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## Spanish Language Outreach Program Workshop Handout Packet

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## Spanish-language library card application

This form contains most of the elements typically used when registering new cardholders. If you feel something is missing or you have comments, please email me: [flaco@sol-plus.net](mailto:flaco@sol-plus.net)

- See a side-by-side translation of this form
- Feel free to highlight the text below, copy it to your clipboard, and move it to your word processing program for editing

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### Biblioteca Pública de Pleasantville Solicitud de tarjeta

Apellido \_\_\_\_\_ Segundo apellido \_\_\_\_\_ (Nombre) \_\_\_\_\_  
Dirección postal \_\_\_\_\_  
Ciudad \_\_\_\_\_ Código postal \_\_\_\_\_  
Domicilio (si es diferente) \_\_\_\_\_  
Condado de residencia \_\_\_\_\_  
¿Ud. vive dentro de los límites de su ciudad? Sí \_\_\_ No \_\_\_  
Teléfono (casa) \_\_\_\_\_ Teléfono (trabajo) \_\_\_\_\_  
Si no tienes 18 años, nombre de un padre o guardián \_\_\_\_\_  
¿Padre / guardián tiene tarjeta? Sí \_\_\_ No \_\_\_ Número: \_\_\_\_\_

#### Datos de fiador

Favor de dar el nombre, dirección, y número de teléfono de una persona local que no vive con Ud., y sabría su nueva dirección si Ud. se muda :

Nombre \_\_\_\_\_  
Dirección \_\_\_\_\_  
\_\_\_\_\_  
Ciudad \_\_\_\_\_ Teléfono \_\_\_\_\_

Las tarjetas no se vencen; sin embargo, cada año se verificarán y se revisarán los datos del cliente. A la vez, hay que liquidar cualquier multa u otra deuda pendiente.

De vez en cuando, la biblioteca manda por correo información de interés a los usuarios. (Nunca compartimos con otra entidad nuestra lista de usuarios.) Si Ud. no quiere recibir este tipo de correspondencia, favor de marcar la cajetilla abajo:

&127 No quiero correo de la biblioteca

Necesitamos a voluntarios. ¿Ud. desea información en inglés sobre cómo hacerse voluntario? Sí \_\_\_ No \_\_\_

Consiento pagar todas las multas, y los costos de artículos dañados o perdidos, que correspondan al uso de mi tarjeta; conformarme con el reglamento de la Biblioteca Comunitaria de Pleasantville; y notificar inmediatamente al personal de la biblioteca si se me pierde mi tarjeta.

Firma \_\_\_\_\_

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Spanish-to-English:

**Apellido****Last name****Segundo apellido****Mother's maiden name** Widely used in the Spanish-speaking world, not so among anglophones, thus a frequent source of confusion on both sides. This is why the work of Gabriel García Márquez is properly shelved under GAR, not MAR: he is "Mr. García", *not* "Mr. Márquez"!**Nombre****Given name** *Nombre de pila* makes this clearer**Dirección postal****Mailing address****Ciudad****City****Código postal****ZIP code****Domicilio (si es diferente)****Residence (if different from mailing address)****Condado de residencia****County of residence****¿Ud. vive dentro de los límites de su ciudad?****Do you live within the city limits?****Teléfono (casa)****Home phone****Teléfono (trabajo)****Work phone****Si no tienes 18 años, nombre de un padre o guardián****If you're under 18 years of age, name of a parent or guardian****¿Padre / guardián tiene tarjeta?****Does your parent or guardian have a library card?****Número****Card number****Datos de fiador****Contact person information** *Fiador* really means something like 'co-signer'; many Latin American libraries ask card applicants to supply the name and credentials of someone who will take responsibility in the event the cardholder pulls a book heist. Though our library makes no such demands, we felt this familiar word was appropriate for our patrons.**Favor de dar el nombre, dirección, y número de teléfono de una persona local que no vive con Ud., y sabría su nueva dirección si Ud. se muda****Please give the name, address, and phone number of a local resident who does not live with you and will know how to contact you if you should move****Las tarjetas no se vencen; sin embargo, cada año se verificarán y se revisarán los datos del cliente. A la vez, hay que liquidar cualquier multa u otra deuda pendiente.****Cards do not expire; however, we update our patron records yearly. At that time, all outstanding debts must be paid.****De vez en cuando, la biblioteca manda por correo información de interés a los usuarios. (Nunca compartimos con otra entidad nuestra lista de usuarios.) Si Ud. no quiere recibir este tipo de correspondencia, favor de marcar la cajetilla abajo****From time to time the library sends by mail information of interest to patrons. (Our patron list is never shared with anyone outside the library system.) If you'd rather not receive this type of mail, please check the box below****Necesitamos a voluntarios. ¿Ud. desea información en inglés sobre cómo hacerse voluntario?****We need volunteers. Would you like information in English about how to volunteer at the library?****Consiento pagar todas las multas, y los costos de artículos dañados o perdidos, que correspondan al uso de mi tarjeta; conformarme con el reglamento de la Biblioteca Comunitaria de Pleasantville; y notificar inmediatamente al personal de la biblioteca si se me pierde mi tarjeta****I agree to pay all fines and costs of lost and damaged materials associated with my card, according to the policies of the Pleasantville Community Library, and to notify the library staff immediately should I lose my card****Firma****Signature**

## Selected American and Hispanic/Latino Cultural Preferences

Dimensions of Culture	American Culture	Hispanic/Latino Culture	You
1. Sense of self and space	<ul style="list-style-type: none"> <li>• Individual space—arm’s length</li> <li>• Informal—use “you” for all relationships</li> <li>• Hearty handshake</li> </ul>	<ul style="list-style-type: none"> <li>• Closer than arm’s length</li> <li>• Formal—use both formal and informal “you”</li> <li>• Warmer, softer handshake, hug, kiss on the cheek</li> </ul>	•
2. Communication and language	<ul style="list-style-type: none"> <li>• Direct eye contact</li> <li>• Explicit, direct communication—people say what they mean and mean what they say</li> <li>• Emphasis on content; meaning found in words—yes means yes</li> </ul>	<ul style="list-style-type: none"> <li>• Averts eye contact to show respect</li> <li>• Implicit, indirect communication—people may hold back to avoid upsetting other person</li> <li>• Emphasis on context; meaning found around words—yes may mean maybe or even no</li> </ul>	•
3. Dress and appearance	<ul style="list-style-type: none"> <li>• “Dress for Success” ideal</li> <li>• Wide range in accepted dress</li> </ul>	<ul style="list-style-type: none"> <li>• Dress seen as sign of position, wealth, prestige</li> </ul>	•
4. Food and eating habits	<ul style="list-style-type: none"> <li>• Eating as a necessity—fast food</li> </ul>	<ul style="list-style-type: none"> <li>• Dining as a social or family experience</li> <li>• Religious rules</li> </ul>	•
5. Time and time consciousness	<ul style="list-style-type: none"> <li>• Time is linear and finite—seen as limited commodity</li> <li>• Exact time consciousness—handle one thing/one person at a time</li> <li>• Value on promptness—time means money</li> <li>• Deadlines/ schedules are sacred; needs of people bend to demands of time</li> </ul>	<ul style="list-style-type: none"> <li>• Time is elastic and infinite—there is always more time</li> <li>• Relative time consciousness—many activities going on at once</li> <li>• Time spent on enjoyment of relationships</li> <li>• Deadlines and schedules easily changed; time is bent to meet needs of people</li> </ul>	•

6. Relationships, family, friends	<ul style="list-style-type: none"> <li>• Focus on nuclear family</li> <li>• Responsibility for self—children encouraged to live separate, independent lives</li> <li>• Value on youth, age seen as handicap</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on extended family</li> <li>• Loyalty and responsibility to family—being independent considered irresponsible, disloyal</li> <li>• Age given status and respect</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
7. Value and norms	<ul style="list-style-type: none"> <li>• Individual orientation— independence and self reliance highly valued</li> <li>• Personal fulfillment is greatest good</li> <li>• Preference for direct confrontation of conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Group orientation— looking out for others protects one’s self</li> <li>• Group success is greatest good</li> <li>• Preference for harmony</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
8. Beliefs and attitudes	<ul style="list-style-type: none"> <li>• Egalitarian—all people should have equal rights</li> <li>• OK to challenge authority</li> <li>• Individuals control their destiny</li> <li>• Gender equity</li> </ul>	<ul style="list-style-type: none"> <li>• Hierarchical—power more centralized</li> <li>• Defer to authority and social order</li> <li>• Limited control over destiny</li> <li>• Different roles for men and women</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

# **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.

Local libraries are expected to partner and collaborate with community leaders.

## **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)
- Set up follow-up interviews (see Guidelines below)

Guidelines for conducting each step of the process are attached.

## **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.
3. To identify potential community partners and collaborators to help you increase access to public access computers by Spanish-Speaking residents.

## **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, your church, friends, neighbors, 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 out in the community. You want to see them in their milieu and you want others in the community to start seeing you out in the community. 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; selected examples are in ( ).

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.

- 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)
- 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, cont.**

- 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)

## 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-speaking community members that use public computers in 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.

The interview will be kept confidential; the results of all our interviews will later be combined. No ideas or opinions will be attributed to you. If we feel it would be helpful to attribute something specifically to you, we will contact you and ask for your permission.

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 your 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.

## Sample Community Leader Interview

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 Colorado.
2. What are the major needs, issues and problems facing the Spanish-speaking community in Colorado?
3. What kind of help do Spanish-speaking community members need to have a better life in Colorado?
4. What services are available to help the Spanish-speaking community? 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 Colorado?
6. Is there anything else you would like to say about the Spanish-speaking community in Colorado?
7. What questions would you like to ask me?

## Spanish Language Outreach Project Selection of Outreach Activities

Please complete a minimum of one activity from each category.

### Category 1: Planning Activities

- Use community leader technique to conduct needs assessment and develop plan for increasing access to public computers
  - Refer to Community Leader Interview Guide
- Complete library self-assessment using “Success Checklist for Serving Spanish-speaking Customers.” Identify barriers to using the library and revise appropriate policies and procedures

### Category 2: Staff Development Activities

- Develop and implement a plan to help staff learn basic library Spanish
  - <http://www.reforma.org/SpanishforLibrarians.pdf>
- Develop and implement a plan for training staff in cultural differences
  - An online diversity training course will be available on WebJunction in January, '05
- Designate library staff liaisons to community groups, agencies, organizations

### Category 3: Patron Services/Outreach Activities

- Collaborate with a community partner/partners to increase access to public computers, by choosing one of the following and accomplishing it with the co-promotion of your community partner:
  - Provide instruction in Spanish on basic computer skills
  - Provide instruction in Spanish on common applications
  - Provide information/instruction in Spanish on how to use e-mail
  - Provide information/instruction on using search engines
  - Develop Spanish-language access to library web site
  - Provide/promote online ESL tutorials/classes
    - Support materials can be found at:  
<http://webjunction.org/do/Navigation?category=7840> (click on “Materials for Working With Computers and Spanish Speakers” section)
- Participate in at least one community event, fair, celebration to promote public access to computers
- Develop and implement plan for maintaining/increasing community partnerships

## Section 5 **Serving Latino Communities** **Success Checklist**

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 the 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 director and library board 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 city 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 is open at hours convenient to the Latino community.

\_\_\_\_\_ 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, use of meeting room space by Latino community groups)

\_\_\_\_\_ Library programs/activities are offered in the community (e.g. library booth at Latino community events, visits to schools, speaking to Latino community groups)

\_\_\_\_\_ 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 community fairs, celebrations and civic forums.

\_\_\_\_\_ Library delivers services in the community at Latino community centers (e.g. migrant camps, senior centers, etc.).

\_\_\_\_\_ 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, Friends and Trustees are aware of the plan to serve Latinos and its impact on library services, staffing, promotion and budget.

\_\_\_\_\_ Library staff, volunteers, Friends and Trustees 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 community outreach 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.

**Board Recruitment and Development: Effective libraries actively recruit board members who mirror the makeup of the community. They provide encouragement and opportunities for board members to develop and update skills in representing and serving Latino communities.**

\_\_\_\_\_ A process for recruiting board members 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 have developed a thorough list of Spanish-language and Latino media contacts.

\_\_\_\_\_ Library staff have met with each major Latino media contact at least once to begin the relationship.

\_\_\_\_\_ Library staff, volunteers, Friends and Trustees are aware of promotional strategies in the Latino community.

\_\_\_\_\_ Spanish language and bilingual press releases and PSAs have been developed.

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



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Section 6  
 Spanish Language Outreach Program  
 Action Plan Guide

This Outreach Action Plan 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. The questions posed are the same, or similar, to the ones in the curriculum and activities. They are intended as a catalyst for thoughts and ideas for your own project. Feel free to go beyond these questions to address issues that are appropriate for your project and your library.

***Current Landscape: Hispanic/Latino Population***

<p>Think about the Spanish-speaking community near your library. Describe the community in terms of the each factor below, and indicate the impact this factor will have on efforts to increase the community's access to your library's services.</p>	
Considerations	Notes
Diversity of backgrounds	
Country or countries of origin	
Average and range of time residing in the U.S.	

Education level(s)	
Economic level(s)	
Level(s) of acculturation	
Knowledge of the library	

## ***Developing an Outreach Action Plan: Creating Organizational Support***

<p>Locate and enter data about your community. You may need to use national data on Internet and computer use. You can find some of the information you're looking for at the U.S. Census Bureau Web site, <a href="http://www.census.gov/acs/www/">http://www.census.gov/acs/www/</a>, but use other resources as needed. For example, you might find information at local government and local community organization Web sites.</p>	
<b>Considerations</b>	<b>Notes</b>
Percentage of population that is Hispanic/Latino	
Percentage of population that is foreign-born	
Percentage of foreign-born population from Latin America	
Percentage of foreign-born population that does not include U.S. citizens	
Percentage of population speaking Spanish as a first language	
Percentage of population speaking Spanish at home	
Percentage of Spanish-speaking population rating English-speaking ability less than "very well"	
Percentage of population regularly using the Internet or computers	
Percentage of Spanish-speaking (or Hispanic) population regularly using the Internet or computers	

## ***Developing an Outreach Action Plan: Building Community Partnerships***

Using the community resources list available in the Community Leader Interview guide (p. 7 of Workshop Supplemental Materials) of the course as a guide, consider the organizations in your community that might help you in your library's outreach efforts. Keep in mind the importance of getting a number of perspectives as well as identifying organizations and individuals knowledgeable about the Spanish-speaking community. The Community Leader Interview Guide is also available on WebJunction at: <http://www.webjunction.org/do/DisplayContent?id=11959>

<b>Considerations</b>	<b>Notes</b>
<p>After zeroing in on a number of local community organizations that might help you in your outreach, identify five Hispanic/Latino community leaders you might want to interview in your library's outreach efforts.</p>	
<p>As identifying five potential interviewees will likely take additional research, you may need to finish this exercise after you complete the course. At this point, it is important that you at least have in mind particular organization categories and/or organizations you would want to contact.</p>	

**Developing an Outreach Action Plan: Planning, Programming, and Resource Development**

Review the Success Checklist available on p. 16 of the Workshop Supplemental Materials or download it from WebJunction at: <http://www.webjunction.org/do/DisplayContent?id=11200>

For each aspect of services and operations in the checklist, assign a rating of L (low), M (medium), or H (high) for your library's level of Hispanic/Latino cultural sensitivity.

Review the list of suggested outreach activities on p. 15 of the Workshop Supplemental Materials or on WebJunction at: <http://www.webjunction.org/do/DisplayContent?id=10252>. Write an organizational agenda for an outreach activity at your library.

<b>Considerations</b>	<b>Notes</b>
<p>Select a planning, staff development, facilitating access, or patron services/community involvement activity.</p>	
<p>Develop a list of internal and external stakeholders that need to be involved in the activity's planning and implementation of the activity. Explain why each stakeholder would need to be involved.</p>	

<p>Develop a timeline for major tasks, indicating preliminary deadlines. Consider approvals you would need and when.</p>	
<p>Devise a communication plan for keeping everyone informed and involved. Consider the information each stakeholder needs and when they need it.</p>	

***Developing an Outreach Action Plan: Marketing and Public Relations***

<p>Identify the kind of marketing you might do to promote the outreach activity you chose for your library in the last action plan activity.</p>	
<p><b>Considerations</b></p>	<p><b>Notes</b></p>

<p>Explain what means your library could use to publicize the outreach. Who could help you gain word-of-mouth exposure? What media outlets could you use?</p>	
<p>Consider the market materials your library might develop. What kinds of materials could your library prepare? What information would they convey? How would they convey it?</p>	

***Evaluating Outreach and Staying Connected: Evaluation Activity***

<p>Create a plan for evaluating your library's outreach activities.</p>	
<p><b>Considerations</b></p>	<p><b>Notes</b></p>

<p>What kinds of changes (attitude, knowledge, skill, behavior, and/or condition) do you want your evaluation activities to measure?</p>	
<p>What type or types of outcomes-based evaluation tools will you use? Will you use surveys, data, comments and complaints solicitations, focus groups, personal interviews, and/or observation techniques?</p>	
<p>What will be the specific nature of your tool or tools?</p>	

<p>How will you use the tool or tools to measure the impact of your outreach?</p>	
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***Implementing Computer Classes for Spanish Speakers: Computer Class Activity***

<p>Design a computer class for your library.</p>	
<b>Considerations</b>	<b>Notes</b>
<p>What will your first topic be? Remember, it's usually best to start with the basics.</p>	
<p>What kind of schedule do you think will be best for your community?</p>	

How will you handle enrollment?	
Will transportation be an issue for students?	
What might the library offer in the way of child care?	
How will you market the course?	
How will you assess prospective student or student abilities?	

**Conclusion:**

Congratulations! You have completed your outreach action plan. As you begin implementing your 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=42>.

## **Additional Information about Spanish Media**

### **Tips for Working with Spanish Media**

- Build personal relationships
- Support the community
- Connect to their issues

### **Spanish-language Media**

- Spanish-language media reaches 87% of the Hispanic/Latino community
- 55% are “primary” consumers (prefer Spanish-language television, radio or newspapers to their mainstream counterparts)
- 32% are “secondary” consumers (prefer mainstream media but access Spanish-language media on regular basis)

### **Primary Consumers of Spanish-language Media**

- 47% of Hispanics living in the Northeast
- 41% of Hispanics living in the South
- 35% of Hispanics living in the West
- 15% of Hispanics living in the Midwest

### **Reach of Spanish-language Media**

- Percentage (primary and secondary consumers) that access Spanish-language media
  - 92% of South Americans
  - 91% of Central Americans
  - 90% of Puerto Ricans
  - 90% of Cubans
  - 85% of Mexicans

### **Reach of Spanish-language Radio**

- Percentage (primary and secondary consumers) that access Spanish-language radio
  - 66% of Cubans
  - 54% of Mexicans
  - 54% of South Americans
  - 51% of Puerto Ricans
  - 48% of Central Americans

### **Reach of Spanish-language Newspapers**

- Percentage (primary and secondary consumers) that access Spanish-language newspapers
  - 45% of South Americans
  - 35% of Central Americans
  - 34% of Cubans
  - 33% of Puerto Ricans
  - 25% of Mexicans

“The Ethnic Media in America: the Giant Hidden in Plain Sight: Public Opinion Survey of Asian American, Hispanic, African American, Arab American and Native American Adults,” June, 2005.



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## **Annotated List of Web Resources for Working with Computers and Spanish Speakers**

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

### **General Resources**

<http://www.itrainonline.org/itrainonline/spanish/computers.shtml>

ITrain Online offers links to Spanish resources for learning computer basics, email, and internet.

[http://www.americconnects.net/field/FS\\_Immigrants.asp](http://www.americconnects.net/field/FS_Immigrants.asp)

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.css.qmul.ac.uk/foreign/eng-spanish.htm>

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

<http://www.gcfaprendagratis.org/>

GCF Global Learning® offers free web-based computer and career training programs in Spanish for beginning computer users.

### **Internet Resources for Spanish Speakers**

<http://data.webjunction.org/wj/documents/11279.doc>

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://www.webjunction.org/do/DisplayContent?id=1341>

Annotation Guidelines

Use this handout to make notes about your library's collection of Web sites available for patron use. This document can be used in conjunction with Gates Web Guides or separately.

<http://data.webjunction.org/wj/documents/844.pdf>

Latino Resources

Web Guide provides English-language sites about Latino culture and society, arts and entertainment, current events and professional services.

<http://www.sanantonio.gov/library/web/enlaces.asp?res=1024&ver=true>

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://kidshealth.org/parent/en\\_espanol/padres/net\\_safety\\_esp.html](http://kidshealth.org/parent/en_espanol/padres/net_safety_esp.html)

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.

*Annotated List of Web Resources for Working with Computers and Spanish Speakers Continued*

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

A list of online translating resources.

## Internet and E-mail

<http://www.webjunction.org/do/DisplayContent?id=11674>

Clases de Computacion en Espanol - Introduction to the Internet

This curriculum provides an introduction to using the internet for Spanish speakers. It was developed by the Colorado State Library as part of a 2003 Outreach to Spanish speakers grant program.

<http://www.webjunction.org/do/DisplayContent?id=11672>

Instructions for creating a Yahoo account in Spanish, created by the Colorado State Library

<http://www.webjunction.org/do/DisplayContent?id=11671>

Instructions for setting up a Hotmail account in Spanish, created by the Colorado State Library

<http://www.webjunction.org/do/DisplayContent?id=8300>

A Bill and Melinda Gates Foundation Quick Guide in Spanish to help teach Spanish speakers how to use Internet Explorer 6.0. Can be printed out and placed by library computers for easy reference.

<http://www.webjunction.org/do/DisplayContent?id=8299>

A Bill and Melinda Gates Foundation Quick Guide in Spanish to help teach Spanish speakers how to search the Internet. Can be printed out and placed by library computers for easy reference.

<http://www.webjunction.org/do/DisplayContent?id=2475>

OPAC & Internet Basico en Español

Alvaro Sanabria, Program Manager of the International Center of the San Francisco (CA) Main Public Library, uses this PowerPoint presentation in his successful Basic Internet classes.

<http://www.webjunction.org/do/DisplayContent?id=5514>

Iconos de Internet

Use this Spanish language handout to help teach patrons about the icons they will encounter in Internet Explorer. The handout was created by 'BiblioRedes: Abre tu Mundo,' a program of the Chilean Public Libraries.

[http://www.infopeople.org/training/past/2003/spanish\\_speaking/](http://www.infopeople.org/training/past/2003/spanish_speaking/)

Teaching Spanish-speaking Patrons how to use the Internet

This information from a past InfoPeople Project workshop includes a wealth of online resources, pretests, cultural information, and instructional design best practices.

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

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

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

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

An online Introduction to Email course in Spanish offered by GCF Global Learning.

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

An online Introduction to the Internet course in Spanish offered by GCF Global Learning.

*Annotated List of Web Resources for Working with Computers and Spanish Speakers Continued*

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

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

[http://zircon.mcli.dist.maricopa.edu/tut\\_es/](http://zircon.mcli.dist.maricopa.edu/tut_es/)

Spanish HTML Tutorial

A Spanish online tutorial for creating simple web pages in HTML. Presented by the Maricopa Center for Learning and Instruction

**Basic Computer Skills**

<http://www.webjunction.org/do/DisplayContent?id=11673>

Clases de Computacion en Espanol

This curriculum provides an introduction to computers for Spanish speakers. It was developed by the Colorado State Library as part of a 2003 Outreach to Spanish speakers grant program.

<http://webjunction.org/do/DisplayContent?id=9075>

Computer Comfort Class Instructor Guide

An instructor guide for teaching a basic Introduction to Computers class. The guide is in English and is accompanied by a Spanish version for class attendees.

<http://webjunction.org/do/DisplayContent?id=9076>

Computer Comfort Class Spanish Handout

A Spanish-language handout for a basic introduction to computers class. This handout is to be used in conjunction with the English-language instructor guide.

<http://data.webjunction.org/wa/documents/8296.pdf>

Changing Language Options Quick Guide

A Bill and Melinda Gates Foundation Quick Guide in Spanish to help teach Spanish speakers how to change the language profile on the computer. Can be printed out and placed by library computers for easy reference.

<http://data.webjunction.org/wa/documents/8298.pdf>

Copying and Moving Text and Pictures Quick Guide

A Bill and Melinda Gates Foundation Quick Guide in Spanish to help teach Spanish speakers how to copy and move text and pictures. Can be printed out and placed by library computers for easy reference.

<http://data.webjunction.org/wa/documents/8295.pdf>

Logging On Quick Guide

A Bill and Melinda Gates Foundation Quick Guide in Spanish to help teach Spanish speakers how to log on to the computer. Can be printed out and placed by library computers for easy reference.

<http://data.webjunction.org/wa/documents/8297.pdf>

Printing, Saving and Opening Files Quick Guide

A Bill and Melinda Gates Foundation Quick Guide in Spanish to help teach Spanish speakers how to print, save and open files. Can be printed out and placed by library computers for easy reference.

<http://data.webjunction.org/wa/documents/8170.pdf>

Poster: How to Log on to the Computer - Spanish  
Directions in Spanish for logging on to a computer.

<http://www.webjunction.org/do/DisplayContent?id=8172>

Poster: Questions about this computer? - Spanish

Poster in Spanish directing users to the Gates Library Computer Quick Guides for additional help.

*Annotated List of Web Resources for Working with Computers and Spanish Speakers Continued*

<http://www.webjunction.org/do/DisplayContent?id=5510>

Las Funciones Del Computador

Use this handout to describe basic functions of a computer to Spanish-speaking patrons. The handout was created by 'BiblioRedes: Abre tu Mundo,' a program of the Chilean Public Libraries.

<http://www.webjunction.org/do/DisplayContent?id=5512>

Que es un Mouse?

This handout in Spanish explains using a mouse to beginning computer users. The handout was created by 'BiblioRedes: Abre tu Mundo,' a program of the Chilean Public Libraries.

<http://www.webjunction.org/do/DisplayContent?id=5989>

Introduccion a Windows

This lesson plan in Spanish is used in the Chilean Public Library program, 'BiblioRedes: Abre tu Mundo,' and can be used to teach staff or patrons a basic understanding of the Windows XP operating system.

<http://data.webjunction.org/wa/documents/8173.pdf>

Poster: Maximizing Text Size - Spanish

Poster in Spanish describing how users can enlarge text size.

<http://data.webjunction.org/wj/documents/8169.pdf>

Poster: What can you do with this computer? - Spanish

This poster gives a basic overview of desktop icons and the types of tasks that Office applications can help users accomplish in Spanish.

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

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://oceancountylibrary.org/In\\_House/Tutorials/Mousercise\\_Espanol/mouse1.html](http://oceancountylibrary.org/In_House/Tutorials/Mousercise_Espanol/mouse1.html)

Mousercise: Online Tutorial in English and Spanish

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

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

Microsoft Windows XP

An online Microsoft Windows XP course in Spanish offered by GCF Global Learning.

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

Microsoft Windows 98

An online Microsoft Windows 98 course in Spanish offered by GCF Global Learning.

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

Introduction to Computers

An online Introduction to Computers course in Spanish offered by GCF Global Learning.

[http://www.mesalibrary.org/research/mouse\\_espanol/page01.htm](http://www.mesalibrary.org/research/mouse_espanol/page01.htm)

Online Mouse Tutorial in Spanish

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.

## *Annotated List of Web Resources for Working with Computers and Spanish Speakers Continued*

### **ESL Tutorials**

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

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://www.eslpartyland.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.esldesk.com/index.htm>

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

### **Changing the Language of a computer**

<http://data.webjunction.org/wj/documents/12021.pdf>

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

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

Multilingual PC Software

TechSoup is serving up info on choosing multilingual software to meet your needs.

<http://www.microsoft.com/globaldev/reference/win2k/setup/default.mspix>

Configuring and Using International Features of Windows

A link to a Microsoft reference page on how to set up the Multi-Language User Interface for Windows XP

### **Office Applications**

<http://data.webjunction.org/wj/documents/8304.pdf>

Excel 2002 Quick Guide

A Bill and Melinda Gates Foundation Quick Guide in Spanish to help teach Spanish speakers how to use Excel 2002. Can be printed out and placed by library computers for easy reference.

<http://data.webjunction.org/wj/documents/8305.pdf>

Front Page 2002 Quick Guide

A Bill and Melinda Gates Foundation Quick Guide in Spanish to help teach Spanish speakers how to use Front Page 2002. Can be printed out and placed by library computers for easy reference.

<http://data.webjunction.org/wj/documents/8302.pdf>

PowerPoint 2002 Quick Guide

A Bill and Melinda Gates Foundation Quick Guide in Spanish to help teach Spanish speakers how to use PowerPoint 2002. Can be printed out and placed by library computers for easy reference.

<http://www.webjunction.org/do/DisplayContent?id=8303>

Publisher 2002 Quick Guide

A Bill and Melinda Gates Foundation Quick Guide in Spanish to help teach Spanish speakers how to use Publisher 2002. Can be printed out and placed by library computers for easy reference.

*Annotated List of Web Resources for Working with Computers and Spanish Speakers Continued*

<http://data.webjunction.org/wj/documents/8301.pdf>

#### Word 2002 Quick Guide

A Bill and Melinda Gates Foundation Quick Guide in Spanish to help teach Spanish speakers how use Word 2002. Can be printed out and placed by library computers for easy reference.

<http://data.webjunction.org/wj/documents/5513.doc>

#### Guardar un Documento

This handout describes how to save a document in a Windows environment and is useful for Spanish-speaking patrons. The handout was created by 'BiblioRedes: Abre tu Mundo,' a program of the Chilean Public Libraries.

<http://data.webjunction.org/wj/documents/5988.doc>

#### Insertar Imágenes

Use this Spanish-language handout to show staff and patrons how to insert images into documents. The handout was developed by 'BiblioRedes: Abre tu Mundo,' a program of the Chilean Public Libraries.

<http://data.webjunction.org/wj/documents/5990.doc>

#### Insertar imágenes y diagramas

This lesson plan in Spanish was developed by a program of the Chilean Public Libraries, 'BiblioRedes: Abre tu Mundo.' It can be used to teach staff and patrons how to insert images and diagrams into documents.

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

#### Teaching English, Microsoft Word, and Internet Skills to Beginning ESOL Students

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.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=PowerPoint+2002+\(XP\)&tutorialID=57](http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=PowerPoint+2002+(XP)&tutorialID=57)

#### Microsoft PowerPoint 2003

An online Microsoft PowerPoint 2003 course in Spanish offered by GCF Global Learning.

[http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=PowerPoint+2002+\(XP\)&tutorialID=56](http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=PowerPoint+2002+(XP)&tutorialID=56)

#### Microsoft PowerPoint 2002

An online Microsoft PowerPoint 2002 course in Spanish offered by GCF Global Learning.

<http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=PowerPoint+2000&tutorialID=9>

#### Microsoft PowerPoint 2000

An online Microsoft PowerPoint 2000 course in Spanish offered by GCF Global Learning.

[http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Excel+2002+\(XP\)&tutorialID=59](http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Excel+2002+(XP)&tutorialID=59)

#### Microsoft Excel 2002

An online Microsoft Excel 2002 course in Spanish offered by GCF Global Learning.

<http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Excel+2000&tutorialID=8>

#### Microsoft Excel 2000

An online Microsoft Excel 2000 course in Spanish offered by GCF Global Learning.

[http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Word+2002+\(XP\)&tutorialID=55](http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Word+2002+(XP)&tutorialID=55)

#### Microsoft Word 2002 XP

An online Microsoft Word 2000 XP course in Spanish offered by GCF Global Learning.

*Annotated List of Web Resources for Working with Computers and Spanish Speakers Continued*

[http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Word+2002+\(XP\)&tutorialID=47](http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Word+2002+(XP)&tutorialID=47)

Microsoft Word 2003

An online Microsoft Word 2003 course in Spanish offered by GCF Global Learning.

<http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Word+2000&tutorialID=6>

Microsoft Word 2000

An online Microsoft Word 2000 course in Spanish offered by GCF Global Learning.

<http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Office+XP&tutorialID=50>

Microsoft Office 2003

An online Microsoft Office 2003 course in Spanish offered by GCF Global Learning

<http://www.gcfaprendagratis.org/Tutorials/Details.aspx?Tutorial=Office+XP&tutorialID=46>

Microsoft Office XP

An online Microsoft Office XP course in Spanish offered by GCF Global Learning.