population that speaks a language other than English at home, 62% speak Spanish
 - Among Hispanics, approximately 2 in 5 speak English less than “very well.”
- Economics
 - In the U.S., 22.5% of Hispanics live below the poverty level vs. 8.2% of non-Hispanic whites and 20.7% of non-Hispanics of other ethnic backgrounds

Sources: “U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplement, Ethnicity and Ancestry Statistics Branch, Population Division” and “Toward Equality of Access: the Role of Public Libraries in Addressing the Digital Divide”



Challenges specific to Spanish-speaking inmates

- In some facilities, inmates of various ethnic groups are kept separate because the administration has concerns about gangs. This may lead limited-English speakers to feel more isolated.
- Non-U.S. citizens may face deportation
- Many library staff do not have Spanish-language skills and rely on bilingual inmates for translation*
 - impacts delivery of services in health, legal, and education programs for limited-English prisoners

Source: Shirley, Glennor. [Library Services to Disadvantaged User Groups: Library services to adult prisoners in the United States](#)



The Role of the Library

- Libraries play an important role in closing the gap between English and Spanish speakers.
- What works: Effective outreach to Spanish speakers
- Effective Outreach involves:
 - Identifying the needs of the community and addressing the needs through developed services
 - Making Spanish speakers aware of how the library can help them improve their lives
 - Letting Spanish speakers know they are welcome in the library and have access to all library resources
 - Delivering services in a culturally responsive way



Outreach Today

“...in order to meet the **changing and growing needs** of our communities, it is becoming a basic service to reach out beyond our walls and make library services not only **accessible** but also **relevant** to diverse populations.”



Serving Latino Communities: A How-To-Do-It Manual for Librarians
By Camila Alire and Orlando Archibeque



“The prison population is growing more diverse in recent years. In the 60’s and 70’s, the Hispanic population was mostly Puerto Rican. Now there are people from Mexico, Central and South America & Caribbean Islands.”

- Facility Chaplain interview

“The influx of non-English speaking inmates continues to increase.”

- Jail Education Officer interview



Dominant Language by Facility

Insert your local state statistics here.

	Spanish Only	Spanish & Limited English	Spanish & Moderate English	Total Spanish Speakers
Beacon	3	0	0	3
Downstate	45	22	18	85
Fishkill	107	32	35	174
Green Haven	120	53	48	221
Coxsackie	32	10	18	60
Greene	92	15	17	124

Source: State of New York DOCs "Hub System Profile of Inmate Population Under Custody" January 1, 2005. Insert local source.



“I have seen some disturbing issues and scenarios arise due to lack of communication, such as yelling and screaming, which just escalates the tension level at the facilities.”

- Transitional Services Counselor interview



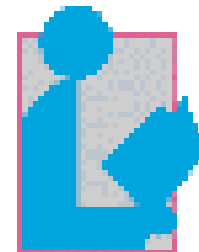
“As it is, many just answer, “yes” to any questions posed to them, thinking that this will cause them fewer problems. In most cases their lack of knowledge presents serious problems for them.”

- Jail Education Officer interview



The Importance of Facility Library Services for Spanish Speaking Inmates

- Increases their chance of reentry success.
- Increases their knowledge about health, law, parenting and how to support the family unit.
- Just by being in the library, a Spanish speaker gets exposed to the wealth of material available in the English language. There is a strong correlation between literacy in one language and literacy in a second language.
- Better relations within the facility.
- What else?





Action Plan Exercise I: Making the Case

- Turn to page 2 of your SLO Program Handout Packet
- How could you explain the importance of serving Spanish speakers to someone within the correctional facility who is resistant or believes the library should address other priorities?



Building Support Within the Library for Serving Spanish Speakers

- Become an advocate
- Communicate/collaborate with administration
- Get philosophical commitment - include in library's strategic plan/mission
- Prioritize - select target segment, specific need, specific service to start with
- Develop specific outcomes and action plans
- Start small, but plan for the long term
- Communicate and involve all levels of staff
- Report, document, evaluate, adapt



Making the Case

- Legal precedence
 - Bounds v. Smith
 - Compels prison authorities to provide “access to courts” through law libraries OR assistance from persons trained in the law
 - Lewis v. Casey
 - Had it stood, mandatory access to multilingual legal staff to assist non-English speakers
 - Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons
 - <http://www.hhs.gov/ocr/lep/revisedlep.html>



Resources for Making the Case

- 10 Reasons We Buy Spanish Books – By Al Milo
<http://www.reforma.org/refogold.htm#Why>
- Spanish Translation of Library Bill of Rights
<http://www.reforma.org/refogold.htm#derechos>
- REFORMA Language Rights
<http://www.reforma.org/ToolkitPart1.pdf>
- IFLA Guidelines for Library Services to Prisoners, Library Materials
<http://www.ifla.org/VII/s9/nd1/iflapr-92.pdf>
- ALA Resolution on Prisoners' Right to Read:
<http://www.ala.org/ala/ascla/asclaissues/prisonrights.htm>



MODULE 2: REACHING OUT

*How to Connect with the
Spanish-Speaking Population*



Learning About Hispanic Diversity and Culture

- Will help us understand the perceptions and attitudes that the community has about the library
- Enable us to communicate more effectively with Spanish-speaking patrons
- Encourage us to look for ways to make the library more welcoming and relevant



Action Plan Exercise 2

Who are your Spanish-speaking patrons?

- Turn to page 3 of your SLO Program Handout Packet
- For each factor, make notes on what you know or don't know about your Spanish-speaking community.
- What impact does each factor have, if any, on planning and marketing service to your Spanish speaking community?



Environmental Effects on your Spanish-Speaking Patrons

- Diversity of community
- Country or Countries of origin
- Length of residence in U.S.
- Facility with English language
- Educational level
- Economic level
- Level of acculturation
- Understanding of the library



Understanding of the Library

- Varying experiences with libraries in country of origin
- Common Misconceptions:
 - Libraries are only for the educated or for those attending school.
 - Library materials are for sale, not for loan.
 - libreria=bookstore, biblioteca=library
 - Access to the library and library services requires a fee.
 - Libraries will divulge the personal information used in obtaining a library card to government agencies.
 - Libraries only provide materials in English.
 - Libraries are places to have documents notarized



Working With Community Leaders to Learn About Your Community

Community leaders are:

- experts on the community
- trusted and relied upon by the community
- dedicated to helping the community
- part of the social network of the community
- Can be outside the facility if they are knowledgeable about the community
- Examples: bilingual inmates, ESL and Spanish teachers, unit staff, chaplains, transitional counselors, teachers, recreational and educational staff, library staff, outside service providers*

Source: WebJunction Prison Library Survey, 2007



Working with Community Leaders: an Effective Technique

- To introduce yourself and learn about the community
- To identify the needs of the community
- To get feedback on a specific service or program
- To publicize or market a specific service or program
- To find out how well you are doing in reaching and serving the community



“I would say that the chaplains of the various facilities are good sources of information and service for inmates.”

- Facility Chaplain interview



“The transitional services counselors at the various facilities have contact with just about all the inmates at one time or another. They tend to have a good sense of what is needed to assist inmates to be successful on the ‘outside’.”

- Transitional Services Counselor interview



“There are many Ethnic and Cultural organizations within the facilities, ones geared toward Hispanic inmates are in many of them.”

- Facility Chaplain interview



Getting to Know the Spanish Speaking Community

- Informs the community about the library
- Helps library be more responsive to customers
- Connects library to community issues
- Validates the community
- Builds relationships and trust
- Develops library advocates
- Provides multiple perspectives
- Stimulates creativity



Interview Questions

- Focus on the community and the customer not the library
- Ask questions about community problems, needs, barriers, events, opportunities
- Help community leaders share their expertise
- Show interest in the community
- Demonstrate that you want to help solve community problems
- Avoid asking library-centric questions
- See handout “Community Leader Interview for Correctional Facility Libraries”



“We must learn, and be willing to learn from the very diversity that is presented to us.”

- Transitional Services Counselor interview



MODULE 3: PROVIDING SERVICES

*Responding to the Needs of the
Community*



What's Working – Common Traits of Successful Services

- Partnering with community organizations and internal organizations
- High level of organizational support
- Sufficient resources (staff, money)
- Positive attitude towards Hispanic/Latino community
- Promoting programs through internal communication and service agencies that serve Spanish speakers
- Awareness of cultural diversity



Impact of Culture

- Culture is the “software” that determines our behavior and attitudes
- We all have culture and we are all culturally programmed
- None of us has the same cultural program
- We all belong to many different cultures with different cultural rules



Learning Cultural Rules

- Where do we learn our cultural rules?
- Who teaches us how to think, act, behave in our culture?
- How do we learn what is acceptable in our culture? How do we learn to be an American?
- Cultural rules not written down
- Cultural rules absorbed unconsciously



Cultural Assumptions

- We interpret a person's behavior based on our cultural rules
- What you think is “normal” may not be for others
- Normal = Different
- We make assumptions when we don't understand
- Difference between deep values & surface behavior
- See “Four Dimensions of Diversity Chart” on page 2 of your Handout Packet



“Lack of communication and understanding of the Latino culture are problems I see all the time. The Anglo perceptions of the Hispanic culture and its value systems are many times causes of miscommunication or lack of communication.”

- Transitional Services Counselor interview



Cultural Perspectives

- Sense of self and space
- Communication and language
- Dress and appearance
- Food and eating habits
- Time and time consciousness
- Relationships
- Values and norms
- Beliefs and attitudes
- Mental processes and learning styles
- Work habits and practices

Adapted from Lee Gardenswartz and Anita Rowe, Managing Diversity, Rev. ed. (McGraw Hill) 1998.



“What is acceptable in the US culture, is not always so in the Latino culture.”

- Transitional Services Counselor interview



Action Plan Exercise 3

Cultural Differences

- Review “Selected American and Hispanic/Latino Cultural Differences,” p. 4 of your SLO Program Handout Packet
- For each cultural difference, give an example on p. 4 of how you or the library could adapt or respond to this cultural difference in planning and delivering library services
- Be careful not to stereotype!



*“...improving their technology education.
Inmates need training in basic computer
skills, such as word processing.”*

- Facility Chaplain interview



Types of Programs Being Offered in Corrections Libraries

- Basic computer and internet skills
- Employment readiness
- Family and parenting skills
- ESL tutorials
- Grammar, GED, resumes, and typing help
- Re-entry readiness
- Open hours – one-to-one help



Types of Programs Offered in Corrections Libraries

- Computer skills
- ESL and literacy
- Bilingual parent/child reading hours
- Re-entry programs in Spanish
 - Lectures from professionals in outside community on different jobs
 - Health and hygiene
 - Workforce readiness



Types of Resources Being Offered in Libraries Serving Spanish Speakers

- Spanish-English dictionaries
- Books, magazines, newspapers in Spanish, at all reading levels
- Fotonovelas
- Directory information in Spanish
- Library service directions in Spanish
- Lists of Spanish titles
- Resources to learn English
 - i.e. Materials in English at easy reading levels
- Resources to learn Spanish*



Service Success Principles

- Make no assumptions about what the community knows about the library or its services
- Establish trust and respect one person at a time/one day at a time
- Integrate the library into heart and soul of the community

* See “Serving Spanish Speakers Success Checklist”



MODULE 4: MARKETING TO THE SPANISH-SPEAKING COMMUNITY

*Using Word-of-Mouth
Marketing and Ethnic / Cultural
Organizations*



What Are You Marketing?

- Focus on selling the service or program in terms that “connect” or mean something to the community — that relate to their needs, problems, life situations, etc.
- Focus on selling the concept that the library is there to help. Avoid focusing on selling the “library.”



Developing Messages That Connect

- Instead of a brochure publicizing the Spanish language collection, develop flyers (with book cover illustrations) that call attention to specific materials:
 - Do you need to know what to expect and how to prepare for a job interview?
- Instead of publicizing a list of classes/programs, talk about what the programs will help them do:
 - Do you want to learn how to ...



Word-of-Mouth Marketing

“This whole notion of word-of-mouth marketing in the multicultural market is tightly related to social networks. The marketer needs to know who is in the social network. Penetrating a community through opinion leaders makes for a good chance that the product will be adopted.”

Felipe Korzenny, “*Marketing News*,” July 22, 2002



Building Trust

- Often Spanish speakers will buddy up with a bilingual English speaker. Identifying the bilingual speakers, and gaining their trust, can be the first step to developing a relationship with the limited English Spanish-speaker
- Hire bilingual, bi-cultural staff and inmate clerks
- Help all inmates understand that the library is for them



Techniques for Better Word-of-Mouth Exposure

- Promote service among local community leaders
- Hold special events within the community tailored to community needs and interests
- Work with the Ethnic and Cultural organizations at the facility to partner for programs and to help spread the word about the library
- There are many points of contact for getting the word out about the library*



Tips on Preparing Marketing Materials

- Emphasize the visual. Use color.
- Emphasize the 4 F's
 - Free (Gratis), Family, Food, Fun
- Use their language
- Get it down to basics
- Get help reviewing translations



Additional Marketing Resources

- ¡Bienvenidos! ¡Welcome!: A Handy Resource Guide for Marketing Your Library to Latinos *by Susannah Mississippi Byrd, published by ALA Editions*
- Marketing to American Latinos: A Guide to the In-Culture Approach *by Isabel Valdes*
- Hispanic Marketing: A Cultural Perspective *by Felipe Korzeny and Betty Ann Korzeny*



Action Plan Exercise 4

Marketing

- Turn to page 7 in your SLO Program Handout Packet
- Choose a library service that relates to a need of Spanish-speaking inmates
- Develop a message that connects with the their needs, interests, or situation. (Example: Are you getting released soon? Do you want to know how to find a job? These materials are available to you for free at the library)
- Determine how, where and when you will reach the community with this message



MODULE 5: PLANNING AN OUTREACH ACTIVITY



Key Steps to Planning Services

- Determine community needs & prioritize
- Assess your current level of responsiveness
- Determine target audience
- Consider potential partnerships
- Develop action steps
- Market service to target audience
- Evaluate, document, and adjust



Suggested Outreach Activities List

<http://webjunction.org/do/DisplayContent?id=18215>

Suggested Outreach Activities for Corrections Libraries		
Available with live links on WebJunction at http://webjunction.org/do/DisplayContent?id=18215		
Module	Stages	Activities
REACHING OUT	Getting Started	Identify organizations/groups/classes to speak to about the library and set a goal for a certain number of presentations within a year. For suggestions see Community Resources list in the Community Leader Interview Guide
		Arrange for library staff to take WebJunction's Spanish Language Outreach Online Course or WebJunction's Spanish Language Outreach for Corrections Libraries
		Develop and implement a plan to help staff learn basic library Spanish using Infopeople's Survival Spanish for Library Staff or other resources in WJ's Spanish for Library Staff area
	Involving Staff and Community	Talk to facility administration to find inmate bilingual, bi-cultural inmate clerks. Use Staff Training & Recruitment resources.
		Include services to Spanish speakers in library's strategic plan and make the case to the Trustees, Friends, or Facility Administration. For more on strategic planning see course: The New Planning for Results Online Course
	Working in	Participate in at least one non-library program or event that serves Spanish speakers such as job training workshop, health outreach, or educational program. Share resources available to them at the library.
		Make the case for funding using 10 Reasons We Buy Spanish Books , available on the REFORMA site, and involve your community partners in advocacy efforts
		Use the Spanish Language Outreach Follow-on Curriculum to develop



Action Plan Exercise 5

Planning an Outreach Activity

- Review the list of [suggested outreach activities](#) and select an activity you would like to implement in your library.
- Use page 8 of your SLO Program Handout Packet to begin planning your activity



Examples of programs for Spanish-speakers

- LIBROS (Multnomah County, OR)
- Office of Community Outreach Services has created this guide for ex-inmates
<http://www.nypl.org/branch/services/correctional.html>
- For more examples of what other libraries have done, see p. 11 of Spanish Language Outreach Program Resource Packet



MODULE 6: WEBJUNCTION & RESOURCES FOR IMPLEMENTING OUTREACH



WebJunction

- WebJunction.org online since May 2003
- An online community of library staff sharing knowledge to provide the broadest public access to information technology
- **Read:** Articles, handouts, worksheets, downloads and other content
- **Learn:** Online learning courses/tutorials
- **Share:** Discussions and networking



WebJunction Demonstration

Spanish Language
Outreach

TUTORIAL



How to Get Involved

- Share resources (handouts, lesson plans, links, etc.) online at WebJunction
- Join conversations in [forums](#) on the Discussion Boards at WebJunction
- Give feedback: on the boards, through email
- Become a “thought leader” in the community by modeling participation
- See [WebJunction's Get Involved](#) for more ways to get involved!



Acknowledgements

This guide is based on the work of WebJunction's Spanish Language Outreach Program workshops and trainers Merribeth Advocate and Rebekkah Smith Aldrich of Mid-Hudson Library System.

Thank you to the curriculum advisory committee for all their invaluable feedback: Merribeth Advocate, Glennor Shirley, Ray James, Anita Peterson and Chris Nelson.



Where minds meet.



WebJunction.org

Spanish Language Outreach Program Resource Packet

Contents

Learning Objectives	p. 1
Action Plan Guide	p. 3-9
Four Dimensions of Diversity Chart	p. 10
Guide for Conducting Community Leader Interviews	p. 11-18
Resources for Working with Spanish Speakers	p. 19-26
Serving Latino Communities Checklist	p. 27-31



Where minds meet.



WebJunction.org

Spanish Language Outreach Program Serving Incarcerated Spanish Speakers Learning Objectives

- Increase awareness of cultural differences, behaviors and values of predominant American culture and Hispanic/Latino culture and their impact on delivering library services.
- Learn how to build strong community partnerships and collaborate with the Spanish-speaking community to increase access to computers and resources.
- Learn techniques for reaching out and marketing the corrections library and computers to Spanish-speaking customers.
- Understand how to develop an action plan for reaching out to the Spanish-speaking customer and increasing access to computers in the library.



Spanish Language Outreach Program Action Plan Guide

This Action Plan Guide is a worksheet that you can use to help plan your Outreach Activities. Sections in the worksheet coincide with sections and topic areas in the workshop. Feel free to go beyond these exercises to address issues that are appropriate for your project and your library.

Action Plan Exercise 1: Making the Case

Directions: Brainstorm responses to the following common scenarios you may encounter.	
Scenario	Notes
<p><i>Explain the importance of serving Spanish speakers to someone within the library (staff, director, facility administrator) who is resistant or believes the library should address other priorities first. What arguments, positions or beliefs have they expressed and how would you address them?</i></p>	
<p><i>Explain the importance of serving Spanish speakers to a community member who is resistant or believes the library should address other priorities first. What arguments, positions or beliefs have they expressed and how would you address them?</i></p>	

Action Plan Exercise 2: Who Are Your Spanish-speaking Customers?

<p>1. For each factor, make notes on what you know/don't know about your Spanish speaking community.</p> <p>2. What impact does each factor have, if any, on planning and marketing service to your Spanish speaking community?</p> <p>3. In small groups, discuss the similarities and differences of your communities.</p>		
Community Factor	About My Target Community	Impact on Planning and Marketing
Diversity of community		
Country or countries of origin		
Length of residence in U.S.		
Facility with English language		
Education level(s)		
Economic level(s)		
Level(s) of acculturation		
Knowledge of the library		

Action Plan Exercise 3: Cultural Differences

<p>Directions: After reviewing the first chart below, on the second chart, note the ways in which cultural differences might impact the planning and delivery of services, and list how you would adjust to accommodate those differences.</p>		
Dimensions of Culture	American Culture	Hispanic/Latino Culture
1. Sense of self and space	<ul style="list-style-type: none"> Individual space—arm's length Informal—use “you” for all relationships Hearty handshake 	<ul style="list-style-type: none"> Closer than arm's length Formal—use both formal and informal “you” Warmer, softer handshake, hug, kiss on the cheek
2. Communication and language	<ul style="list-style-type: none"> Direct eye contact Explicit, direct communication—people say what they mean and mean what they say Emphasis on content; meaning found in words—yes means yes 	<ul style="list-style-type: none"> Averts eye contact to show respect Implicit, indirect communication—people may hold back to avoid upsetting other person Emphasis on context; meaning found around words—yes may mean maybe or even no
3. Dress and appearance	<ul style="list-style-type: none"> “Dress for Success” ideal Wide range in accepted dress 	<ul style="list-style-type: none"> Dress seen as sign of position, wealth, prestige
4. Food and eating habits	<ul style="list-style-type: none"> Eating as a necessity—fast food 	<ul style="list-style-type: none"> Dining as a social or family experience Religious rules
5. Time and time consciousness	<ul style="list-style-type: none"> Time is linear and finite—seen as limited commodity Exact time consciousness—handle one thing/one person at a time Value on promptness—time means money Deadlines/ schedules are sacred; needs of people bend to demands of time 	<ul style="list-style-type: none"> Time is elastic and infinite—there is always more time Relative time consciousness—many activities going on at once Time spent on enjoyment of relationships Deadlines and schedules easily changed; time is bent to meet needs of people
6. Relationships, family, friends	<ul style="list-style-type: none"> Focus on nuclear family Responsibility for self—children encouraged to live separate, independent lives Value on youth, age seen as handicap 	<ul style="list-style-type: none"> Focus on extended family Loyalty and responsibility to family—being independent considered irresponsible, disloyal Age given status and respect
7. Value and norms	<ul style="list-style-type: none"> Individual orientation— independence and self reliance highly valued Personal fulfillment is greatest good Preference for direct confrontation of conflict 	<ul style="list-style-type: none"> Group orientation—looking out for others protects one's self Group success is greatest good Preference for harmony
8. Beliefs and attitudes	<ul style="list-style-type: none"> Egalitarian—all people should have equal rights OK to challenge authority Individuals control their destiny Gender equity 	<ul style="list-style-type: none"> Hierarchical—power more centralized Defer to authority and social order Limited control over destiny Different roles for men and women
9. Mental processes and learning style	<ul style="list-style-type: none"> Linear, logical, sequential “Fix it” approach to problems Humans in control Progress and change is good 	<ul style="list-style-type: none"> Lateral, holistic, Simultaneous One adapts to problems and situations

	<ul style="list-style-type: none"> • Learning is interactive; learner prefers to draw own conclusions 	<ul style="list-style-type: none"> • Accepting of life's difficulties • Change is threat to order and harmony • Learning more formal and one-way; learner dependent on written information
10. Work habits and practices	<ul style="list-style-type: none"> • Emphasis on task • Reward based on individual achievement • Work has intrinsic value 	<ul style="list-style-type: none"> • Emphasis on relationships • Rewards based on seniority, relationships • Work is a necessity of life

Dimension of Culture	Impact and Adjustments for Computer Classes	Impact and Adjustments for ESL Talk Time
1. Sense of self and space <ul style="list-style-type: none"> Distance Touch Formal/informal 		
2. Communication and Language <ul style="list-style-type: none"> Language/dialect Gestures/expressions/tone Direct/indirect 		
3. Dress and appearance <ul style="list-style-type: none"> Clothing/Hair Grooming 		
4. Food and eating habits <ul style="list-style-type: none"> Food restrictions/taboo Utensils/hands Manners 		
5. Time and time consciousness <ul style="list-style-type: none"> Promptness Age/status 		
6. Relationships <ul style="list-style-type: none"> Family Age/gender Status 		
7. Values and norms <ul style="list-style-type: none"> Group vs. individual Independence vs. conformity Privacy Respect Competition vs. cooperation 		
8. Beliefs and attitudes <ul style="list-style-type: none"> Religion Position of women Social order/authority 		
9. Mental processes and learning <ul style="list-style-type: none"> Left/right brain emphasis 		
10. Work habits and practices <ul style="list-style-type: none"> Work ethic Rewards/promotions Status of type of work 		

Above charts adapted from Lee Gardenswartz and Anita Rowe, *Managing Diversity*, Rev. ed. (McGraw Hill) 1998.

Action Plan Exercise 4: Marketing

Complete the following:	
Choose a library service that relates to a need in your Spanish-speaking community	
Develop a message that connects with the community's needs, interests, or situation. (Example: Are you going to be released soon? What can you do to find a job? These materials are available to you for free at the library)	
Determine how, where and when you will reach the community with this message	

Action Plan Exercise 5: Planning an Outreach Activity

1. Review the list of suggested outreach activities and select an activity you would like to implement in your library.	
2. Complete the chart below.	
Activity:	
Need Being Addressed	
Target Audience	
Potential Partnerships	
Action Steps	
Marketing to Target Audience	
Evaluation Plan: Success Indicators/How to Demonstrate Impact	

Conclusion:

Congratulations! You have completed your outreach action plan for one of your selected activities. As you select your additional activities and further develop and implement your overall plan, remember that the community at WebJunction is here to support your work. Visit the discussion forums to update us on your progress, share resources you have created, ask questions, or seek support from your colleagues. You can access the Spanish Language Outreach Program discussion forums at: <http://webjunction.org/forums/category.jspa?categoryID=99>.

Four Dimensions of Diversity

Management Status	-- Organizational Dimensions -- Functional Level/Classification							Work Content/Field
	Marital Status	-- External Dimensions * -- Geographic Location					Income	
		Race	Internal Dimensions * Age		Gender			
			Personality					
Union Affiliation	Parental Status	Ethnicity	Physical Ability		Sexual Orientation	Recreational Habits	Division/Department Unit/Group	
	Appearance	Work Experience		Educational Background	Religion			
		Work Location		Seniority				

Adapted from: From Lee Gardenswartz and Anita Rowe, *Diverse Teams at Work*: Irwin Professional Publishing, 1964.

* Internal Dimensions and external dimensions are adapted from Marilyn Loden and Judy B. Rosener, *Workforce America! Business One Irwin*, 1991.

Guide for Conducting Community Leader Interviews

Introduction

Community leader interviews are a very effective technique for learning about the Spanish-Speaking community. The technique is personal and informative and begins the process of building trust that is essential for reaching this community.

In the prison setting, library staff can seek out internal groups to partner with, such as: clergy, ethnic social group leaders and members, transitional service and educational counselors.

Community Leader Interview Process

The major steps in conducting community leaders interviews are:

- Identify community leaders (see Guidelines below and Community Resources list)
- Set up interviews (see Sample Process for Community Leader Interview)
- Conduct interviews (see Sample Community Leader Interview)
- Analyze/summarize information (see Guidelines below)
- Develop preliminary response/plan (see Guidelines below)
- Set up follow-up interviews (see Guidelines below)

Goals of the Community Leader Interviews

1. To gather information about the needs of the Spanish-speaking community in your community.
2. To begin building relationships with community leaders within the Spanish-Speaking community.

Identifying Community Leaders

1. Use the Community Resources list to help you begin identifying potential community agencies and groups to contact. Your goal is to identify community leaders that have knowledge of or experience working with the Spanish-speaking community.
2. The leaders you interview do not necessarily have to be Spanish-speaking themselves. They must, however, be knowledgeable about the needs and issues of the community. They might have gained their expertise by working for an agency that serves the community or they may be community activists with a broad knowledge of community problems and issues.
3. Not all types of organizations on the Community Resource list may be represented in your community. You may already be familiar with some community leaders through the newspaper or other media coverage. Start with what and whom you know. Talk to other people in the library, friends, colleagues in the facility, etc. who may have a personal connection with a potential interviewee. It helps to be able to say that someone they know referred you to them.
4. Make a list of a minimum of 5 community leaders to interview. These are busy people and your schedules and deadlines may not coincide.

Setting-Up the Interview

1. The sample process provided is intended to be a checklist for you rather than a script. You are starting a personal relationship so be sure you are as comfortable and informal as possible. Practice what you want to say before you make the first call.
2. At the end of the interview be sure to ask them for additional names of people you should contact. By now the community leader knows you and what you are trying to accomplish. They can be invaluable in expanding your list of contacts. Be sure to always mention their name if you follow-up on their referral.

Conducting the Interview

1. Even though the community leader may offer to come to the library or your office, make it a point to conduct your interviews where they are, if at all possible. You want to see them in their milieu and you want others in the community to start seeing you out there. Face-to-face interviews are preferable to phone interviews.
2. The interview questions are intended as a guide. Be flexible and alert. The interview doesn't usually follow the simple 1-7 pattern of questions. Often the leader will answer several of your questions at once. If so, when you get to a question that the leader has already addressed simply summarize what they said and ask if they have additional thoughts on the question.
3. Practice saying the questions out loud ahead of time. Rephrase them so that you feel comfortable asking them.
4. Start by building rapport on a personal basis. The session should be informal and relaxing. Find out about the person, the organization and the background about key services and projects they provide before you start the interview questions.
5. If someone they know has referred you to them be sure to mention this. Strive to make a personal connection immediately.
6. The focus of the interview questions is to identify community needs and issues. The purpose of the interviews is to get to know the community from an insider's perspective. The focus is not to get the community leader's perspective on what the library should be doing to serve the community. That will come later. At the interview your role is to acknowledge and tap into the expertise of the community leader.
7. Take notes but do not use a tape recorder. Feel free to take the time to write good notes. Ask the interviewee to repeat if you missed something or rephrase what you thought you heard. The interviewee wants to help you get it right.
8. If at all possible, end the interview by letting them know when you will be back in touch. Let them know that you will send them a copy of your findings, results, etc.

Summarizing the Interview

1. Review your notes immediately after the interview. Sit in your car or outside their office and be sure you can read what you wrote.
2. Transcribe and summarize your notes as soon as possible. Make a list of the needs and issues identified; highlight those that are repeated or mentioned more than once.

Set Up Follow up Interview (within first three months following Institute)

1. The community leader interview process is the start of a relationship. As a minimum, plan to meet with the leader at least three times:
 - The first meeting should be to conduct the interview and begin the relationship.
 - The second meeting should be a personal follow-up with the results/findings of your interviews and to get their input on your preliminary action plan.
 - The third meeting should be to get their help in marketing your activities, services to begin implementation of your action plan

Community Resources

Note: This list is not all inclusive; see “Potential Community Partners for Correctional Facilities”.

You DO NOT need to contact every category on the list.

You DO need to tailor your list to your community.

You DO need to reach out to people not usually included.

- Transitional counselors, facility chaplains, ESL instructors, other facility staff
- Youth Service Organizations (Big Brother/Sister, Boy Scouts, child abuse agencies, recreation programs, Girl Scouts, Jr. Achievement, Head Start, Even Start, child care associations, Association for the Education of Young Children, school age care and enrichment programs)
- Women’s Centers/Service Organizations (battered women’ shelters, YWCA, NOW)
- Refugee/Immigrant Centers/Services (Catholic Social Services, refugee rights association)
- Religious Organizations (church organizations, ministerial association)
- Senior Centers/Service Organizations (Area Agency on Aging, elder abuse/care agencies, RSVP)
- Organizations of/for People with Disabilities (center on deafness, council of the blind, health and human services agencies, Easter Seals, Goodwill, independent living centers, United Cerebral Palsy)
- Organizations serving the homeless (food closet, homeless assistance program, Salvation Army)
- Organizations serving ex-offenders (Department of Corrections, Friends Outside). Look for organizations also that have a national scope, as inmates may not be returning to the immediate vicinity.
- Technology Experts (computer clubs, consultants, community colleges, Internet providers, universities)
- Organizations fighting discrimination (Anti-Defamation League, human rights groups, NAACP)
- Miscellaneous Organizations (arts and cultural groups, athletic groups, censorship groups, historic preservation groups, local neighborhood groups, men’s groups, veterans’ groups, women’s groups)

Community Resources, continued

- Educational Organizations (community colleges, multilingual programs, PTA/PTO, school board, other libraries, private schools, home school organizations, higher education institutions/organizations)
- Government/Political Representatives (mayor, city council, county supervisors, city/county fiscal office, law enforcement, job training programs)
- Health Organizations (American Cancer Society, American Heart Association, hospitals, public health nurses, early intervention programs, public health clinics)
- Legal Organizations (ACLU, bar association, legal aid, NAACP Legal Defense Fund)
- Ethnic Organizations (Asian Resources Center, Hispanic centers, Inter-tribal Council, Urban League)
- Family Services Organizations (Social Services Department, Family Service Agency, Jewish Family Service)
- Media Representatives (newspaper, radio, TV, ethnic media, local magazines and newsletters)
- Financial Representatives (bankers, credit unions, financial planners, stockbrokers)
- Community Services Organizations/Associations/Clubs (AARP, AAUW, American Red Cross, B&PW, Kiwanis, Lions, Literacy Organizations, Rotary, Soroptimists, United Way)
- Economic Development Organizations (economic development councils, real estate brokers)
- Businesses/ Chambers of Commerce/Visitor's Bureaus (major employers, minority business owners, small business owners; city, county and ethnic chambers)
- Prison book groups
- For more ideas for community leaders and partners, see WebJunction's [Potential Community Partners for Corrections Libraries](#)

Sample Process for Community Leader Interview

1. Call to ask community leaders to participate in an interview.

Introduce yourself and explain why you are calling. Ask if this is a convenient time to talk.

Sample explanation:

I am Rose Nelson and I am with the Colorado State Library. I am calling to ask your help in identifying the needs of the Spanish-speaking community. Our goal is to increase the number of Spanish speakers that use come into the library.

We want to learn more about the needs and problems of the Spanish-speaking community in Colorado and how they might be solved. We are conducting interviews with people like you who play an important role in helping the Spanish-speaking in Colorado.

We estimate the interview will take no longer than 30 minutes.

If you are willing to participate in an interview, I will send you a copy of the questions prior to the interview. Thank you for you time.

2. Send them a copy of the interview questions.
3. Meet with them or call them back at the scheduled time.
4. Ask the interview questions.
5. Thank the person for his/her time and explain how you will keep him/her informed about your progress.

Spanish Language Outreach

Sample Community Leader Interview for Corrections Libraries

Note: Start by building rapport on a personal level. The session should be informal and relaxing. Find out about the person, the organization and the background about key services and projects before you ask the following questions.

1. Tell me about the Spanish-speaking community in prison/jail.
2. What are the major needs, issues and problems facing the Spanish-speaking community in prison?
3. What kind of help do Spanish-speaking community members need to have a better life in prison?
4. What services are available to help the Spanish-speaking community in prison? What are their strengths? What are their weaknesses? What else needs to be done?
5. Who else should we contact to help us identify the needs of the Spanish-speaking community in prison?
6. Is there anything else you would like to say about the Spanish-speaking community in prison?
7. What questions would you like to ask me?



Where minds meet.



WebJunction.org

Annotated List of Web Resources for Working with Incarcerated Spanish Speakers

These resources can also be found in the Working with Incarcerated Spanish Speakers and Services to Spanish Speakers section of WebJunction at:
<http://www.webjunction.org/do/Navigation?category=7843>

General Resources

iTrain Online offers links to Spanish resources for learning computer basics, email, and internet. <http://www.itrainonline.org/itrainonline/spanish/computers.shtml>

Working with Immigrant Populations: A Recipe by the University of Northern Iowa CTC Program. This article by America Connects highlights best practices for providing technology training to immigrant populations.
http://www.americaconnects.net/field/FS_Immigrants.asp

GCF Global Learning® offers free web-based computer and career training programs in Spanish for beginning computer users. <http://www.gcfaprendagratis.org/>

El Tec Monterrey, a Spanish Language portal providing ESL and GED resources, consumer and immigration information.
<http://www.cca.org.mx/portalcca/comunidades/hispanos.htm>

Infoamerica, a portal linking to topics around communication, media and culture.
<http://www.infoamerica.org/>

Internet Resources for Spanish Speakers

Annotated Web Guide for Librarians Serving Spanish Speakers

This list of useful web resources created by the Colorado State Library points librarians to Spanish Language search engines, email providers, and popular sites.
<http://data.webjunction.org/wj/documents/11279.doc>

San Antonio Library Website - Connections in Spanish provides a rich collection of web resources for Spanish speakers covering everything from Arts and Culture to Technology.
<http://www.sanantonio.gov/library/web/enlaces.asp?res=1024&ver=true>

Internet Safety Information for parents in Spanish

This informative site includes internet safety information for parents in Spanish.

There also is additional health information for both parents and kids on issues ranging from immunization to surviving the teen years.

http://kidshealth.org/parent/en_espanol/padres/net_safety_esp.html

Educypedia's list of online translating resources.

<http://users.pandora.be/educypedia/resources/translationsweb.htm>

Internet and Email

WebJunction's section on Internet and Email for Spanish speakers:

<http://www.webjunction.org/do/Navigation?category=7897>

La Red Desenredada is an online tutorial to help Spanish speakers untangle the web.

<http://www.civila.com/desenredada/>

Learn the Net

This online tutorial is available in both Spanish and English and provides information for anyone just getting started on the internet. It covers the basics of how the internet works, browsers, searching for information, and downloading files.

<http://www.learnthenet.com/spanish/index.html>

GCF Global Learning <http://www.gcfaprendagratis.org/>

An online **Introduction to Email** course in Spanish

<http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Email+Basics&tutorialID=17>

An online **Introduction to the Internet** course in Spanish

<http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Email+Basics&tutorialID=17>

Glosario - A Spanish glossary of Internet terms compiled by José Cuadrado Marín.

<http://www.uco.es/ccg/glosario/glosario.html>

English-Spanish Dictionary of Common Computing Terms - A basic glossary of common computer terms in English and Spanish

<http://www.css.qmul.ac.uk/foreign/eng-spanish.htm>

Basic Computer Skills

WebJunction's section on basic computer information for either the Spanish speaker or the teacher of computer classes.

<http://webjunction.org/do/Navigation?category=7896>

Microsoft Unlimited Potential Curriculum

Unlimited Potentials (UP) has developed the UP Community Learning Curriculum to teach basic to intermediate technology skills in a hands-on manner in several different languages. The curriculum helps individuals gain critical skills needed for today's workforce and to broaden digital inclusion. UP has generously extended access to their curriculum to libraries and non-profit organizations.

<http://webjunction.org/do/DisplayContent?id=12937>

New User Online Tutorial in Spanish

This tutorial by the Library Network Technology Committee is designed to help Spanish speakers who have never used a computer before. It concentrates on using the mouse and a few other basic skills. An English version is also available.

<http://tech.tln.lib.mi.us/tutor/spanish/welcome.htm>

Mousercise: Online Tutorial in English and Spanish

A great introduction to using the mouse for Spanish Speakers. An English version is also available.

http://oceancountylibrary.org/In_House/Tutorials/Mousercise_Espanol/mouse1.html

GCF Global Learning <http://www.gcfaprendagratis.org/>

An online **Microsoft Windows XP** course in Spanish

<http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Windows+XP&tutorialID=33>

An online **Microsoft Windows 98** course in Spanish

<http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Windows+98&tutorialID=18>

An online **Introduction to Computers** course in Spanish

<http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Computer+Basics&tutorialID=16>

Online Mouse Tutorial in Spanish, Mesa Public Library

Written in Spanish, this basic mouse tutorial teaches everything from clicking to filling out online forms. A great resource for training Spanish-speaking web users.

http://www.mesalibrary.org/research/mouse_espanol/page01.htm

Aula clic provides free online classes in computer skills including numerous web design applications like FrontPage, Dreamweaver and an HTML manual.

<http://www.aulaclic.es/>

Aprender Gratis provides access to free online courses and tutorials.

<http://www.aprendergratis.com/>

Cybercursos provides free online access to courses, manuals tutorials and information on computers and the Internet for Spanish speakers.
<http://quadernsdigitals.net/>

ESL Tutorials

English-Zone.com

This website was created for ESL students and teachers, but has expanded to include information for native English-speakers wanting to improve their English grammar skills as well.

<http://english-zone.com/index.php>

ESL Partyland.com

A compilation of interactive quizzes, discussion forums, lessons and links for ESL students. For teachers, this site offers lessons plans, discussion forums, a variety of useful links and more.

<http://www.eslpartyland.com/>

ESLDesk.com

A fantastic comprehensive resource developed by a non-native English-speaker that includes information for both students and teachers.

<http://www.esldesk.com/index.htm>

Changing the Language of a computer

Changing Windows XP Language Options Quick Guide

Helpful instructions for changing the language of the computer interface for Windows XP Gates Library Computers or other Windows XP machines. Also includes information on using the visual keyboard in other languages and restoring the computer to English. <http://data.webjunction.org/wj/documents/12021.pdf>

Changing the Computer's Language

Follow these steps to change the Gates Library Computer's language to a language other than Spanish or English.

<http://www.webjunction.org/do/DisplayContent?id=7311>

Multilingual PC Software: Find multilingual PC software to suit your needs from TechSoup.

<http://www.techsoup.org/howto/articles/software/page1693.cfm?cg=searchterms&sg=m>

Office Applications

WebJunction's section on various guides and resources in Spanish to use office applications such as Excel, PowerPoint, FrontPage and Word.

<http://webjunction.org/do/Navigation?category=7898>

Word Plus for ESOL Curriculum. This multiple lesson curriculum was developed by Janine Gutierrez at Literacy Volunteers of Maricopa County, in Phoenix, Arizona. It was made possible with a grant from the America Connects Consortium.

<http://www.americaconnects.net/research/wordplusESOL.asp>

GCF Global Learning <http://www.gcfaprendagratis.org/>

Numerous additional online tutorials on office applications.

<http://www.gcfaprendagratis.org/Tutorials/Index.aspx>

Collection Development

Resources for Collection Development

WebJunction offers a variety of resources for collection development.

<http://webjunction.org/do/Navigation?category=15953>

General Resources for Multilingual Collection Development

Prepared by Fred Gitner, Coordinator of the New Americans Program, Queens Borough Public Library. Includes links to sources for Spanish-language materials, review sources, bibliographies, and links to ethnic library associations.

<http://webjunction.org/do/offsite?url='http%3A%2F%2Fwww.infolink.org%2Fdiversity%2Fmultilingualresources.pdf'&id=15989&pid=EL>

REFORMA Gold Library Resources

A webliography of resources for collection development and library services for Spanish speakers. Includes reasons to buy Spanish books, Chicano/Latino reference resources, Spanish translation of Library Bill of Rights, Spanish and bilingual legal references, Mexican-American biographical resources, and more.

<http://webjunction.org/do/offsite?url='http%3A%2F%2Fwww.reforma.org%2Frefogold.htm'&id=15988&pid=EL>

AAP Publishing Latino Voices for America

Latino interest arm of the Association of American Publishers. This site includes reading lists for specific events such as Hispanic Heritage Month and summer reading, as well as general lists.

<http://webjunction.org/do/offsite?url='http%3A%2F%2Fwww.publishers.org%2Fabout%2Fflatino.cfm'&id=15957&pid=EL>

Utah State Library Spanish Language Services

Spanish Language Services section with tips on effective outreach, a glossary of library terms in Spanish, a list of important Spanish fiction titles, and other relevant links.

http://webjunction.org/do/offsite?url='http%3A%2F%2Flibrary.utah.gov%2Flibrary_services%2Fspanish_speaking%2F'&id=8167&pid=EL

Críticas Magazine

Guide for English speakers to the latest Spanish-language titles. Includes reviews, articles, and resources for librarians.

<http://www.criticasmagazine.com/>

A Jailhouse Lawyer's Manual – Columbia Human Rights Law Review.

A handbook of legal rights and procedures designed for use by people in prison. Spanish version available online. You can order Spanish book here,

<http://www.columbia.edu/cu/hrlr/jlm.html#Order>

Directorio de Productos y Servicios Bibliotecarios (Directory of Library Products & Services)

Directory of acquisition aids, book distributors, magazines, and selection aids for librarians collecting Spanish-language materials.

<http://miserviciodebiblioteca.org/services/directoryofproducts.cfm>

Fotonovelas

Popular graphic novel format paperbacks written in Spanish. Robert Logan's article in Críticas (<http://www.criticasmagazine.com/article/CA6257851.html>) explains the differences between types of fotonovelas and where to buy them. To find them, it might be necessary to go to a library sale, grocery store catering to Latinos, or Spanish-language bookstore. Ebsco also offers subscription services.

¡Sí se puede! Selecting Spanish Books for Adults

Geared for public librarians, this guides gives strategies and resources for libraries to develop Spanish language collections.

<http://www.tsl.state.tx.us/ld/pubs/specialpop/sisepuede.html>

SALALM - Seminar on the Acquisition of Latin American Library Materials: List of Latin American and Iberian booksellers contact information

<http://library.lib.binghamton.edu/salalm/booksellers/libreros.html>

Legal Materials in Spanish

Gould Publications

1333 North US HWY 17-92, Longwood, FL 32750-3724.

URL: <http://www.gouldlaw.com/>

- Criminal Justice Terms (bilingual dictionary). ISBN 0-87526-379-8.
- Bilingual dictionary of domestic relations and juvenile terms. ISBN 0-875260540-5.
- Bilingual dictionary of immigration terms. ISBN 0-87526-541-3.

Legal Publications in Spanish

P. O. Box 623, Palisades Park, NJ 07650.

PH: 1-800-432-0004.

URL: www.publeg.com E-mail: info@publeg.com.

Author: David Zapp.

- Habeas Corpus (Español/English)
- Reglamento federal del procedimiento de apelación (Federal rules of appellate procedure)
- Reglamento federal de enjuiciamiento penal (Federal rules of criminal procedure)

Latin America Laws

Resources for Library Programming

Library Programming for Spanish Speakers

WebJunction offers a variety of resources on library programming for Spanish speakers.

<http://webjunction.org/do/Navigation?category=16739>

Circle of Literacy

A project to support literacy for the incarcerated.

<http://literacyinprison.com/>

Conevyt

Educational portal for the Mexican government. They offer in person training and resources for libraries and educational institutions in the U.S. serving Spanish speakers. Participants can get Mexican school certification as well as take other courses through their Plazas Comunitarias.

<http://www.conevyt.org.mx/>

Resources for Marketing

Marketing to Spanish Speakers

WebJunction offers a variety of resources for marketing to Spanish speakers.

<http://webjunction.org/do/Navigation?category=10831>

¡Bienvenidos! ¡Welcome!: A Handy Resource Guide for Marketing Your Library to Latinos by Susannah Mississippi Byrd, published by ALA Editions

Marketing to American Latinos: A Guide to the In-Culture Approach by Isabel Valdes

Hispanic Marketing: A Cultural Perspective by Felipe Korzenny and Betty Ann Korzenny

Resources for Computer Classes

Working with Computers and Spanish Speakers

WebJunction offers a large variety of resources for working with Spanish speakers and computers.

<http://webjunction.org/do/Navigation?category=7843>

Discovering the Internet @ your Library. CD-rom tutorial to help inmates understand the Internet. For questions about the CD-Rom please email Glennor Shirley:
gshirley@msde.state.md.us

Articles, Books, and Websites

Services for Spanish Speakers

WebJunction offers a large collection of resources for libraries serving Spanish speakers.

<http://webjunction.org/do/Navigation?category=16738>

Department of Corrections (DOC) demographics reports – Look for your state demographic reports to determine the ESL requirements of your facility's population. Not all states report ESL requirements.

Examples:

Oregon Department of Corrections Inmate Population Profile for 06/01/2007

http://www.oregon.gov/DOC/RESRCH/docs/inmate_profile.pdf

Jensen, Bruce. *La Carcél y La Biblioteca: Correctional Facility Library Service to Spanish-speaking Inmates in the United States*. Thesis, UCLA. 2001.

Kaiser, Frances E., ed. *IFLA Guidelines for Library Services to Prisoners*. The Hague: IFLA Headquarters, 1992.

<http://www.ifla.org/VII/s9/nd1/iflapr-92.pdf>

Shirley, Glennor. *Prison Libraries and Cultural Diversity*. Library Service in Prisons, Column #4 - December 2004.

Shirley, Glennor. *Library Services to Disadvantaged User Groups. Library services to adult prisoners in the United States*. Libreas. 2006.

http://www.ib.hu-berlin.de/~libreas/libreas_neu/ausgabe6/003shir.htm

Immigration and the Criminal Justice System Fact Sheet

http://correctionalassociation.org/WIPP/publications/Immigration_Fact_Sheet_2006.pdf

Serving Latino Communities Success Checklist

<http://www.webjunction.org/do/DisplayContent?id=18195>

Serving Latino communities requires that the entire library be behind the effort and that cultural awareness be integrated into every aspect of the library's services and operations.

How successfully has your library integrated cultural awareness of the Latino community? Ask a variety of staff, board members, volunteers and customers to rate your library's level of success using the Success Checklist below.

Have them mark each item with one of three ratings: L for low, M for medium or H for high).

Appoint a committee to discuss the ratings and brainstorm strategies for improving those items that did not receive high ratings.

Use the results of the checklist to develop a library services plan.

Planning: Services to Latino communities should be an integral part of all library planning efforts. The library's mission, goals and objectives should specifically address services to culturally diverse communities.

_____ Library administration and correctional facility administration and staff are involved and committed to serving all segments of the community.

_____ Services to the Latino community are included in the library's long range/strategic plan.

_____ Library management and staff understand why serving the Latino community is important.

_____ Library staff are provided opportunities to learn about cultural awareness, cultural sensitivity and customer service to the Latino community.

_____ Library staff across all departments and classifications involved in planning services to the Latino community.

_____ Library has revised existing policies and procedures that impact delivery of services to the Latino community.

Community Involvement/Connections: Effective libraries are heavily involved with their Latino communities. They make sure that Latino community representatives are involved in the design and evaluation of library activities.

_____ Library staff meets with key Latino community leaders and groups, etc. on a regular basis to review and revise the service plan.

_____ Library staff have identified P.R. activities with which key Latino community leaders and groups, etc. can assist.

_____ Library staff have participated in one or more Latino community event.

_____ Library staff have developed a list of current and potential Latino community partners and collaborators.

_____ Library staff have developed a process for tracking Latino community connections made and a schedule for following up, staying in touch.

_____ A schedule/process is in place for library staff to participate in Latino community events.

Facilitating Access/Signage and Welcoming Environment: Access to library services by Latinos includes delivery systems and bibliographic processes that reflect cultural and linguistic differences.

_____ Spanish or bilingual facility signage directs people to the library.

_____ Spanish or bilingual signage on the exterior of the building is easily visible.

_____ Spanish or bilingual signage welcomes people at or near the front door.

_____ Culturally sensitive posters, art and displays help create a welcoming environment.

_____ Spanish or bilingual signage is at the collection site as well as signage directing library customers to the collection.

_____ Counter signage or nametags are used when bilingual staff is available (i.e., Se Habla Español).

_____ Bilingual library forms, cards and brochures are available and prominently displayed.

_____ Library provides Spanish language options for locating information (subject headings, bibliographies, book catalog, reading lists, bilingual web site).

Collection: The library's collection should provide materials in all formats and should reflect the needs, language and cultural preferences of Latino communities.

_____ The collection is in an easily visible and accessible area of the library with seating available to encourage use of materials in the library.

_____ A collection development policy specific to the Latino community has been written.

_____ Alternative methods for accessing the collection are available (subject headings, bilingual materials catalog, bibliographies, book lists and website are bilingual).

_____ Library has schedule/process in place for ongoing Latino community input to collection development.

_____ Collection displays and materials are in areas where people gather.

Programs/Services Offered: Effective services to Latino communities must include a wide variety of programs that meet the specific needs and interest of the community.

_____ Programs/activities are offered in the library (e.g., bilingual programs/assistance)

_____ Bilingual staff is available.

_____ Staff is culturally responsive (e.g. eye contact, smiles, level of communications).

_____ Additional activities of interest to the Latino community are available (other programs and/or grants).

_____ Methods for tracking programs and number of attendees are in place.

_____ Library participates in Latino celebrations at the facility.

_____ Library coordinates/collaborates library services/programs with other agencies working in the Latino community.

_____ Library programs encourage/facilitate participation by members of the Latino community.

_____ Library has schedule/process in place for ongoing Latino community input.

Internal Communications: Effective libraries make sure that staff, volunteers, Friends and Trustees are informed and/or involved in the design and implementation of library plans to serve Latinos.

_____ Library staff, volunteers, correctional facility staff and administration are aware of the plan to serve Latinos and its impact on library services, staffing, promotion and budget.

_____ Library staff, volunteers, correctional facility staff and administration have been asked for input on how to best to implement the plan.

_____ Contributions and achievements of staff and volunteers in helping to establish and implement the plan have been recognized.

Staff Recruitment and Development: Effective libraries actively recruit staff at all levels that mirror the makeup of the community. They provide encouragement and opportunities for staff to develop and update skills in serving Latino communities.

_____ A process for recruiting, training and mentoring bilingual staff is in place.

_____ Scholarships to encourage staff from Latino backgrounds to take library science courses are available.

_____ A schedule/process for providing cultural sensitivity training for all staff is in place.

_____ A schedule/process for encouraging staff to participate in activities in the Latino community is in place.

Administrator recruitment and Development: Effective libraries actively recruit administrators who mirror the makeup of the community. They provide encouragement and opportunities for administrators to develop and update skills in representing and serving Latino communities.

_____ A process for recruiting **administrators** who mirror the makeup of the community is in place.

_____ A schedule for providing training that includes cultural sensitivity is in place.

Publicity and Media Relations: Effective libraries develop and maintain connections with key media contacts for the Latino community. They monitor the impact of their marketing activities to the Latino community.

_____ Library staff, volunteers, correctional facility staff and administration are aware of promotional strategies in the facility.

_____ Spanish language and bilingual press releases to internal newsletters and other advertising avenues have been developed.

_____ The library website includes Spanish language and Latino culturally appropriate features.

Suggested Outreach Activities for Corrections Libraries

Available with live links on WebJunction at
<http://webjunction.org/do/DisplayContent?id=18215>

Module	Stages	Activities
REACHING OUT	Getting Started	Identify organizations/groups/classes to speak to about the library and set a goal for a certain number of presentations within a year. For suggestions see Community Resources list in the Community Leader Interview Guide
		Arrange for library staff to take WebJunction's Spanish Language Outreach Online Course or WebJunction's Spanish Language Outreach for Corrections Libraries
		Develop and implement a plan to help staff learn basic library Spanish using Infopeople's Survival Spanish for Library Staff or other resources in WJ's Spanish for Library Staff area
	Involving Staff and Community	Talk to facility administration to find inmate bilingual, bi-cultural inmate clerks. Use Staff Training & Recruitment resources.
		Include services to Spanish speakers in library's strategic plan and make the case to the Trustees, Friends, or Facility Administration. For more on strategic planning see course: The New Planning for Results Online Course
		Participate in at least one non-library program or event that serves Spanish speakers such as job training workshop, health outreach, or educational program. Share resources available to them at the library.
	Working in Partnership	Make the case for funding using 10 Reasons We Buy Spanish Books , available on the REFORMA site, and involve your community partners in advocacy efforts
		Use the Spanish Language Outreach Follow-on Curriculum to develop strategies for sustaining relationships with community partners
		Designate library staff liaisons to community groups, agencies, organizations. For ideas view the list of Potential Community Partners and the Community Resources list in the Community Leader Interview Guide
SERVICES	Getting Started	Include ESL Talk Time/Conversation Clubs in your library programming. See others in WJ community on the Discussion Boards who have provided Talk Times and listen to a webinar on this topic.
		Become more involved in services to Spanish-speaking youth by enrolling in WebJunction's Hispanic/Latino Youth Librarianship online course
		Use the resources in the Cultural Celebrations & Holidays section to develop a book display for Hispanic Heritage Month.
	Involving Staff and Community	Provide instruction in Spanish on Basic Computer Skills , Office Applications , or Internet and Email . See: Microsoft Unlimited Potential Curriculum and other Working With Computers and Spanish Speakers on WJ.
		Work with consulates to find international resources for non-U.S. citizen Spanish speakers facing deportation after their release.
		Partner with facility ethnic or cultural organizations that can help host, sponsor, and market library programs and services.
	Working in Partnership	In detention centers that serve youth, see Notes from Jose Aponte for tips on involving youth. Involve them in designing flyers and bookmarks, book displays, and reading lists.
		Collaborate with ESL providers in the facility to provide/promote ESL tutorials/classes or existing ESL software. Collaborate with art programs to develop marketing materials.
		Train Spanish-speaking inmates/prisoners to provide bilingual services in the library. Recruit bilingual staff from inmates and outside community to work in the library. Test filing skills of inmates using the Spanish filing test developed by Chris Nelson of Cibola County Correctional Center.

Suggested Outreach Activities

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Module	Stages	Activities
MARKETING	Getting Started	Provide bilingual staff with “Yo Hablo Español” name tags. Provide time for non-Spanish speaking staff to learn “survival Spanish” using WebJunction’s Spanish for Library Staff .
		Develop instructions in Spanish on how to get a library card using Example of Spanish Library Card Application in WebJunction’s discussion area
		Use the Spanish Translation of the Library Bill of Rights and the ALA Resolution on Prisoner’s Right to Read to help develop an “ABC’s of the library” brochure in Spanish.
	Involving Staff and Community	Improve Library Signage to help Spanish speakers feel more welcome in the library
		Provide orientation and tour of the library in Spanish for inmates or students in a class. For example of intro orientation see: OPAC & Internet Basico en Español
		Work with community leaders and facility administration to post library information in places inmates see in the facility.
	Working in Partnership	Partner with education department and other prison programming to see how library can support the needs of Spanish-speaking inmates and staff. Use this partnership to pool resources for services and to distribute library information .
		Partner with translators at local community college, or at your state library, to find qualified translators.
		Partner with ESL group to distribute library information in Spanish and agree to co-market services. See discussion topic: How are you marketing to your Spanish-speaking patrons?
	PLANNING	Getting Started
		Involving Staff and Community
		Working in Partnership