

CALIFORNIA EMERGING TECHNOLOGY FUND

Name of Organization	CENTRO LATINO DE EDUCACION POPULAR (ALSO KNOWN AS CENTRO LATINO FOR LITERACY)
Name of Principal, Title	Melanie Stephens, Executive Director
Contact Information	1709 W. 8th Street, Suite A, Los Angeles, CA 90017
Name of Program or Project	LEAMOS (Let's Read) Campaign
Geographic Location or Focus	Initial focus on Los Angeles County; scalable to all California
Demographic Overview of Focus Community or Population	In Los Angeles County, there are an estimated 2,141,809 immigrants from Latin America. The approximately 210,000 non-literate Latino immigrants and their literate family members and friends are the primary audience for this campaign. ¹ Most non-literate Latinos grew up in poverty in rural areas of Mexico and Central America and went to work at an early age, usually helping in the fields, cooking, cleaning, or caring for younger siblings. On average, our students have had 1.2 years of formal education in their entire lives. With a median age of 34, immigrant Latinos are mostly in their prime working and child rearing age. Although employment rates are high, over half of Latino immigrant workers earn less than \$20,000 per year. The children of these first generation Latino immigrants with low levels of formal education are the other audience for this campaign. The median age for 2 nd generation Hispanics is 11. ² As RAND's 2004 school readiness report concluded: "mothers' educational attainment and neighborhood poverty are the two social characteristics most strongly associated with school readiness." ³ More literate immigrants will translate into more literate 2 nd generation Latinos.
Description of Program or Project named above o Goals & Objectives	The LEAMOS Campaign is a social marketing campaign designed to make it possible for non-literate Spanish speaking youth and adults to learn to read and write, with the assistance of a literate family member or friend and Centro Latino's on-line literacy program and training resources. Using a public health model of change developed by Dr. James Prochaska, ⁴ the goals and objectives for the first two years of the campaign are to: 1. Move 23,200 youth and adults who think the barriers to learning to read and write or teaching a friend or family member to read and write are too great to even attempt it to the stage of intending to begin learning or tutoring within the next month: in Prochaska's framework, moving them from the Contemplation to the Preparation stage. a. Conduct and analyze in-depth qualitative interviews with 20 Latino friends/family members of non-literate immigrants on the subject of their thoughts and feelings about learning and teaching literacy b. Develop two 30-second TV PSAs and two 60-second radio PSAs based on the results of the research and have them air 2,120 times on Spanish language radio and TV to an audience of over 2 million Latino immigrants in Los Angeles County c. Provide direct telephone access in Spanish to a helpful and encouraging person by thoughtfully preparing scripts, protocols and searchable on-line resources for Call Center operators 2. Move 2,000 adults who are intending to begin tutoring and 2,000 of their non-literate family or friends to actually begin learning to read and write: moving them from the Preparation to the Action stage. a. Convene 40 experienced Spanish language educators and 20 research interviewees for a full-day, active session to develop content and materials for training workshops for tutors, learners and learners' children b. Train 90 Spanish-speaking educators as adult and children's Trainers and 135 Spanish-speaking tutors as Assistant Trainers for adults and children

¹ 2005 American Community Survey, U.S. Census Bureau.

² Pew Hispanic Center, A Statistical Portrait of the Foreign-Born Population at Mid-Decade, based on the U.S. Census Bureau's 2005 American Community Survey.

³ Sandraluz Lara-Cinisomo and Anne R. Pebley, *Are L.A.'s Children Ready for School?*, Santa Monica, CA: RAND Corporation, 2004.

⁴ Prochaska, J.O. & DiClemente, C.C. (1982) Transtheoretical therapy: Toward a more integrative model of change. *Psychotherapy: theory, research and practice*, 19: 276-288.

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	<p>c. Conduct a total of 101 workshops (during beta, pilot and implementation phases) for 2,000 tutors, 2,000 new literacy learners and 2,000 children at accessible and equipped sites throughout L.A. County</p> <p>3. Move 1,400 tutor/student pairs who began teaching/learning to read and write to complete the basic literacy process: in Prochaska’s framework, moving them from the Action to the Maintenance stage.</p> <p>a. Provide direct telephone support in Spanish to tutors and students to help resolve questions or problems, including where and how to locate free and low-cost computer/internet resources</p> <p>b. Provide on-line resources in writing and video to address the most common learning barriers</p> <p>c. Conduct 300 20-minute interviews with tutors and students to assess effectiveness</p>
o Strategies	The overarching strategy is to harness the literacy and basic computer skills and access of literate Latinos to help their non-literate friends or family members learn to read and write. Centro Latino has developed, tested and refined an effective, easy-to-use internet-based program that greatly reduces the time commitment and training level required of a literacy tutor to be effective. The Campaign will make this tool and other literacy resources freely accessible; increase the capacity of teachers, literacy graduates and dedicated family members and friends through training; increase the readiness and confidence of tutors and learners with training and support; and use powerful social marketing messages in Spanish language radio and TV to promote action.
o Actions	The campaign relies on careful planning, repeated testing, and on-going evaluation through each of the three phases: beta, pilot and implementation. This process will build the necessary infrastructure to insure a successful and scalable implementation.
o Outcomes	The main project outcomes will be: <ol style="list-style-type: none"> 23,200 non-literate youth/adults and their literate family members and friends will have overcome the ambivalence they felt in contemplating learning or tutoring to the point of resolving to take action 2,000 non-literate youth/adults who expressed the intention of learning to read and write and 2,000 literate Spanish speakers who expressed the intention of tutoring their non-literate family or friends will have actually begun engaging in learning and tutoring with the aid of a Centro Latino’s online literacy program. 1,400 youth/adults will have learned to read and write with the assistance of 1,400 family or friends
o Brief History (when was the organization founded or when was the program launched?)	Founded in 1991, Centro Latino’s mission is to teach literacy and provide educational opportunities to those who have not had the benefit of an education, especially Latino immigrants. In 2004, we completed beta testing of a computer-based version of our literacy program. This tool is currently in use at 30 schools, libraries and nonprofits in California, as well as a handful across the nation in Nantucket, Nevada, Washington DC, and Wisconsin.
o Size and Magnitude of Program or Project	The PSAs will reach an audience of over 2,000,000 Spanish-speaking residents of L.A. County. Of these, 23,200 youth and adults will take advantage of phone or web-based information about learning to read and write. 2,000 non-literate youth and adults, 2,000 of their family members/friends and 2,000 of their children will attend hands-on literacy workshops led by 90 Trainers and 135 Assistant Trainers, trained through the Campaign.
▪ Annual Budget, Percentage of Earned Income and Staff	The direct project costs are \$273,000 each year for two years, with in-kind contributions from project partners of \$5,939,300. Estimated staff time dedicated to this project will be 3,400 hours. Outside services will include a PR firm, evaluator, graphic designer, computer programmer, videographer, translation services, and call center.
▪ Funding Sources and Partners	Funding sources include the Ahmanson Foundation, Bank of America Foundation, Cal National Bank, Parsons Foundation, Doheny Foundation, Weingart Foundation and Whitecap Foundation. Partners include LAUSD’s Division of Adult and Career Education and Division of Educational Technology, Education Technology Alliance for LA, KNLA-TV, Literacy Network of Greater LA, LiteracyWorks, L.A. Southwest College, AT Network.
o Results and Evidence of	Over the past 10 years, Centro Latino has engaged repeatedly with our evaluator, Dr. Concepcion Valadez of the

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<p>Success</p> <ul style="list-style-type: none"> • Metrics for Evaluation Progress • Change in Outcomes or Metrics Over Time 	<p>UCLA Graduate School of Education and Information Studies, for both formative and summative evaluation processes. Similarly for this project, we have planned for her involvement at every key stage to insure thorough planning and successful implementation. The primary metric for evaluation is utilization, progress and completion of Centro Latino's on-line literacy program by youth and adults who previously did not have access to literacy. A secondary, softer metric is the impact reported by learners, their family and friends and their children as a result of attending literacy workshops and engaging in learning and tutoring.</p>
<ul style="list-style-type: none"> • How long does it take to secure results for the program above? 	<p>The average length of time it takes a non-literate youth/adult to learn to read and write in Spanish using Centro Latino's on-line program is 100 hours. The more frequently the students use the program, the more quickly they progress. On average, students take 10 – 12 weeks to learn to read and write, i.e. slowly sound out words by syllable and write words phonetically. Even this basic advance is a major breakthrough and frequently changes the students' self-image and attitude towards learning. Thus, over the 2 year project timeframe, we have conservatively estimated that 1,400 youth and adults will have learned to read and write - and gained the fundamental tools to continue learning - thanks to the innovative use of appropriate technology and the development of a supportive infrastructure.</p>