



Siga Adelante

a project of the Oklahoma Department of Libraries



**REFORMA
NATIONAL
CONFERENCE**

Presented by Pat Williams and Vicki Mohr

Funded by The Bill and Melinda Gates Foundation through Web Junction and the Oklahoma Department of Libraries' Library Development Office and Literacy Resource Office

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Chapter LIII	790
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**Bill and Melinda Gates Foundation
Timeline
Spanish Outreach Expansion Program**

May 23, 2006	Submission of Proposal to Bill and Melinda Gates Foundation
June 2006	Grant approval
July 18, 2006	Initial project planning – One day Topic selection/assignment
August 2006	Contract to pilot sites
September 2006	Claim forms to pilot sites
November 2006	Two-day curriculum training
January 2007	Deadline for year two curriculum
February 2007	1 st Topic Workshop
March 2007	Activities (minimum of three)
April 2007	2 nd Topic Workshop
May 2007	Activities (minimum of three)
May 2007	Grant submission to Bill and Melinda Gates foundation for year 2 workshops
June 2007	3 rd Topic Workshop
July 2007	Activities (minimum of three)
May 2007	Hispanic Resources/Materials Workshop
August 2007	Local collation of outcomes/outputs
August 2007	Begin year two activities (pending fund approval from Gates)
September 2007	Submission of outcome/output data to ODL
October 2007	Wrap up meeting and project evaluation Review of project manual
Novembers 2007	Report to Bill and Melinda Gates Foundation – 1 st round

Siga Adelante Timeline
Year 2
2007-2008

September 2007

Year 2 Pilot Site meeting

December 2007

13th--Year 2 Pilot Site presentations-Altus, Stillwater & Wagoner

18th—set date of August meeting

31st-- Templates & activities due to ODL and other pilot sites

January 2008

Purchase recommended materials for topics

February 2008

Sites begin Year 2 topics

Web Junction webinar on Siga Adelante

June 2008

Finalized customized local templates and activities by pilot sites
if changed from original due to ODL

July 2008

All Year 2 Topics completed

31st--Evaluations, reports, statistics sent to ODL

August 2008

Final meeting of Pilot Sites

Date set at December meeting

Format discussed at December meeting

Webinar

Live conferencing

Bill and Melinda Gates Foundation Budget Proposal

\$2757	Planning/evaluation meeting travel reimbursement
\$54,000	Local workshops (presenters, materials, marketing, support materials). Average of \$1,500 per workshop x 6 workshops per site x 6 pilot sites.
\$10,680	Tutoring materials. \$1,780 x 6 sites (tutors will use materials on an ongoing basis throughout the project).
<hr/>	
\$67,437	Total Budget Request

**Spanish Outreach Expansion Program
Community Workshops**

\$5,160 per pilot site

**Three topic workshops
Minimum three (3) activities
ESL Tutoring Materials**

Each pilot site will conduct 3 workshops for members of the Hispanic community. The following budget breakdown describes possible materials for a Health/Safety workshop.

Professional Services: presenters, translator

\$150 workshop presenter (design, prepare, conduct and evaluate workshop)
\$50 honoraria for guest speaker (local health provider, pharmacist, etc.)
\$400 translator (\$10/hour at 40 hours per workshop and for workshop follow up)

Support Materials

\$75 2 sets of *What to do Health* series in Spanish (written at 3rd to 5th grade levels)

- *What To Do When You're Having a Baby*
- *What To Do When Your Child Gets Sick*
- *What To Do When For Teen Health*
- *What To Do For Senior Health*
- *What To Do For Healthy Teeth*

\$98 10 sets of *You and Your Health* written at the 1-3 grade level and designed for ESL

- Your body
- Food, nutrition and medicine
- Emergencies-getting help
- Environment

\$39 2 teacher's guides for *You and Your Health*

\$125 giveaway brochures-50 each

- *About Family Safety*
- *First Aid*

Other: marketing, extension materials

\$100 marketing/printing (translated brochures, flyers, etc.)
\$150 health related extension materials (thermometers, first aid kit, etc.)

\$1,500 Total for one local workshop and supporting materials*

***Note:** A workshop total of \$1,500 allows flexibility in the purchase of support materials needed for each of the 3 workshop topic areas:(health/safety, family reading, employability, etc.)

ESL Tutoring Materials – Local literacy council will provide volunteer ESL tutors and the grant will provide suggested tutoring materials. Tutoring will be on-going as members of the Hispanic community become aware of available literacy services. These one time purchases will be used throughout the project period, ESL tutoring will continue after the grant project has concluded.

\$660 Per pilot site

Siga Adelante
Budget
Year 2

Pilot Site Budget

Literacy tutoring materials	\$1000
<u>9 workshops (3 topics)</u>	<u>\$4345</u>
Year 2 total	\$5345

ODL Budget

Travel reimbursement	\$1332
Food	\$300
<u>Printing</u>	<u>\$17</u>
Year 2 total	\$1649

Total Budget

Literacy tutoring materials	\$6000
Pilot workshops expenses	\$26070
Travel reimbursement	\$1332
Food	\$300
<u>Printing</u>	<u>\$17</u>
Year 2 total	\$33719

Siga Adelante Pilot Sites Participants & Topics 2006-2008

Year 1

Poteau-(Health)

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Year 2

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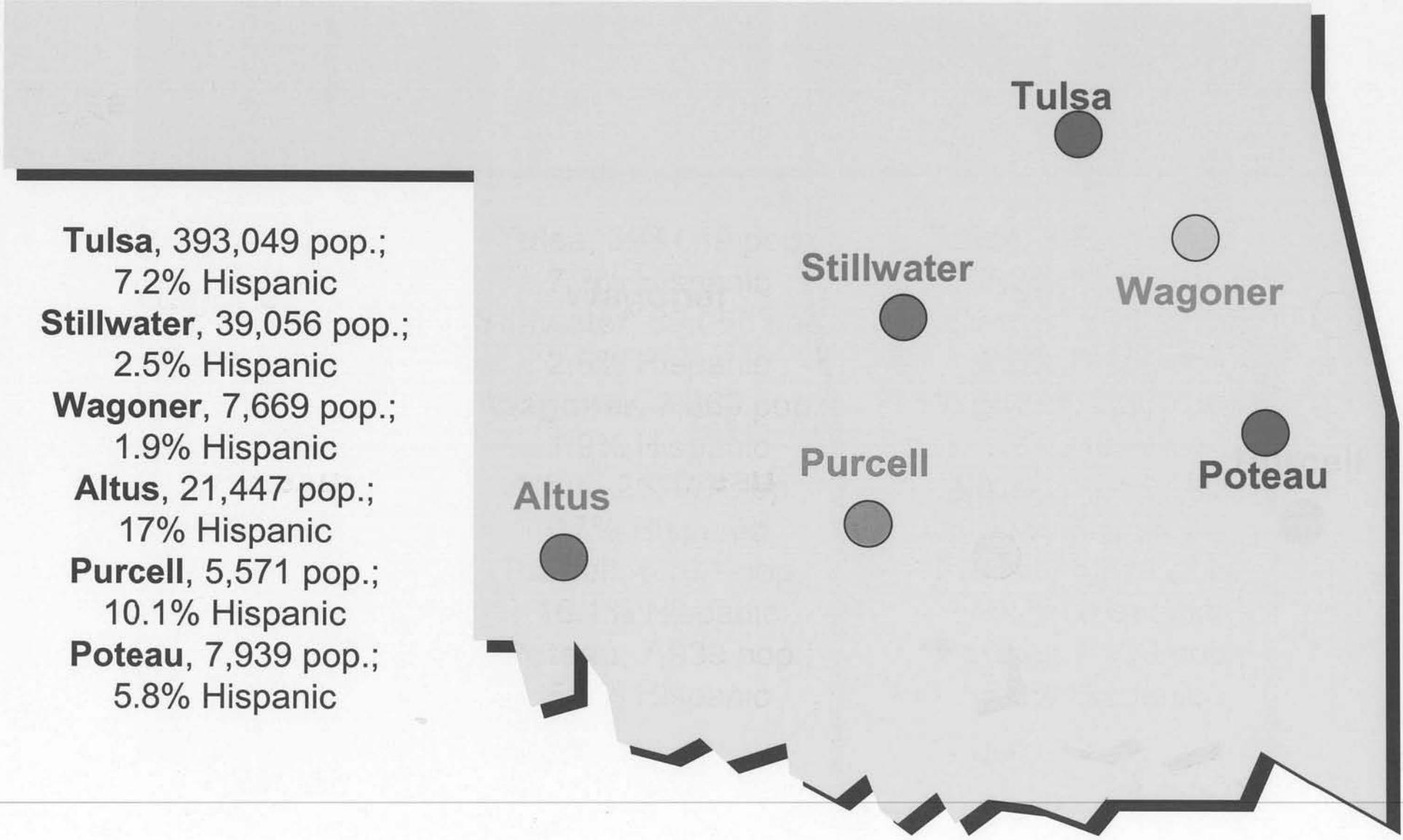
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Siga Adelante Pilot Sites



Tulsa, 393,049 pop.;
7.2% Hispanic
Stillwater, 39,056 pop.;
2.5% Hispanic
Wagoner, 7,669 pop.;
1.9% Hispanic
Altus, 21,447 pop.;
17% Hispanic
Purcell, 5,571 pop.;
10.1% Hispanic
Poteau, 7,939 pop.;
5.8% Hispanic



Oklahoma Spanish Language Outreach Program: Siga Adelante (Moving Forward)

Templates for workshops in Spanish and English on the topics of citizenship, health, and family literacy and marketing plans. Three more topics are planned for implementation in 2008. The Oklahoma Spanish Language Outreach Program Siga Adelante (Moving Forward) is a partnership between WebJunction and the Oklahoma Department of Libraries with funding from the Bill & Melinda Gates Foundation.

Included in each template are:

- lesson objective/purpose
- warm-up activities
- lists of materials needed
- learning activities
- pre and post-assessment instruments
- support activities and resources
- Oklahoma community resources
- marketing materials

Citizenship Workshop Template

Family Health Workshop Template

Family Literacy Workshop Template

Blank Workshop Template

Additional Materials:

Overall Project Marketing Plan

Individual Library Site Marketing Plan

Marketing Poster

Program Description:

The Oklahoma Spanish Outreach Language Program. Siga Adelante (Moving Forward) is a partnership between WebJunction www.webjunction.org and the Oklahoma Department of Libraries (ODL) with funding from the Bill and Melinda Gates Foundation.

Siga Adelante was designed, implemented, supervised and evaluated by the Office of Library Development and the Literacy Resource Office within the Oklahoma Department of Libraries (ODL).

The Oklahoma project was unique from programs implemented by other states participating in the WebJunction Spanish Outreach Language Program. It was funded for one (1) year as a pilot project in 2006, with the possibility of a continuance into a second year. Due to its success, Oklahoma was awarded funds to continue the program.

Oklahoma found that one year was required to fully develop three (3) topics. With the second year of funding, three (3) additional topics were developed.

Six (6) public libraries in partnership with their local literacy programs were selected as pilot sites, representing both small and large communities. Demographic data for the communities is included.

Representatives from each site met and determined topics for development that would benefit the Hispanic community, encourage attendance at library and literacy programs, and utilization of community resources.

The topics chosen by the participating entities were: Health; Citizenship; Family Reading/Literacy; Finance; Employment; and Community Culture. Each pilot site agreed to take on the responsibility of preparation for

one (1) topic. While each of the six (6) pilot sites developed one of the six (6) topics, all sites field tested each topic.

A template was developed for each topic and included several lesson plans which provided a guideline for participating programs. These templates are detailed and fully developed.

Many sessions and lessons were planned around important celebrations such as "Cinco De Mayo" and "El dia de los ninos"/ "El dia de los libros." Participation was high because the programs were marketed as free family gatherings where food, snacks, and activities for both parents and children were provided.

At each site, both adult and children's activities were provided for every program offered and an interpreter was always present. Also, English as a second language services were advertised and participants were encouraged to avail themselves of these opportunities.

The library/literacy sites providing the programs were cognizant of the fact that the majority of Hispanic families would not be available during working hours, consequently most programs were held either in the evenings or on weekends. Several programs were expanded to local businesses that encouraged participation of their employees after hours.

Calendars of current community events as well as upcoming library events were distributed to participants at every event. Attendees were given instruction and encouraged to use public computers at each session. Programs were advertised through local media, library displays, local churches, businesses and community organizations. Also, T30-Telemundo, the Hispanic TV station in Oklahoma City, broadcast two segments on Siga Adelante and the project was featured in "Literacy Notes" a statewide publication.

To fully evaluate the program, outcomes and outputs were gathered from the participants and the library and literacy partners. Outcomes were obtained from the Hispanic participants utilizing pre/post tests examples.

The Oklahoma Department of Libraries and participating pilot sites appreciate the support of WebJunction with funding from the Bill and Melinda Gates Foundation for making this project possible.

Those involved in the Oklahoma project hope these Siga Adelante templates are useful resources to libraries and literacy programs throughout the country.

<http://www.webjunction.org/home/articles/content/453419?printable=true>

Siga Adelante – Spanish Outreach Expansion Project

2006/2007 Marketing Plan

Prepared by
Judy Tirey

October 16, 2006

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1.93	Historical Symbols	
1.94	Religious Symbols	
1.95	Political Symbols	
1.96	Social Symbols	
1.97	Scientific Symbols	
1.98	Technical Symbols	
1.99	Commercial Symbols	
2.00	Administrative Symbols	

1.0 Executive Summary

The Spanish Outreach Expansion Projects (Siga Adelante) challenge is to develop a marketing campaign to create awareness, increase community support and encourage library use by the Hispanic community. By accomplishing these objectives Siga Adelante will provide experiences for individuals in the community that will encourage the development of literacy, life skills, and lifelong learning. This program will additionally introduce libraries as a resource for assimilating into American culture. Siga Adelante is a national pilot program funded by the Bill and Melinda Gates Foundation.

2.0 Current Situation

Oklahoma's Hispanic population has grown significantly. According to the U.S. Census, persons of Hispanic or Latino origin represent 6.3% of the population in Oklahoma. Six counties in Oklahoma were selected for the Siga Adelante project because they have existing English as Second Language programs with strong collaboration between the public libraries and the literacy councils. Percentages of the Hispanic population in these counties are identified as: Jackson 17.8%; McClain 5.6%; La Flore 5.2%; Payne 2.4%; Wagoner 3.1%; Woodward 5.5%. Jackson, Payne, and McClain counties also have Spanish language translators employed in their literacy program. National and statewide initiatives have focused on increasing library use by nontraditional populations. By focusing on specific areas of interest health, employment, immigration and citizenship, family literacy and parenting, and financial and consumer information, this project hopes to increase library use by the Hispanic community.

2.1 Market Summary

In the *Oklahoma Magazine*, Blaine Smiths' article "Hispanic Oklahoma" investigates the statistics and talks to the leaders of the Hispanic organizations to find out what's happening. According to these leaders, the Hispanic population in Oklahoma is booming and many are in need of attaining English language and life skills.

2.2 Market Demographics

Oklahoma has seen a dramatic increase in the Hispanic population in recent decades. In Oklahoma, according to the Census Bureau, 6.3 percent of the population in 2004 was Hispanic, with a total Hispanic population of more than 179,000 individuals. Multiple areas of the state have higher Hispanic population percentages than the overall state average or have growing Hispanic populations. This project will focus on six of these counties. According to the 2003 National Assessment of Adult Literacy we find the following based on quantitative testing which combines both writing and math skills,

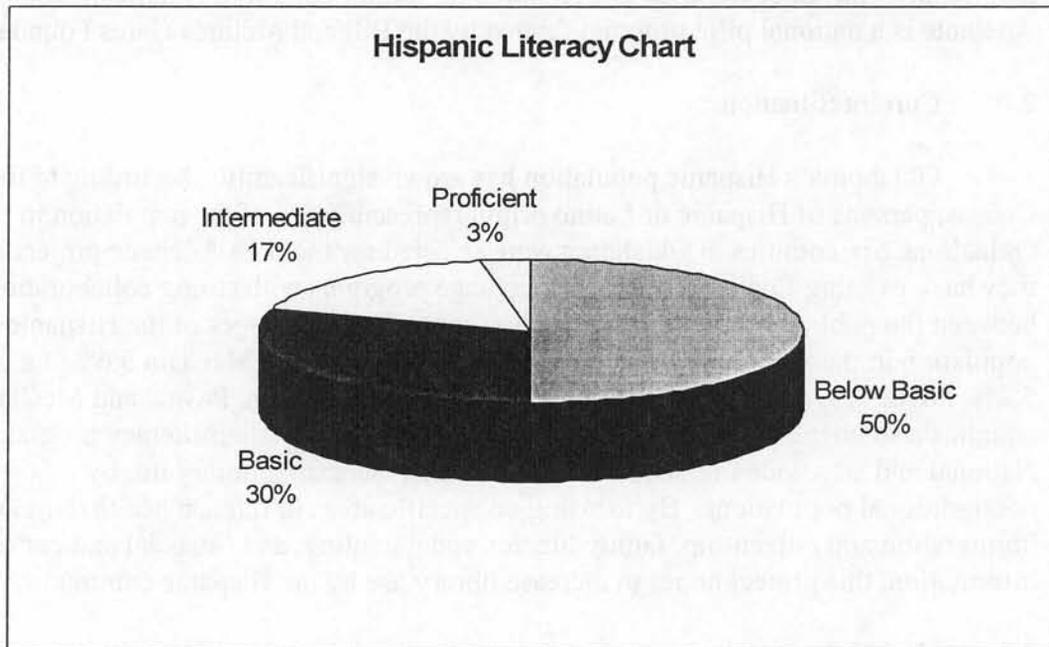
50% of adult Hispanic population functions at Below Basic Level

30% of the adult Hispanic population functions at the Basic Level

17% of the adult Hispanic population functions at the Intermediate Level

3% of the adult Hispanic population functions at the Proficient Level

Below Basic level indicates that the individual can perform no more than the most simple and concrete literacy skills, such as signing a form. Basic level indicates that the individual has the skills necessary to perform simple and everyday literacy activities. Intermediate level indicates skills necessary to perform moderately challenging literacy activities. Proficient indicates skills necessary to perform more complex and challenging literacy activities.



2.3 Market Behavior

According to the “Hispanic Oklahoma” article by Blaine Smith, the Hispanic population has a lack of knowledge regarding libraries and their free usage. The adult Hispanic population has difficulty successfully navigating the health, financial, and governmental systems. Additionally they are unaware of the resources available to them.

2.4 Market Trends/Growth

The Hispanic population continues to increase. In Oklahoma Magazine Fred Ramos states that 71 percent of people immigrating into Oklahoma depend upon their native language. Immigrants, both legal and illegal, are looking for opportunities to build a better life. Jobs are being created in Oklahoma that the first generation immigrant population is filling. Currently, Hispanics work in the poultry industry, construction, manufacturing, meat packing and entertainment, like hotels and motels. In the article

“Hispanic Oklahoma” Fred Ramos predicts that second generation Hispanics, educated in American schools and assimilated into American culture, are expected to enter professional careers.

2.5 Competitive Environment

The competition facing this program is based upon the situation that very few Hispanic individuals are currently using their public library or participating in their local literacy programs because they are unaware of the free offerings provided by their local public library. Competition will come from several indirect sources. These events will include family entertainment and events. Movies, sporting events, vacations, weddings keep many people busy. Other competition such as apathy of their situation, fear of the unknown, lack of knowledge about the project, or lack of encouragement from family and friends will affect the success of the project.

2.6 Current Marketing Program

Siga Adelante is a two year pilot project funded by the Bill and Melinda Gates Foundation. If successful in Oklahoma, this will be a model for libraries around the nation. This project is positioned as a leader. The marketing program is designed to offer a distinctive place in the mind of the target market. It is the first of its kind in Oklahoma offered by organizations outside the Hispanic community.

3.0 Key Issues

3.1 SWOT Analysis

3.1.1 Strength

- Project well funded by Bill and Melinda Gates Foundation
- Good support from Hispanic business community
- Local programs offered in areas with high Hispanic concentration
- Hispanic/bilingual volunteers involved
- Local libraries have had some training relating to working with the Hispanic population
- Literacy programs are working currently with many Hispanics in the communities

3.1.2 Weaknesses

- Language barriers
- Difficult to overcome fear of unknown
- Must overcome embarrassment or apathy
- Lack of knowledge of library and literacy services

Other activities judged more important, interesting, or fun

3.1.3 Opportunities

If this program is a success, it will be used as a model program around the United States.

Educate members of the Hispanic community on issues important to the quality of their lives

Hispanic use of the libraries and its services will increase

Portion of attendees will become involved in a literacy program and learn to read

3.1.4 Threats

Failure to reach the targeted population

Lack of interest in programs presented

Embarrassment that they can not read

Suspicion of motivation

4.0 Marketing Strategy

The marketing strategy of this project is to provide sufficient Spanish language posters, TV spots, radio messages, and word of mouth to persuade individuals to attend the program at their local library. The Oklahoma Department of Libraries will partner with the local Hispanic Chamber of Commerce, Hispanic banks, churches, businesses, and restaurants to reach the population with our invitation. Bilingual speakers will also present programs to local Hispanic business clubs to spread the word. Posters and flyers will be placed in businesses which supply services to the segment of the Hispanic population we are trying to reach. This would include businesses such as check cashing stores, grocery stores, roofing companies, large lawn care companies, and the bus station.

4.1 Objectives

The objectives of Siga Adelante are to have a positive impact on the lives of local Hispanics. By offering programs which target identified possible challenges to the local Hispanic population, we hope to increase their use and understanding of available resources. Additional goals, objectives, and outcomes are as follows:

4.1.1 Goals and Objectives

80% of Hispanic participants in the Siga Adelante programs presented at the targeted sites will use library and literacy resources available in the community.

80% of the Hispanic participants in the Siga Adelante programs presented will use public access computers to access information learned in the workshops.

4.1.2 Outcomes

The Hispanic population in the six targeted sites will gain knowledge, skills, or attitude change by using the:

A. literacy resources - knowledge

B. library location, resources, services are available to them for free - knowledge, attitude

C. Hispanic community will use the public access computers for knowledge presented in workshops - skill, knowledge, and attitude

D. Number of individuals attending programs will vary location to location depending on number of Hispanics in community

1. Anticipated - 10 - 15 families for first workshop
2. Anticipated that group will continue to grow with each additional workshop
3. Anticipated that 20-25 families will attend the final workshop

4.2 Target Audience

4.2.1 Primary Target Audience

- A. Target Market: The target market is Hispanic men and women eighteen to forty years of age. The majority will speak Spanish as their main language. Their income will be at or close to poverty level. They will likely be first generation Hispanic in this country. They may have lived in Oklahoma for less than four years. They will likely have families. They will not have access to the American school system.

4.2.2 Secondary Target Audience

- A. Secondary Target Audience: The secondary target audience will be high school dropouts aged sixteen to eighteen in addition to the children and extended family members of participants.

4.3 Tactics

Communicate with the target audience about upcoming events
Become involved with the local community
Become involved with local schools
Participate in community events using a booth to provide information and increase awareness

4.4 Action Plan

4.4.1 Oklahoma Department of Libraries, Office of Library Development Staff will be responsible for the following activities. Advertising and activities will be designed to raise the awareness and interest of the local Hispanic community.

Create a mailer to send to Hispanic businesses and the Hispanic Chamber of Commerce.

Create eye-catching banners and fliers with an emphasis on symbols rather than reading

Partner with the Hispanic Chamber of Commerce to use their channels to spread the word.

Partner with the League of United Latin American Citizens. Speaker could present at monthly meeting. Have a booth at local festival.

Partner with local radio station WKY930 AM for public service informational and advertisements spots

Partner with local Spanish language television station for public service advertising spots.

Create a media sponsor event with a local radio station, WKY 930 AM. The radio station could have a "remote" before the program at the library

Partner with local restaurant to provide a buffet dinner at the library before a program.

Spanish speaking library/literacy personnel will present informational programs to local Hispanic businessmen and women's clubs.

Flyers will be mailed to the Hispanic Chamber of Commerce member businesses.

Place banners and fliers at Hispanic Chamber of Commerce, local businesses, churches, bus station, and schools at least three weeks in advance before each program.

Submit an article to the Hispanic newspaper on the upcoming event emphasizing how this will help them in their daily lives and stressing that there is no charge.

Prepare press release in English and Spanish. Submit to local Hispanic newspaper

4.5.1 Timeline

Oklahoma Department of Libraries, Office of Library Development Staff will be responsible for the following:

December 2006: Contact will be made with the Hispanic media, dates set and TV and radio clips will be distributed.

Posters, fliers, banners, and other promotional materials will be completed and ready for distribution

January 2007: Distribution of fliers, banners, and posters will begin.

Spanish language programs will be delivered at Hispanic business clubs.

February-June 2007: A series of workshops will be given at six selected libraries.

August 2007 Collection, collation, and evaluation of results

September of 2007 data will be submitted to the Oklahoma Department of Libraries.

October, 2007 A wrap-up meeting will be held at the Oklahoma Department of Libraries for project evaluations.

November, a report will be submitted to the Bill and Melinda Gates Foundation.

5.0 Financials Per Site

5.1.1 Expenses

Professional Services: presenters, translators

\$150.00	Workshop presenter (design, prepare, conduct, and evaluate Workshop)
\$ 50.00	Honoraria for guest speaker (local health provider, pharmacist, etc.)
\$500.00	Translator (\$10/hour at 40 hours per workshop and for pre-workshop presentations)

Marketing Materials

\$125.00	Give away brochures – 50 each workshop
\$300.00	Banners, flyers, signs
\$350.00	Marketing, printing & distribution
\$1,475.00	Total per workshop. Funded by the Bill and Melinda Gates Foundation
\$2,000.00	Oklahoma Department of Libraries In -Kind Contribution including: facility, professional staff, internet access, computers, Public Information Office design team.

Marketing suggestions from Siga Adelante workshops
November 14th and 15th

External Marketing – new customers/non users

- Latino Organizations
- Media/newspaper page
 - In Spanish/English
- Service Providers to Latinos
- Hispanic Newspapers
- Social Services
- Church Bulletin
- Restaurants
- Laundromat
- Clinic
- Grocery Store
- Check Cashing
- Employers
 - Construction
 - Roofing
 - Landscaping
- Schools
- Latino Gatekeepers
- Radio/Cable TV
- Marquis

Internal Marketing- current customers

- Displays
- Signs
- Flyer
- Word of Mouth

1. The first part of the document is a list of names and addresses of the members of the committee.

MEMBERS OF THE COMMITTEE

- 1. Mr. J. H. ...
- 2. Mr. ...
- 3. Mr. ...
- 4. Mr. ...
- 5. Mr. ...
- 6. Mr. ...
- 7. Mr. ...
- 8. Mr. ...
- 9. Mr. ...
- 10. Mr. ...
- 11. Mr. ...
- 12. Mr. ...
- 13. Mr. ...
- 14. Mr. ...
- 15. Mr. ...
- 16. Mr. ...
- 17. Mr. ...
- 18. Mr. ...
- 19. Mr. ...
- 20. Mr. ...

REPORT OF THE COMMITTEE

The committee has the honor to report that it has completed its duties and has submitted the following report to the board of directors.

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How to Complete the Template

This format is intended to be completed on line. Fields will expand as information is added.

Subject-This is the broad category (Health, Family Reading, Citizenship/Immigration, Employment, Finances/Consumer, Community)

Title of Lesson-This is the title of the specific module you have developed.

Prepared by-Include your name, e-mail, and phone so you may be contacted for clarification, questions, suggestions, etc.

Objectives/Purpose-State the goal of the lesson, what you intend the participants to learn, and why it will be useful. These are the anticipated outcomes.

Warm up activity-Describe how to introduce the lesson to the audience. Include such things as warm up activities, handouts, demonstration, etc. Identify any materials needed for the warm up in the **Materials needed** space.

Learning activities-Describe the details of your teaching module, Include how it will be presented, what curriculum (purchased or developed) will be used, and any learning activities and/or practice activities that will be included in the presentation. List materials needed for the presentation in the **Materials needed** space. Attach any materials developed specifically for the presentation and include photocopy masters (if available).

Conclusion-Describe how you will summarize and/or review the new information with workshop participants. What will you do to determine if the workshop material can/will be used by the participants. List any materials needed for the conclusion in the **Materials needed** space.

Workshop Extension/Expansion/Support Activities- Describe support activities that will take place on the day of the workshop. For example: computer time, activities for children, display of related items for check out, learning stations, etc.

Additional Resource Materials (include title, source, cost, as well as websites)-List the materials and resources that you recommend each of the pilot sites might want to have available for staff and patrons.

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Community contacts/Resources-Include recommendations for local contacts. Also include information on contacts available on a state and/or national basis.

Follow-up-Use the same format for a minimum of three (3) follow-up activities.

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Subject: _____

Title of Lesson: _____

Prepared by: _____

Name

Phone

E-mail

Objective/Purpose: What will be learned and why it is useful

<p>Warm-up activity</p> <p>Pre Test given</p>	<p>Materials needed for warm-up</p> <p>Pre Test</p>
<p>Learning activities</p>	<p>Materials needed for learning activities</p>

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Conclusion	Materials needed for conclusion
Post Test given	Post Test
Extensions/Expansion/Support activities	
Support resources/Materials/Websites (Include title, source)	
Community contacts/Resources	

Siga Adelante

Follow-up Lesson 1

Subject: _____ Title: _____

Prepared by: _____

Objective/Purpose

What will be learned and why it is useful

Warm up activity

Pre test given

Materials needed for workshop

Pre Test

Learning activities

Materials needed for learning activities

Siga Adelante

Conclusion	Materials needed for conclusion
Post Test given	Post Test
Extensions/Expansion/Support activities	
Support resources/Materials/Websites (Include title, source)	
Community resources	

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<p>Learning Activities</p> <p>1) Facilitator/interpreter will</p> <ul style="list-style-type: none"> • Stress the importance of being informed about health needs and where to find help to maintain and improve family health. • Introduce the learning activity and divide participants into 2 or 3 discussion groups. Each group will select a Situation Card ★attachment A2 on which health needs are briefly discussed and questions are discussed and report to the other participants. • Lead group in discussion during reporting time 	<p>Materials needed for learning activities</p> <p>1) Situation Card ★attachment A2</p> <p> Situation cards</p>
<p>Conclusion</p> <p>1) Facilitator/interpreter will</p> <ul style="list-style-type: none"> • Urge participants to attend upcoming sessions and invite others to attend. • Distribute Resource Notebooks containing flyers, brochures, calendars, pertinent material. • Explain benefits of a library card and distribute applications. Library staff member will be available to assist with library card registrations. • Benefits of a library card ★attachment A7 • How to get a library card ★attachment A8 • Invite participants to enroll in ESL literacy classes • Lead tour of the library. • Introduce the library's public use computers with bi-lingual instructions regarding library procedures. Demonstrate how to find previously bookmarked health related web sites. • Ask participants to complete Post-test ★attachment A1. 	<p>Materials needed for conclusion</p> <p>1) Resource Notebooks containing</p> <ul style="list-style-type: none"> • Directory of local health resources including web sites, telephone numbers, addresses, map of city or area • Brochure from literacy program • Future meeting dates, lesson topics, and contact information • Local, state, and national hotlines or information numbers • Family health and medical history forms which can be removed and taken to health service sites • List of information and items which may be taken to a health care facility at time of treatment • Library card applications—bilingual if possible <p>How to get a library card ★attachment A8</p> <p> How to get a library card</p>

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- **Benefits of a library card**
★attachment A7



Benefits of a library card

- 2) **Post-test** ★attachment A1



Post-test attachment A1

Extensions/Expansions/Support activities

1) Children's activities

During the time adults are in session, support staff will provide computer and other health awareness activities for the children of the participants to increase health information and encourage use of library facilities. Activities may include

- Health themed children's craft—health chart with activities to do each day of the week. Completed charts may be returned at next session, rewarded with small gift
- Fitness screening—child does as many push-ups/sit-ups as possible in a set amount of time. Certificate of fitness and/or gold medal may be awarded

Certificate of fitness★attachment A5



Attachment A5

- Heart screening—child counts heartbeats per 15 seconds at rest and after 30 seconds of jumping jacks. Certificate and/or small prize may be awarded

Certificate of fitness★attachment A6



Attachment A6

- My Pyramid Blast Off Game—Food related computer game found in **Support Resources**

2) Adult activities

- A Spanish, bilingual and easy reading book display and book list of health related items found in the library to encourage use of library facilities and to assist families in seeking health information
- Tour of the library
- Participants use computers to access bookmarked websites

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Support resources for all lessons

Books

Living in America Teacher's Resource Guide: Understanding Key Health Issues, 2007 New Reader's Press

Mayo Clinic Family Health Book, 2003 Harper Resource

Family Health and Literacy: A Guide to, World Education, Inc., free online at www.worlded.org/us/health/docs/family

Staying Well (For Your Information) by Signal Hills Publications, American Institute for Preventive Medicine, 1992, New Readers Press

The Human Body (A First Discovery Book) by Sonia Black

Going to the Dentist ISBN 6794510078; *Going to the Doctor* ISBN 0794510043; and *Going to the Hospital* ISBN 079451006X, Usborne First Experience,

Curious George Goes to the Hospital, Churchill Media, 1992

Delicious Hullabaloo/Pachanga deliciosa, by Pat Mora, ISBN 1-55885-246-8.

Brochures

"3 Vital Steps, 1 Healthy Heart/3 Pasos Vitales, 1 Corazon Sano," produced by Wal-Mart Pharmacies

Websites for use with children

Food game—www.mypyramid.gov/kids/kids_game.html

Free printable chore chart—www.paintedgold.com/Organize/free-chore-chart.html

Free printable chore chart—www.dltk-cards.com/chart/

Non health related games—www.kiddiegames.com

Fire related activities—www.sparky.org

Non health related games, activities—www.coloringpages.net/pages/zliberty.html

Home safety—www.homesafetycouncil.org/great_safety_adventure/gsa.aspx

Healthy habits for life, fire safety—www.sesameworkshop.org

Health, games, recipes—www.kidshealth.org

Video, *Following the Clues: A Visit to the Doctor and the Library*—<http://www.unmc.edu/library/clues/>

Websites for use with adult activities

Curricula, easy to read—www.worlded.org/us/health/docs/family

Diabetic eye disease, Spanish—www.opt.indiana.edu/ecco/abc_com_span.ppt

Driver's license manual, OK, Spanish—www.dps.state.ok.us/dls

Easy to read health materials and web sites for families—healthliteracy.worlded.org/docs/family/

Eye care, English, Spanish—www.nei.nih.gov/health/espanol/diagrama_ojo.asp

Fire safety, search Sesame Street, Spanish fire safety—www.usfa.dhs.gov

Food labeling and nutrition—<http://www.cfsan.fda.gov/label.html>

Free or downloadable publications, search for HRS 00268 (Eng), HRS 00269 (Sp)—
<http://www.ask.hrsa.gov/>

Free materials with free registration—www.homesafetycouncil.org

Health, Spanish—www.nei.nih.gov/health/espanol

Health, Spanish—www.nlm.nih.gov/medlineplus

Health, English, Spanish—www.familydoctor.org/online/famdoces/home

Health video, bilingual—www.nlm.nih.gov/medlineplus/outreach/donfrancisco.html

Health, 165 slide shows with sound, variety, Spanish—medlineplus.gov/spanish/

Health—www.noah-health.org

Health, veterans—www.va.gov

Medical records—www.mypshr.com/your_record/free_forms.asp

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Medical terms—<http://users.ugent.be/~rvdstich/eugloss/ES/lijst.html>

Quitting smoking downloadable booklets —www.1800quitnow.org

Statistics, risks for Hispanics/Latinos—www.cdc.gov/omh/Populations/HL/HL.htm

Technology activities for adults and children, English/Spanish—www.internet4classrooms.com

Technology--how to use the mouse, Spanish—tech.tln.lib.mi.us/tutor/spanish/welcome.htm

Community contacts/resources

All Local: Alzheimers Association; American Cancer Society; Local health education center; Free clinics; Corps of Engineers; State Department of Health; State Department of Human Services; Medical centers and hospitals; American Diabetes Association; local emergency medical services; Local crisis pregnancy center; Local domestic violence centers; Red Cross; Local hospice; Local home health services; and/or others

Siga Adelante

Marketing Materials



Siga Adelante poster.pdf



Siga Adelante Health1poster.pdf



Healthflyer1eng.pdf



Healthflyer1SP.pdf

Original Materials



Rewind instructions



rewind pic 1



rewind pic 2



rewind pic 3



rewind pic 4



rewind pic 5



rewind pic 6



rewind pic 7



rewind pic 8



rewind pic 9



rewind pic 10



rewind pic 11



rewind pic 12



rewind pic 14



rewind pic 13



rewind pic 15



rewind pic 16



rewind pic 17



rewind pic 18

Bilingual brochures



Family Services Center



Area agency on aging



Ocean Dental



American Red Cross



Starting Point



Benefits of library card



How to get a library card

Siga Adelante

2) Participants will be encouraged to ask questions and discuss the information presented.

Conclusion

1) Facilitator/interpreter will:

- Lead the “Rewind Activity” **Rewind Activity★attachment B2** as a review and help participants identify health and financial losses families suffer when they do not use preventative measures provided at low or no cost in the community. “Rewind Activity” cards illustrate situations of accident or health loss that must be matched up with the prevention (Modeled after concentration game).

- Urge participants to attend upcoming sessions and invite others to attend.
- Explain benefits of library card and distribute applications. Library staff member will be available to assist with library card registrations.

Benefits of card ★attachment A7

How to get a library card ★attachment A8

- Invite participants to enroll in ESL literacy classes
- Lead tour of the library.
- Introduce the library’s public use computers with bilingual instructions regarding library procedures. Demonstrate how to find previously bookmarked health related web sites.
- Ask participants to complete **Post-test ★attachment B1**

Materials needed for conclusion

1) **Rewind Activity★attachment B2**

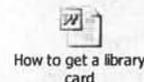


2) Pegboard with hooks to create a grid as described in **Rewind Activity★attachment B2** (optional)

3) Library card applications—bilingual if possible
Benefits of a library card ★attachment A7



How to get a library card ★attachment A8



4) **Post-test ★attachment B1**



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Extensions/Expansion/Support activities

1) Children's activities

- During the time adults are in session, support staff will provide educational and entertainment activities on computers for the children of the families attending.
- For younger children, read and distribute children's books on wellness and prevention. *Going to the Dentist*, *Going to the Doctor*, and *Going to the Hospital* ISBN 079451006X, "Usborne First Experience" series; *Arthur's Eyes*, Marc Brown,
- Children may tour fire truck. The fire department representative may provide items such as coloring pages, fire department badges, etc.

2) Adult activities

- Participants use computers to access bookmarked web sites

Support resources/materials

Books

Staying Well (For Your Information) by Signal Hills Publications, American Institute for Preventive Medicine, 1992, New Readers Press

The Human Body (A First Discovery Book) by Sonia Black

Going to the Dentist ISBN 6794510078; *Going to the Doctor* ISBN 0794510043; and *Going to the Hospital* ISBN 079451006X, Usborne, First Experience series

Brochures

Brochures on specific health prevention issues such as exercise and smoking cessation and heart attack prevention provided by agencies or found in websites

Websites

Technology, activities for adults and children, Eng/Sp—www.internet4classrooms.com

Technology, use the mouse, Sp—tech.tln.lib.mi.us/tutor/spanish/welcome.htm

Community contacts/Resources

Local Fire Department representative/speaker

Local or State Department of Human Services—DHS family health programs

Local or State Health Department speakers—wellness and prevention programs such as early intervention programs, Head Start; speech therapy, etc.

Local County Health Department; American Heart Association; American Lung Association; and other agencies for brochures

Conclusion

1) Health care professional or educator will summarize general guidelines for recognizing and responding to disease symptoms.

2) Facilitator/interpreter will:

- Urge participants to attend upcoming sessions and invite others to attend.
- Explain benefits of library card and distribute applications. Library staff member will be available to assist with library card registrations.

Benefits of a library card ★attachment A7

How to get a library card ★attachment A8

- Invite participants to enroll in ESL literacy classes.
- Lead tour of the library.
- Introduce the library's public use computers with bilingual instructions regarding library procedures. Demonstrate how to find previously bookmarked health related web sites.
- Distribute and assist in completion of family medical history/records forms.
- Ask participants to complete **Post-test ★attachment C1**.

Materials needed for conclusion

1) Speaker(s) will provide brochures that support their presentation(s).

2) Resource Notebook, distributed in Lesson 1

3) Family Medical History/Records tool
www.myphr.com/your_record/free_forms.asp

4) Library card applications—bilingual if possible

Benefits of a library card ★attachment A7



Benefits of a library card

How to get a library card ★attachment A8



How to get a library card

5) **Post-test ★attachment C1**



Attachment C1

Extensions/Expansion/Support activities

1) During the time adults are in session, support staff will show younger children videos such as *Following the Clues: A Visit to the Doctor and the Library* video—

<http://www.unmc.edu/library/clues/> and/or *Curious George Goes to the Hospital*, Churchill Media, 1992 and talk with children about treatment at health care facilities.

2) Assist participants in using computers to browse health services sites found in **Support resources/web sites:**

Healthy habits for life, fire safety—www.sesameworkshop.org

Health, games, recipes—www.kidshealth.org

Support resources/Materials

Videos

Following the Clues: A Visit to the Doctor and the Library, <http://www.unmc.edu/library/clues/>
Curious George Goes to the Hospital, Churchill Media, 1992

Books

Going to the Dentist ISBN 6794510078; *Going to the Doctor* ISBN 0794510043; and *Going to the Hospital* ISBN 079451006X, Usborne First Experience series

Websites

Health—www.noah-health.org

Health, veterans—www.va.gov

Video--*Following the Clues: A Visit to the Doctor and the Library*—www.unmc.edu/library/clues/

Healthy habits for life, fire safety—www.sesameworkshop.org

Health, games, recipes—www.kidshealth.org

Technology, activities for adults and children, Eng/Sp—www.internet4classrooms.com

Technology, use the mouse, in Spanish—www.tech.tln.lib.mi.us/tutor/spanish/welcome.htm

Community contacts/Resources

Local health professionals or educators

Emergency and First Aid Services and Skills/Basic First Aid: Lesson 4

Prepared by Gail Gilpin, Elizabeth Neff, Carole Gill literacy@buckley.lib.ok.us
Name E-mail

Objective/Purpose

- 1) To recognize the symptoms of stroke, heart attack, choking, allergic reactions, poison ingestion, mental health crisis, poisonous bites, etc.
- 2) To build the knowledge, skills, and confidence of the participants to respond to emergency or critical health situations
- 3) To learn basic emergency first aid skills
- 4) To know which agencies and services should be contacted in emergencies and how to access those services
- 5) To be familiar with the community's disaster preparedness services, signals, and plans

Warm up activity

Welcome by facilitator/interpreter

1) Facilitator will:

- Distribute **Pre-test ★attachment D1** with instructions for completing and collecting.
- Encourage library card applications.
- Introduce session topic by showing Red Cross First Aid video in Spanish if available and or
- CPR video in Spanish if available.

Materials needed for workshop

1) **Pre-test ★attachment D1**



Attachment D1

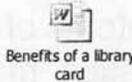
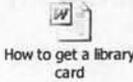
- 2) First Aid video provided by Red Cross in Spanish if available
- 3) CPR video in Spanish if available

Learning activities

- 1) Red Cross—First Aid demonstration
- 2) Emergency Management Director—community's emergency response plan
- 3) Corps of Engineers—water safety, drowning response
- 4) Women's crisis center, mental health facility, Salvation Army, or other organizations may serve as alternates
- 5) Dial 911 for emergency assistance
- 6) Facilitator/interpreter may discuss information from agencies that are not represented

Materials needed for learning activities

- 1) Learning activity materials will be provided by speakers.
- 2) Red Cross may use a mannequin for teaching resuscitation.
- 3) City map with directions to those services using the library as a reference point.

<p>Conclusion</p> <p>1) Facilitator/interpreter will</p> <ul style="list-style-type: none"> • Lead a questions/discussion time. • Urge participants to attend upcoming sessions and invite others to attend. • Explain benefits of a library card and distribute applications. Library staff member will be available to assist with library card registrations. <p>Benefits of a library card ★attachment A7 How to get a library card ★attachment A8</p> <ul style="list-style-type: none"> • Invite participants to enroll in ESL literacy classes. • Lead tour of the library. • Introduce the library's public use computers with bilingual instructions regarding library procedures. Demonstrate how to find previously bookmarked health related web sites. • Ask participants to complete Post-test ★attachment C1. 	<p>Materials needed for conclusion</p> <p>1) library card applications—bilingual if possible</p> <p>Benefits of a library card ★attachment A7</p>  <p>How to get a library card ★attachment A8</p>  <p>2) Post-test ★attachment C1.</p> 
<p>Extensions/Expansions/Support activities</p> <ol style="list-style-type: none"> 1) During the time adults are in session, support staff will host activities for the children of participants. 2) Following the adult presentation, each of the speakers may present the same material for the children with age appropriate presentation. Youth participants may practice CPR skills. Volunteers may assist children in practice dialing 911. 3) Following the lesson, adult participants may practice first aid skills, tour the ambulance, search web sites. 	
<p>Support resources/Materials/Websites</p> <p>Visiting organizations will provide brochures/handouts</p> <p>Websites</p> <p>Technology, activities for adults and children, English/Spanish—www.internet4classrooms.com Technology, use the mouse, in Spanish—www.tech.tln.lib.mi.us/tutor/spanish/welcome.htm</p>	
<p>Community contacts/Resources</p> <p>Local ambulance service Local Community Emergency Management Director Corps of Engineers Local DHS Adult Protective Services Local hospital</p>	

Red Cross
 Salvation Army
 Local women's or family crisis center
 Local pregnancy crisis center

Objective/Purpose	
<p>1) To increase awareness of healthy ingredients to use in cooking</p> <p>2) To introduce healthy cooking methods</p> <p>3) To learn to make ingredient substitutions for healthier meals</p>	<p>Warm up activity</p> <p>Welcome by facilitator</p> <p>1) Facilitator will</p> <ul style="list-style-type: none"> • Play & collect Py-test Attachment E1 • Give instructions for playing Loteria • Play Loteria • Introduce three dietary materials
<p>Materials needed for workshop</p> <p>1) Py-test Attachment E1</p> <p>2) Loteria</p> <p>3) Cards, small bowls, pinto beans, and small pieces</p> <p>4) Themed dietary materials</p>	<p>Learning activities</p> <p>1) Facilitator will discuss cooking methods, ingredients, and substitutions</p> <p>2) Demonstration and sampling healthy foods</p>
<p>Materials needed for learning activities</p> <p>1) Food provided and prepared by agent</p> <p>2) Disposable plates, napkins, utensils</p>	<p>Conclusion</p> <p>1) Facilitator/Instructor will</p> <ul style="list-style-type: none"> • Distribute healthy recipe booklet • Lead a question/discussion time • Explain benefits of a library card and distribute applications. Library staff member will be available to assist with library card registrations. • Benefits of a library card Attachment A7 • How to get a library card Attachment A8 • Invite participants to enroll in ESL literacy classes. • Lead tour of the library. • Introduce the library's public use computers with bilingual instructions regarding library procedures. Demonstrate
<p>Materials needed for conclusion</p> <p>1) Recipes for Living Well-Speaking of Women's Health http://www.speakingofwomenhealth.com/</p> <p>2) Library card applications—bilingual if possible</p> <p>Benefits of a library card Attachment A7</p> <p>How to get a library card Attachment A8</p>	

Healthy Cooking: Lesson 5

Prepared by Stacy DeLano
Name

sdelano@stillwater.org
E-mail

Objective/Purpose 1) To increase awareness of healthy ingredients to use in cooking 2) To introduce healthy cooking methods 3) To learn to make ingredient substitutions for healthier meals	
Warm up activity Welcome by facilitator 1) Facilitator will: <ul style="list-style-type: none"> • Pass & collect Pre-test ★attachment E1 • Give instructions for playing Loteria • Play Loteria • Introduce theme library materials 	Materials needed for workshop 1) Pre-test ★attachment E1  Attachment E1 2) Loteria, www.xicalangopress.com/english.html 3) Cards, small bowls, pinto beans, and small prizes 4) Themed library materials
Learning activities 1) Extension agent discusses cooking methods, ingredients, and substitutions 2) Demonstration and sampling healthy foods	Materials needed for learning activities 1) Food provided and prepared by agent 2) Disposable plates, napkins, utensils
Conclusion 1) Facilitator/interpreter will <ul style="list-style-type: none"> • Distribute healthy recipe booklet. • Lead a questions/discussion time. • Explain benefits of a library card and distribute applications. Library staff member will be available to assist with library card registrations. Benefits of a library card ★attachment A7 How to get a library card ★attachment A8 <ul style="list-style-type: none"> • Invite participants to enroll in ESL literacy classes. • Lead tour of the library. • Introduce the library's public use computers with bilingual instructions regarding library procedures. Demonstrate 	Materials needed for conclusion 1) Recipes for Living Well-Speaking of Women's Health http://www.speakingofwomenshealth.com/ 2) Library card applications—bilingual if possible Benefits of a library card ★attachment A7  Benefits of a library card How to get a library card ★attachment A8  How to get a library card

how to find previously bookmarked health related web sites.

- Ask participants to complete **Post-test attachment E1**.

3) Post-test attachment E1



Extensions/Expansions/Support activities

1) Childrens activities (During the time adults are in session, support staff will)

- Read *Delicious Hullabaloo/Pachanga deliciosa*, by Pat Mora, SBN 1-55885-246-8.
- Play a game of mystery food/alimento del misterio—blindfold the eyes of children, ask them to sample five different fruits and guess what they have tasted.
- Help children prepare trail mix as a healthy snack by mixing cheerios, raisins, mini chocolate chips, and pretzels in large bowl. Scoop servings into sandwich bags to take home.
- Assist children in preparing healthy creative snacks—children make faces, bugs, ants on a log, or butterflies out of healthier ingredients including orange slices, strawberries, rice cakes, low fat cream cheese, shredded carrots, and sliced olives.
- Distribute modeling dough for children to sculpt food items.

Support resources/Materials/Websites

Books

Delicious Hullabaloo/Pachanga deliciosa, by Pat Mora, SBN 1-55885-246-8.

Websites

Health, recipes—www.speakingofwomenshealth.com/default.asp

Health, food, recipes—www.pueblo.gsa.gov

Nutrition labeling—www.cfsan.fda.gov/label.html

Technology, activities for adults and children, English/Spanish—www.internet4classrooms.com

Technology, use the mouse in Spanish—www.tech.tln.lib.mi.us/tutor/spanish/welcome.htm

Materials

Spanish translation of copies of the recipes the extension agent prepares

Community contacts/resources

Local county extension office

<p>1. The first step in the process of identifying a problem is to define the problem clearly. This involves identifying the symptoms and signs of the problem, and then determining the underlying cause of the problem. Once the cause has been identified, the next step is to develop a plan of action to address the problem. This plan should be based on the best available evidence and should be tailored to the specific needs of the individual or organization. Finally, the plan should be implemented and the results monitored and evaluated.</p>	<p>2. The second step in the process of identifying a problem is to gather information. This involves collecting data from a variety of sources, including interviews, surveys, and observations. The information gathered should be analyzed to identify patterns and trends, and to determine the most likely cause of the problem. This step is critical because it provides the foundation for developing a plan of action.</p>
<p>3. The third step in the process of identifying a problem is to develop a plan of action. This involves identifying the specific steps that need to be taken to address the problem, and then determining the resources and personnel needed to implement the plan. The plan should be based on the best available evidence and should be tailored to the specific needs of the individual or organization. Finally, the plan should be implemented and the results monitored and evaluated.</p>	<p>4. The fourth step in the process of identifying a problem is to implement the plan of action. This involves putting the plan into practice and monitoring the results. It is important to monitor the results closely to ensure that the plan is being implemented correctly and that the problem is being resolved. If the results are not as expected, it may be necessary to adjust the plan or to seek additional resources.</p>
<p>5. The fifth step in the process of identifying a problem is to evaluate the results. This involves comparing the results of the plan of action to the original goals and objectives. It is important to evaluate the results carefully to determine whether the problem has been resolved and to identify any areas for improvement. This step is critical because it provides the feedback needed to refine the plan and to prevent the problem from recurring.</p>	<p>6. The sixth step in the process of identifying a problem is to document the results. This involves recording the findings of the evaluation and the actions taken to address the problem. This documentation is important because it provides a record of the problem-solving process and can be used to inform future problem-solving efforts.</p>
<p>7. The seventh step in the process of identifying a problem is to communicate the results. This involves sharing the findings of the evaluation and the actions taken to address the problem with the relevant stakeholders. This communication is important because it ensures that everyone is aware of the problem-solving process and the results.</p>	<p>8. The eighth step in the process of identifying a problem is to review the process. This involves reflecting on the entire process of identifying and solving the problem, and identifying any areas for improvement. This review is important because it provides the opportunity to learn from the experience and to improve the process for future problem-solving efforts.</p>

Siga Adelante Pre and Post Tests
Introduction to Healthy Living—Attachment A1

Introduction to Healthy Living

Pre-Test:

1. Circle how many health services you know about in our area.

1 2 3 4 5 6 7 8 9 10

2. Circle how many of these services you can find.

1 2 3 4 5 6 7 8 9 10

3. Circle how many of these services you would use.

1 2 3 4 5 6 7 8 9 10

Post-Test:

1. Circle how many health services you know about in our area.

1 2 3 4 5 6 7 8 9 10

2. Circle how many of these services you can find.

1 2 3 4 5 6 7 8 9 10

3. Circle how many of these services you would use.

1 2 3 4 5 6 7 8 9 10

4. I have learned something new about health services tonight. Yes ___ No ___

The Influence of Family History on the Health of Children

Family History	Health of Children
1. High cholesterol	2. High blood pressure
3. Diabetes	4. Heart disease
5. Stroke	6. Kidney disease
7. Cancer	8. Mental health issues
9. Autoimmune disorders	10. Allergies
11. Osteoporosis	12. Chronic pain
13. Depression	14. Anxiety
15. Substance use	16. Learning disabilities
17. Intellectual disability	18. Autism
19. Down syndrome	20. Sickle cell anemia
21. Hemophilia	22. Phenylketonuria
23. Tay-Sachs disease	24. Cystic fibrosis
25. Huntington's disease	26. Alzheimer's disease
27. Parkinson's disease	28. Multiple sclerosis
29. Amyotrophic lateral sclerosis	30. Huntington's disease
31. Huntington's disease	32. Huntington's disease
33. Huntington's disease	34. Huntington's disease
35. Huntington's disease	36. Huntington's disease
37. Huntington's disease	38. Huntington's disease
39. Huntington's disease	40. Huntington's disease
41. Huntington's disease	42. Huntington's disease
43. Huntington's disease	44. Huntington's disease
45. Huntington's disease	46. Huntington's disease
47. Huntington's disease	48. Huntington's disease
49. Huntington's disease	50. Huntington's disease
51. Huntington's disease	52. Huntington's disease
53. Huntington's disease	54. Huntington's disease
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81. Huntington's disease	82. Huntington's disease
83. Huntington's disease	84. Huntington's disease
85. Huntington's disease	86. Huntington's disease
87. Huntington's disease	88. Huntington's disease
89. Huntington's disease	90. Huntington's disease
91. Huntington's disease	92. Huntington's disease
93. Huntington's disease	94. Huntington's disease
95. Huntington's disease	96. Huntington's disease
97. Huntington's disease	98. Huntington's disease
99. Huntington's disease	100. Huntington's disease

Icebreaker *attachment A2 Getting Acquainted Icebreaker

Getting Acquainted Icebreaker-15 minutes

Purpose: To start the workshop with a little fun, to provide an opportunity for participants to work in small groups in a non-threatening way and to allow for any latecomers.

Format: After welcoming participants, divide the audience into groups of three or four, depending on the number of attendees. Explain that each group will work together to answer some questions and that they have 10 minutes to determine the answers. Advise the audience that they can write their answers or report them verbally.

After 10 minutes, the facilitator will spend 5 minutes getting group answers.

Following the icebreaker activity, the facilitator should give the pre-test. To avoid any fear of speaking or writing in English, the pre-test may be presented in Spanish and English. Participants will answer with a show of hands and the facilitator will record the total number of responses on the Pre & Post Test Questions form.

Support Materials:

Copies of the icebreaker questions for each participant
One copy of Pre & Post Test Questions form for facilitator

Icebreaker Questions Attachment 3

1. What is the best thing about living in (your town)?
¿Qué es lo que más te gusta de vivir en (tu ciudad)?

2. Who is the president of the U.S.? Of your country?
¿Quién es el presidente de E.U.? ¿De tu país?

3. What would you like to be doing five years from now?
¿Qué te gustaría estar haciendo dentro de cinco años?

4. Name three places where you may see the American flag.
Dinos tres lugares donde se vería la bandera de E.U.

Reading Acquisition: A Review of Research

Reading is a complex skill that involves the integration of various cognitive and linguistic processes. This review examines the current state of research on reading acquisition, focusing on the role of phonological awareness, orthographic knowledge, and comprehension strategies.

Phonological awareness is a key component of early reading development. It involves the ability to identify and manipulate the sounds of words. Research shows that children with strong phonological awareness skills are more likely to learn to read successfully. Orthographic knowledge, or the understanding of the visual representation of words, is also crucial for reading. Children who learn to recognize and write words are better equipped to understand and use written language.

Comprehension strategies are the techniques used to understand and remember what is read. These strategies include predicting, monitoring, and summarizing. Research indicates that children who use effective comprehension strategies are more likely to achieve higher reading comprehension scores. The development of these strategies is influenced by both instruction and the child's own experiences with reading.

Instructional approaches play a significant role in the development of reading skills. Explicit instruction in phonological awareness and orthographic knowledge has been shown to be effective in helping children learn to read. Similarly, teaching comprehension strategies can improve children's understanding of text.

Conclusion

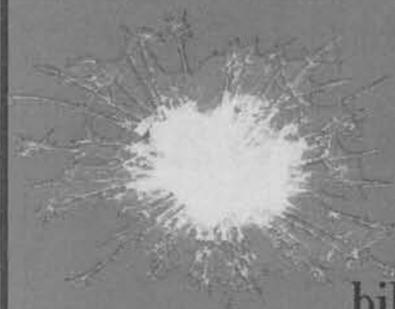
Reading acquisition is a complex process that involves the integration of various cognitive and linguistic skills. Research shows that children who receive explicit instruction in phonological awareness, orthographic knowledge, and comprehension strategies are more likely to learn to read successfully.

Further research is needed to explore the role of these skills in reading development and to identify effective instructional approaches. Understanding the factors that influence reading acquisition can help educators and parents provide better support for children's learning.

The author would like to thank the following individuals for their assistance in the preparation of this review: [Name], [Name], and [Name].

This research was supported by a grant from the National Science Foundation (Award Number: [Number]).

Siga Adelante



Cue\$tione\$
de dinero

@ SU

biblioteca pública

Venga y Descubra

Stillwater Public Library

1107 South Duck
372-3633

sdelano@stillwater.org

Siga Adelante es una iniciativa del Departamento de Bibliotecas de Oklahoma con la financiación de Webjunction y la Fundación de Bill y Melinda Gates, 2006.

Month 00

Finance Fair and Taxes

Sábado, 10 a.m.-2 p.m.

Visit with Stillwater bankers, accountants, insurance agents and many others!
Learn about your taxes. Lots of activities for children

Month 00

Get Money Smart!

Viernes, 6:30 p.m.-8:30 p.m.

Use the library computers to learn everything you need to know about your money.
Bring your kids for storytime.

Month 00 a Month 00

Piggy Bank Pageant

During Library Hours

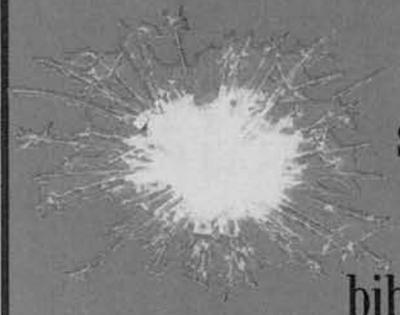
Come see the winners of the Piggy Bank Pageant! Prizes awarded in 3 categories. Borrow our libros nuevos de finanzas and new children's books.



¡All events are free!

Children can earn "Dinero de Siga Adelante" to use at the fair each time they visit the library before Month XX!

Siga Adelante



Pregunta\$
sobre dinero

@ su

biblioteca pública

Venga y Descubra

Biblioteca Pública de Stillwater

1107 South Duck
372-3633

sdelano@stillwater.org

Siga Adelante es una iniciativa del Departamento de Bibliotecas de Oklahoma con la financiación de Webjunction y la Fundación de Bill y Melinda Gates, 2006.

Month 00

Feria de Finanzas y Impuestos

Sábado, 10 a.m.-2 p.m.

Visita con banqueros, contadores, agentes de seguro y muchos más!
Aprenda sobre sus impuestos. Muchas actividades para los niños también!

Month 00

Inteligente con Dinero!

Viernes, 6:30 p.m.-8:30 p.m.

Usa las computadoras en la biblioteca para aprender todo lo que necesita saber sobre su dinero.
Traiga a sus niños para Hora de Cuentos.

Month 00 a Month 00

Exposición de Alcancía

Durante el Horario de la Biblioteca

Venga a ver los ganadores de la Exposición de Alcancía! Premios concedidos en 3 categorías.
Prestan nuestros libros nuevos de finanzas y los nuevos libros juveniles.



¡Todos los eventos son gratis!
Niños pueden ganar "Dinero de Siga Adelante" para usar durante la feria cada vez que visitan la biblioteca antes del Month XX!

Con el auspicio de la Fundación de Bill and Melinda Gates,
el Oklahoma Department of Libraries, el Southern Prairie Library
System y el Great Plains Literacy Council
presentan:

Taller y Clínicas Sobre Salud y Seguridad

- Sábado 10 de marzo de 2007 de 1:00 a 3:30 pm.— Taller y Mini Feria sobre Salud y Seguridad. En el taller se les instruirá sobre como obtener información y ayuda sobre salud y seguridad en la Internet, la biblioteca o en la comunidad. Durante la feria se realizarán exámenes gratuito de colesterol, presión arterial y azúcar en la sangre.
- Sábado 24 de marzo de 2007 de 10:00 am a 4:00 pm. Con el auspicio del Lion's Club se llevarán a cabo exámenes gratuitos de audición, visión, glaucoma y densidad de los huesos. El camión donde se ofrecerán estos servicios estará localizado en el estacionamiento del First Methodist Church en el 401 N. Main. De 10:00 a 11:00 am la Dra. Julia Rivera ofrecerá una charla sobre los cuidados básicos de la salud para la mujer.



Todas las actividades tendrán lugar en el salón de conferencias de la Biblioteca Pública de Altus, localizada en el 421 N. Hudson. Ambos días se ofrecerán actividades especiales para niños entre las edades de 2 a 10 años. Para más información comuníquese al 477-2890.

Health and Safety Workshop

- *Saturday March 10, 2007 from 1:00 to 3:30 pm.*
 - + Workshop about resources available in the Internet, the library and the community.
 - + Mini Health & Safety Fair
 - Free test of cholesterol and blood pressure by local health providers.
 - Home and personal safety information.



- *Saturday March 24, 2007 from 10:00 am to 4:00 pm.*
 - + Conference: "De Mujer a Mujer" by Dr. Julia Rivera from 10:00 to 11:00 am.
 - + Lions Mobile Health Screening Unit
 - Free test of vision, hearing, bone density, and others from 10:00 am to 4:00 pm.

Altus Public Library Conference Room at 421 N. Hudson. Free program for children both days. More information, please call 477-2890. 60

**Community Partnerships
Siga Adelante
Oklahoma**

Marketing

Grocery Stores
Laundromats
Hispanic restaurants
Churches
Libraries
Employers
Local Spanish language radio, newspaper, television, cable
Schools, educators

Topic Partners

Chamber of Commerce, Hispanic Chamber of Commerce
Real estate companies
Banks
Attorneys
Local government agencies
 Fire department
 Police department
 Sheriff's office
 EMS
 County health departments & agencies
State government agencies
 Health and human services
 State dental association
 State medical association
 Agricultural agencies
 Extension agencies
 Law enforcement agencies
Local renters association
Local accountants
Local public school administration
LULAC
Historical societies
Health professionals, clinics, hospital
US Embassy/consulate
Historical societies/associations

Continuing Education
Site Address
Oklahoma

Marketing

Brooklyn Bridge

Landmarks

History & Architecture

Walking

Water

Views

Local business for your radio, news, and television, radio

Special programs

Local Events

Chamber of Commerce, Historic Downtown, Downtown

Real estate companies

Hotels

Restaurants

Local government services

City Department

Police Department

Fire Department

Public Works

County health department & services

State government services

Health & human services

State health department

State government services

Health & human services

Education services

Law enforcement services

Local government services

Health & human services

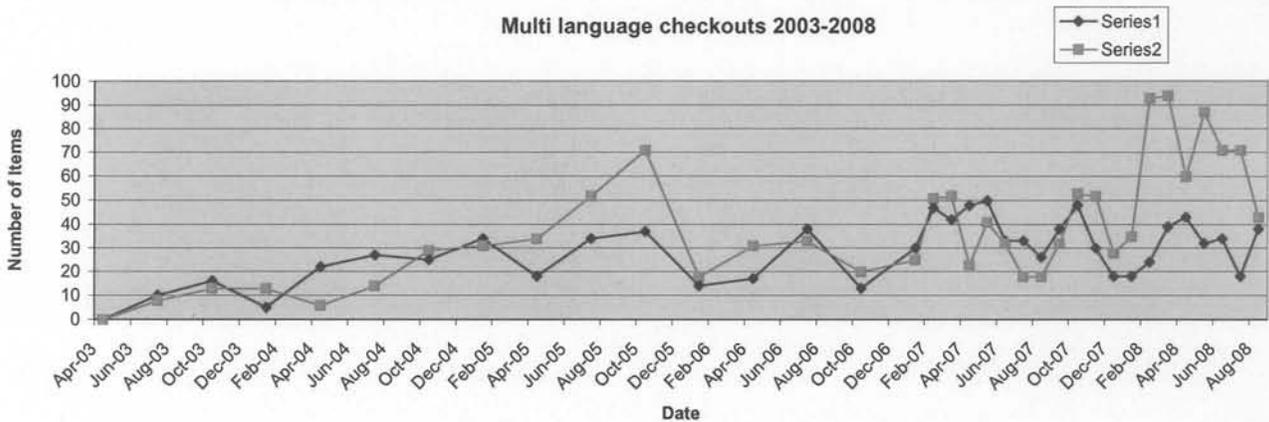
Local government services

Local government services

**Stillwater
Public
Library**

Month	Adult items	Children's Items	Total Items
Apr-03	x	x	
Jul-03	10	8	18
Oct-03	16	13	29
Jan-04	5	13	18
Apr-04	22	6	28
Jul-04	27	14	41
Oct-04	25	29	54
Jan-05	34	31	65
Apr-05	18	34	52
Jul-05	34	52	86
Oct-05	37	71	108
Jan-06	14	18	32
Apr-06	17	31	48
Jul-06	38	33	71
Oct-06	13	20	33
Jan-07	30	25	55
Feb-07	47	51	98
Mar-07	42	52	94
Apr-07	48	23	71
May-07	50	41	91
Jun-07	33	32	65
Jul-07	33	18	51
Aug-07	26	18	44
Sep-07	38	32	70
Oct-07	48	53	101
Nov-07	30	52	82
Dec-07	18	28	46
Jan-08	18	35	53
Feb-08	24	93	117
Mar-08	39	94	133
Apr-08	43	60	103
May-08	32	87	119
Jun-08	34	71	105
Jul-08	18	71	89
Aug-08	38	43	81

Multi language checkouts 2003-2008



Pink=children's books
Blue=adult books

Pilot evaluation/information on Siga Adelante

Participants

Participants (take info at each meeting)

Male

Age range

Female

Age range

Children

Pre-school

Elementary

Young adult

How did they hear about the workshop/meeting

Participant involvement

Did attendance increase?

By what percentage

Attendance at more than one workshop/activity/topic

Comfort level of using and coming to library

Participants learned about resource regarding topics/activities

How many used computers to access information in topics

[May need to assign a sign in as Siga Adelante (not by name)]

How much time spent on computers?

Percent of attendees used computers

Pilot Site

How many got NEW library cards

[Library create a siga adelante code to track usage]

Adults/children-numbers

Circulation figures

How many NEW partnerships did library develop?

With NEW partnerships, what programs or services are you now offering?

Library resources added to collection and or available to participants
(brochures, kits, etc)

Compare attendance to % Hispanic population

% Hispanic population currently in community

% adult Hispanic population currently in community

% children Hispanic population currently in community

Number signing up for literacy / ESL classes

Percent increase in Hispanic children at story times and/or SRP

How many went to trainings and came to SRP

How many went to trainings and came to story times

What marketing tools did you utilize

Presentations to groups

Where & to whom

Posters

Locations & numbers

Flyers

Radio spots

Number, times, stations, contacts

TV spots

Number, times, stations, contacts

Newspapers

Number, times, contacts

Comments about the project you want to mention...

Siga Adelante Year 2

Employment

Filling out an application was the one that everyone really enjoyed. We used an overhead projector and transparencies of job applications.

They really enjoyed using the computers. They meal was always something the families looked forward to.

For the kids we made a matching game where the children would try to match the amount of money earned to its career. Behind each career picture was information about how much education is needed to get that career.

Total Attendance= 30

Finance

The finance fair was a great idea. We had someone come from the Oklahoma Tax Commission and talk about taxes.

The Money Smart website was also a great hit. The participants really felt that they learned a lot from it. After going through and talking a little over every subject covered by the website we let the participants take about 15 minutes to thoroughly go over the subject they were most interested in.

On the last night where we had a display we also had many books to give away that covered some of the subjects we had been talking about.

We actually bought ceramic piggy banks from oriental trading and the kids got to decorate them. The pigs were a hit!

Total Attendance= 43

Community and Culture

When we gave out the Oklahoma books all the participants loved them.

This was one of the most exciting programs. One of the things we added was Dia del Niño, Dia del Libro.

Total Attendance= 67

All the programs were well received by the Latino community. They were very grateful to Bill and Melinda Gates. Everyone enjoyed coming to learn and socialize. This second year around we did see a decline in attendance due to the new 1804 law passing. Our English as a Second Language classes also declined in attendance. Thankfully during the beginning of Community and Culture our numbers began to grow.

St. Augustine Year 2

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St. Augustine Year 2

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St. Augustine Year 2

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St. Augustine Year 2

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Siga Adelante

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Siga Adelante

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Cruz Newz

EDGAR TOURS METRO OKC SUN. SEP 7



THIS SUNDAY, SEPT 7TH, 08 Edgar performs three in a row.
 Yukon City Park Yukon OK 12:00pm
 St. Eugene's Church Latin Festival Okla. City OK 3:30pm
 Greens Festival - Chickasha, Okla.

Featured Video



Acoustic Hits Medley
 Arranged & Performed
 by Edgar Cruz

Performance Schedule :: Click on red descriptions below for more information



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