



Bridging the Gaps

Best practices and resources
for building digital literacy
with non-English speaking
communities

November 2012

Produced by Main Street Project

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Introduction

This report was developed to help identify ways to successfully bridge the gap in digital literacy in non-English speaking communities. Our goal was to identify strategies for digital inclusion in those communities, and the resources of community organizations, non-profits, government agencies, and online sources to achieve that goal.

We begin by discussing the context of race, culture and access. Then we detail ten best practices to consider in implementing digital literacy training and programs – including examples of organizations that have achieved some success. Best practices were identified through an analysis of local and national resources and interviews with individuals and organizations that are developing and implementing digital literacy education or aspects of it. Because it includes so many of the best practices, plus several unique strategies, the successful digital literacy program of Winona’s Project FINE is highlighted as a case study.

We also analyzed and recommended a variety of resources, tool kits, and training materials and people that can serve as the basis for curriculum development and programming delivery of digital literacy education.

Finally, we’ve offered recommendations for future goals around digital privacy, safety and information/media analysis.

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! The need for cultural and language-specific training !

Minnesota is changing. Currently communities of color and American Indians make up over 16 percent of the state's population.¹ At the same time, the ways in which we interact in society are dramatically shifting. A 21st century community is only as vibrant as its ability to integrate fully in the "information age." As recently as 30 years ago, computers were not commonplace in households. Their relevance and importance have grown as their use has been appropriated for tasks and activities needed for everyday survival. An even more important shift has been the emergence of the Internet – especially in communities of color. This platform for communication is so critical that we've found ways to integrate accessibility in our computers, mobile devices, televisions and mp3 players.

The opportunity that the Internet and computers provide in the form of economic gain, social interaction and entertainment has created a new layer of marginalization online that mirrors barriers to opportunity offline. This digital divide puts those who cannot afford a computer and Internet connection at home at a significant disadvantage. According to 2009 Census data, 77.3 percent of the American population uses the Internet. With more people than ever using the Internet as a primary form of communications, those yet to acquire the skills necessary to interact with computers and the Internet will fall further behind.

Disparities in opportunity are felt deeper among historically marginalized communities. Adoption of the Internet among communities of color, though changing, continues to trail that of whites, with an 80 percent adoption rate among whites versus 71 percent among African Americans and 68 percent among Latinos.² One of the primary reasons for this is economic: the costs of purchasing a computer and maintaining an Internet connection are frequently too great when factored into the overall cost of living. Among Latinos there is an even starker digital divide that relates to how people access the Internet. Approximately 63 percent of Latinos go online through a mobile device and 38 percent only use their cell phone to access the internet.³ When we look at how and why Latinos use the Internet, it's clear that the full potential benefit of the Internet has not been tapped among Latinos, and that work needs to be done in our communities to shift the relevancy of this technology from a short term communications platform to a tool for social and economic mobility.

Previous studies have cited many barriers to broadband adoption among non-English speakers – the most common being cost and access. Organizations and practitioners engaged in bridging the digital divide would be wise to understand there isn't a lack of desire to learn among non-English speakers. The real challenge is in engaging the right set of stakeholders in a given community to tackle the issue of the digital divide from a community perspective. That means involving businesses, community based organizations, and other relevant anchor institutions.

With migration transforming and revitalizing rural Minnesota, addressing the digital divide among non-English speakers is critical to ensuring the economic and social vitality of our changing and growing communities.

¹ Minnesota Population Projections, June 2007, Minnesota State Demographic Center

^{2,3} Digital differences, April 13, 2012, Pew Internet, Kathy Zickuhr, Aaron Smith

| Examining best practices |

Main Street Project has a long history of working to ensure that all people have the opportunity to participate fully in community life. This report shares an approach to engaging whole communities on the issue of the digital divide and lays out some best practices in computer literacy training.

We engaged practitioners and institutions in the field that have a track record of success around this challenge, including organizations in Albuquerque, Chicago, Philadelphia, Los Angeles, San Francisco, and Minnesota to get a broad perspective on proven practices and practical, relevant resources.

The best practices identified are not meant to be comprehensive solutions; instead they highlight the voices and stories of people in the field and their experiences on this subject. Field interviews were conducted where possible and interviewees were asked to relay their perspectives on the biggest challenges associated with computer literacy and best practices for non-English speakers.

1. DEVELOP 'CONFIANZA' OR TRUST

A common theme among field practitioners was the need to establish "confianza" or trust with the individuals participating in computer literacy training.

"Having an environment of trust is the most important thing for people who are learning."

Trust doesn't begin the moment that people walk through the door for their first lesson on a computer. The interviews we conducted showed a particular emphasis and importance on how and where outreach is conducted.

"Find relevant places that people already trust, like supermercados, immigration organizations, and community institutions."

Before training begins, think about places where potential participants frequently go to shop, to socialize and interact with each other, including churches, sports/soccer centers, direct service organizations, and immigration counseling organizations. Establishing strong relationships with and partnering to conduct outreach through these organizations and businesses are key to developing trust with training participants – and connecting the opportunity for training with the needs of daily living.

EXAMPLE:

The Brian Coyle Center in Minneapolis (part of Pillsbury United Communities) offers a variety of programming to members of the large Somali and East African communities. They use the **Generation on Line** digital literacy program, focused on building computer and Internet skills with elder community members (over age 65). "They never thought they would be able to learn the computer," said trainer Ali Abdulrahman.

The students in their 60s through 90s learn email and how to safely use the Internet through the self-directed program English housed in the Center's computer lab, in English with the help of Somali trainers/translators. Trainer Ardo Issa relates to the new users; she graduated from the program and now helps others learn new skills to stay connected with family and senior resources. To learn more, contact Armano Dube at dubea@puc-mn.org

2. KNOW WHY PEOPLE WANT TO LEARN

It's important to understand the reasons why someone is choosing to learn how to use a computer or navigate the Internet. This is helpful on multiple fronts as it establishes what people are trying to get out of the class and provides the practitioner an opportunity to connect on a more meaningful level with the participants. Additionally, the responses can inform the overall curriculum and lets the practitioner know which skills should be highlighted.

"If someone is coming because they really want to learn how to plan out their daily commute, then I know to highlight web browsing and the specific website they would need to go to."

Example:

Waite House is a community organization in Minneapolis (part of Pillsbury United Communities) that has enjoyed success teaching digital literacy to the Latino community in two formats: basic and workplace skills classes – taught in both English and Spanish. They also offer one-on-one assistance on specific topics that people in the community are interested in, such as resume development, Internet job searches and filling out on-line applications. To learn more, contact John Richard at richardj@puc-mn.org.

In addition, Waite House offers a 12-week computer course to Latina women who participate in their leadership program *Mujeres en Liderazgo*. An advantage to adding digital literacy training to a group convened for other purposes is the fact that there's already a level of trust and relationship to build on. To learn more, contact Alicia Ranney, teacher and curriculum developer, at RannyA@puc-mn.org

3. START WITH LANGUAGE

“Many people that have come to learn how to use a computer also want to learn how to speak English.”

Consider offering an English language course before participants take a computer literacy course. This offers a unique opportunity to partner with institutions that provide English language courses – and opens another venue for digital literacy outreach. Having expanded English language skills makes learning how to use a computer less intimidating.

4. EMPHASIZE LOGIC OVER EQUIPMENT

“I’m not teaching computer literacy, I’m teaching logical literacy.”

Computers come in all shapes, sizes, and types. And the dramatic change in technology and software makes computers that came out four years ago obsolete by current standards. That’s why practitioners caution against focusing too much on the particular piece of hardware or program that students are learning on.

“Teach people to use logic so that it doesn’t matter what kind of computer they’re using, they can learn to manage it.”

5. USE POPULAR EDUCATION

Building an environment conducive to learning is also about avoiding power dynamics in a classroom that can be counterproductive to learning. Popular education is an approach to learning that values the knowledge of everyone in a classroom and emphasizes that everyone has something to contribute to the overall learning experience.

“I learn just as much from my students as they learn from me”.

Incorporating popular education helps relate different concepts of computer literacy through activities that are not intimidating and don’t require the use of a computer.

Examples:

Philadelphia’s **Media Mobilizing Project** uses a **folder exercise** to help people understand how information is stored or organized in a computer. Participants are given three manila folders and a set of images. Then they’re asked to organize the images into the folders however they like, naming each folder. At the end of the activity, they explain why they organized their pictures in that way. In the process of sharing their experiences with the activity, students become teachers. (mediamobilizing.org)

The **Youth Policy Institute** (YPI) is a California-based organization known for its reach and versatility in creating access and delivering digital literacy education. They successfully combine many training best practices – including popular education – in working with their Latino constituents. They deliver services through public computer centers, day labor centers, schools, non-profits, storefronts, parks and recreation centers, community centers, workforce centers and more. They go beyond the basics of digital literacy education.

“We want to teach people the concept of being a consumer of media and a contributor. We might help people search for information in their countries of origin or to connect with family members. Doing research, finding information about their culture and themselves is all part of digital literacy.”

YPI stages “computer help days” to encourage questions. They also use yearly-required parent-school conferences to engage family members in digital literacy, using popular education to ‘hook’ participants.

“We lace our presentations with practical skills and information people want. During our short presentation we might use Skype to call a family member far away. Or we can show a ‘how to’ on an interesting topic using a Snapguide (snapguide.com). People continue learning because we give them an incentive to keep coming back.”

To learn more, contact Diana Rodriguez, Director of Educational Technology at drodriguez@ypiusa.org

6. LIMIT CLASS SIZE

Don’t give in to the ‘efficiency’ of mass training. Most practitioners we spoke with feel that the ideal class size is 15 – 20 participants – giving training staff adequate opportunity for one-on-one support when needed.

7. ADAPT PACE TO SLOWER LEARNERS WITHOUT LOSING FASTER LEARNERS

Here are several proven strategies cited by practitioners for dealing with the difficult dynamic of differently paced learners:

- **Repeat lessons and exercises:** Review helps all learners.
- **Use postcards:** Have trainees write down exercises and commands.
- **Pair quick Learners with slow learners:** Participants that learn more quickly can help coach other learners.

8. MAKE BROWSING RELEVANT AND LOCAL

Internet browsing can be an intimidating and broad topic. Practitioners emphasize using common, practical websites that may be related to public safety, mapping, government services, Google searches and social networks. Have students help identify resources in their community that could have useful online information for their daily lives (a perfect opportunity to use a popular education activity).

9. TEACH RELEVANT SKILLS

“Develop or use curriculum that is open source and free for everyone’s use. You want people to learn Microsoft Office, but you also have to think about what people have access to use at home. Meet people where they are.”

Many of the curricula that we reviewed for this report focused on practical skills that individuals will use in their day-to-day life because of their availability at locations such as libraries and community centers.

Computer Skills:

- Keyboard Basics
- Mouse Basics
- Anatomy of a Computer
- Turning On and Off
- How to File Information
- Printing

Program Applications:

- Word Processing
- Email
- Internet Browsing
- Social Networking

Examples:

Recently the **Northstar Digital Literacy/Core Computer Literacy Standards** created a series of tests that lead towards a Certificate of Basic Digital Literacy for participants who can show proficiency in five areas: basic computer use, Internet, Windows operating system, email and word processing. These standards offer a good reference point for Minnesota to guide digital literacy programs and resources – especially because meeting the standards can be a credential for employment. Learn more at digitalliteracyassessment.org

Addressing the relevant skill level from another angle, **Mobile Voices/Voces Móviles or VozMob** works with immigrant, low-wage workers and day laborers in Los Angeles and helps them create media with their cell phones. The VozMob platform empowers communities through the technology they have access to, and creates greater civic participation in the process of addressing priority issues for participant’s everyday well being. Their website and services are offered in Spanish and English. Learn more at <http://www.vozmob.net/en> (English).

10. ENCOURAGE CRITICAL THINKING

No serious discussion about bridging the digital divide in communities of color can take place without consideration for ensuring the communication rights of those communities. Education in digital literacy and media literacy should go hand in hand. Along with safety concerns and fears related to cost and access, these and other concerns about identity, privacy and information gathering, sharing, and analysis will grow as digital literacy increases. So will the need to address these concerns through discussions, education, and engagement in critical thinking.

Examples:

Main Street Project offers workshops called “media justice 101” to youth, community organizations and individuals in the Twin Cities and outstate. During trainings, they share facts about media consolidation, and then work in groups to analyze news reports and ads to understand how issues and people of color are often misrepresented. One powerful example they use is of the reporting connected to various photos of people wading through the floods of Hurricane Katrina with supplies. In some media white people were identified as “finding supplies” and black people as “looters.” To learn more about their media literacy/justice program, visit mainstreetproject.org, or contact Danielle Mkali at danielle@mainstreetproject.org

People’s Production House collaborated with the **New Mexico Media Literacy Project**, **Center for Urban Pedagogy**, and the **Institute for Popular Education of Southern California** (IPEPSCA) to create “Dialed-In: A Toolkit to Liberate Your Cell Phone and Reclaim Media Agency.” Learn more at peoplesproductionhouse.org.

Consumer rights advocates like **Consumers Union** believe that critical thinking and evaluation skills go hand-in-hand with basic skills training in digital literacy education. They’re currently working on policies supporting the Do-Not-Track Online Act and the Commercial Privacy Bill of Rights Act to ensure strong privacy protection for consumers. Learn more at consumerreport.org or contact Ioana Rusu, Regulatory Counsel at irusu@consumer.org

“We want people to be on the Internet in a way that’s safe. Without those competencies, people don’t trust what’s on the Internet. Online commerce, social media, all depend on consumer trust. If people don’t believe online purchasing with credit cards is safe, or that their private information won’t be sold to other companies they won’t participate and that seriously undermines commerce on the Internet. In order for the Internet to work, you need consumer trust. It’s a partnership between the companies that provide the business and the consumers”.

‡ Case study: Project FINE, Winona, MN ‡

Project FINE received support as part of the MIRC (Minnesota Intelligent Rural Communities) initiative. The nonprofit's mission is to strengthen and enrich the community by helping to integrate ethnically diverse people. Their successful digital literacy training for Hmong and Spanish-speaking community members incorporates many of the best practices previously noted, and includes several unique strategies for effectively bridging technology gaps.

Assessing computer/digital literacy needs of all community members:

An initial community survey to 336 – in English – indicated that most people had home computers and Internet access. But when Project FINE translated the survey into Spanish and Hmong and reached out to an additional 80 families, results showed that only 15 percent had a home computer, and fewer than 10 percent had a home Internet connection.

Adapting training to learner levels and language realities:

According to Executive Director Fatima Said, "People who came to the training had heard about technology but never dreamed they could afford to have access to it, much less learn how to use it in their first language. Most of the training participants did not know how to turn on a computer, but they did have children who used computers in school and were excited to have this opportunity."

Project FINE created their own training curriculum beginning at a very basic level, including a take-home "Beginners Guide to Computers." Because the Hmong written language is newer and not all speakers are at the same written literacy level, the Hmong language version included many pictures. Exercises and diagrams where participants filled in information were well liked and effective.

Some participants whose primary languages were Spanish and Hmong requested that the training also be offered in English, so that they could get more practice in that language. As a result, another training class was formed. (These individuals had slightly more computer experience than those in the other groups – and had small businesses such as farmers market stands.)

Connecting with community resources:

Training was held at the Winona High School computer lab – a comfortable space with plenty of computers. A group tour of the public library, with translation, was also part of the training program. Most participants had never been to the library before, and didn't realize there were computers and free Internet access there, or that they could check out DVDs, music and books in their first languages. At the end of the tour, each participant received a library card so they would feel welcome to visit again.

PCs for People received funding that allowed them to give some refurbished computers to training participants. But Project FINE also ran a successful campaign to collect additional computers to be refurbished and distributed.

Creating opportunities for inter-cultural interaction:

During combined training sessions on using laptops, Latino and Hmong participants worked together on the exercises, helping each other learn and building personal connections that might not have happened otherwise.

Following up with in-home visits:

Accompanied by interpreters and cultural consultants, computer science students from Winona State University visited

the homes of participants two to three times to provide extra coaching on topics like email, Excel and downloading photos. “Being in the privacy of their own homes made participants feel at ease to ask for more help. People developed relationships with each other – some made additional visits to stay connected.”

For more information:

Contact Executive Director Fatima Said at fsaid@co.winona.mn.us or Program Manager Katie van Eijl at kvaneijl@co.winona.mn.us. Or call (507) 452-4100.

| The future |

To close the digital gap and promote lifelong learning, we need to set goals of including digital literacy at all levels of higher education as well as our K-12 education. Outreach to increase adoption has to extend to communities where they are, in multiple languages and across cultures. We need to reach across the digital divide to those falling into the gaps – not just with basic digital literacy but with critical thinking skills to help create and empower informed digital participants who are fully plugged into their communities.

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Additional resources

TRAINING & CURRICULUM

SPANISH LANGUAGE RESOURCES

Teaching Microsoft Office-Spanish

<http://www.connectcommunity.org/2010/10/27/spanish-module-microsoft-office/>

Computer Basics (SPANISH):

<http://fastforwardnm.org/sites/default/files/HabilidadesBasicasdeComputacion.pdf>

Introduction to the Internet (SPANISH)

<http://fastforwardnm.org/sites/default/files/Introduccion%20al%20Internet.pdf>

Teaching Email (some translation issues noted)

<http://www.connectcommunity.org/2010/10/27/spanish-module-web-based-email/>

Teaching Keyboard Basics

<http://www.connectcommunity.org/2010/10/27/spanish-module-keyboard-basics/>

Project FINE Spanish Curriculum:

http://broadband.blandinfoundation.org/_uls/resources/Beginners_Guide_to_Computers-Project_FINE-Espanol.pdf

A Spanish-language beginners guide to computers. It focuses on learning hardware and software components of a PC-based computer. There are also some tips given that focus in Internet security, virus protection and some general guidelines to developing secure passwords. Also provides an index to Internet hotspots and computer based services in the Winona, MN region, and includes a helpful summary of Internet based tutorials, terms and references.

Generations on Line:

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

This online curriculum is available in Spanish and English, and is designed specifically to teach computer and Internet skills to those aged 65 and over. Facilities and community centers can apply to use the curriculum; set-up and annual fees include technical assistance resources. In-person coaches or trainers would provide an additional level of support to learners.

SlideShare slide show tutorials are a convenient and multi-lingual resource that accommodates small or large groups and even self-directed learning at any pace. These slide shows are user friendly and address topics of every type, from media usage to media justice and literacy, the digital divide, e-learning, tutorials, implementation, and many more. Search for options at <http://www.slideshare.net/http://www.slideshare.net/>

Club Digital (Digital Club) is another bilingual and easily adaptable training resource. It offers step-by-step lessons on basic computer skills, as well as broadband tips, helpful links, and resources. <http://club-digital.com/home>

ENGLISH RESOURCES

Fast Forward New Mexico — Computer Basics http://fastforwardnm.org/sites/default/files/Level%201%20Basic%20Computer%20Skills_0.pdf

Fast Forward New Mexico — Basic Microsoft Word Exercise
<http://fastforwardnm.org/sites/default/files/Basic,-Word-Exercises,-handout-2.pdf>

Fast Forward New Mexico — Introduction to the Internet
<http://fastforwardnm.org/sites/default/files/Level%201%20Introduction%20to%20the%20Internet.pdf>
Also has helpful handouts from small businesses in English and Spanish.

New York State Library — Microsoft Word Basics (with helpful screenshots):
http://www.nysl.nysed.gov/libdev/nybbexpress/curriculum/lockport/lpl_word.pdf

New York State Library — Basics to Using Windows:
http://www.nysl.nysed.gov/libdev/nybbexpress/curriculum/lockport/lpl_windows.pdf

In her report “**Beyond Broadband: Digital Inclusion Efforts in Minnesota (and Beyond), Revised March 2011,**” Mary Ann Van Cura of the State Library Services at the Minnesota Department of Education identified a number of national digital literacy campaigns and resources, Minnesota’s newest digital literacy efforts, and those spearheaded in high traffic and traditional locations such as schools, libraries, workforce and economic development centers. Download it at: http://www.minnesotanonprofits.org/events.../Digital_Inclusion_3.pdf

The Minnesota Multicultural Media Consortium (MMMC) (a resource of the University of Minnesota Urban Research and Outreach Center) is a resource for training and materials as well as target constituencies to implement the findings of this report. They work with a variety of immigrant communities and offer a variety of community services including: Media training, Business Development, Community Policy, and Immigration Information For more information, contact Nghi Huynh, President at nghi@aapress.com
General email: info@multiculturalmedia.org (651) 224-6570

Technology Literacy Collaborative (TLC) is a collaborative of organizations and groups working on digital inclusion in Minnesota. They have compiled a repository of available curriculum; a few of the materials are available in Spanish. To learn more, visit <http://www.tic-mn.org> or email info@tlc-mn.org

Broadband Access Project: <http://www.bap.umn.edu/>
They offer a variety of workshops in areas like online photo editing, YouTube, Twitter, Facebook, Word Press basics and online video editing. For more information, contact Cheryl Vanacora, Broadband Access Project Curriculum specialist, vana0043@umn.edu

The Broadband Access Program ends December 2012, but until then, they can:

- Train interested community members

- Offer train-the-trainer sessions to individuals interested in providing training to community members, non-profit organizations, and small business groups.
- Share curricula
- Translate materials

Goodwill Community Foundation: <http://www.gcflearnfree.org/computers>

The GCF Learn Free website has a variety of free online resources in English for basic computer skills like Internet, email, social media, and Windows. They have over 750 classes and 250 videos. These user-friendly curricula also cover Google and iPad basics, Mac OS X Lion, and Apple – not just PCs. There are also a variety of other money, math, reading, and lifestyle classes available. A complete list is available at: <http://www.gcflearnfree.org/topics>

COMMUNITY PLANNING

The Institute of Museum and Library Services developed a community planning tool, “Building a Digital Community,” that takes a broader look at what is needed to fully address the digital divide, based on three components:

- Access – availability, affordability, design for inclusion
- Adoption – relevance, digital literacy
- Application – how the Internet can be used (education, health care, public safety, civic engagement, workforce development).

Link to the tool here: http://www.imls.gov/assets/1/AssetManager/BuildingDigitalCommunities_Framework.pdf

Main Street Project has outlined recommendations for ‘anchor institutions’ that serve low-income, communities of color, immigrants, and non-English speakers with digital /technology access. You’ll find recommendations here: http://mainstreetproject.org/media/071712---anchor-institution.attachment/attachment/AnchorInstitution_Recommendations.pdf

The Blandin Foundation broadband initiative site includes many practical application resources in the Blandin Broadband Toolkit – including digital inclusion tools. Find them at:

<http://broadband.blandinfoundation.org/toolkit/applications-detail-resource.php?intResourceID=3133&intCategoryID=3132>

Wireless Internet Institute -- Broadband Adoption Toolkit: <http://broadbandadoptiontoolkit.com/>

This community planning guide focuses on creating community awareness campaigns and local meetings aimed at accelerating broadband adoption in focused areas and institutions. The toolkit is available for a fee based on number of users, customization and the scope of community planning.

MEDIA LITERACY (COMMUNICATION RIGHTS and CRITICAL THINKING ABOUT MEDIA)

Epic:

<http://epic.org/>

A Washington, D.C. - based public interest and research group that focuses on emerging civil liberties and constitutional issues dealing with privacy.

PBS:

<http://www.pbs.org/teachers/digital-media-literacy/>

PBS has user-friendly digital media literacy curriculum available online for a variety of school ages. There are also links to additional resources and toolkits, including a list of ways to integrate digital tools and content in practical ways. <http://www.pbs.org/teachers/digital-media-literacy/integrating-digital-tools-and-content/>

Understand Media:

<http://www.understandmedia.com/ml-spanish/32-recursos-en-espanol>

Offers online media education. Their "Recursos en Español" page lists a variety of Spanish resources, lessons, and curriculum for media literacy.

Frank W. Baker:

<http://www.frankwbaker.com/teach.htm>

This site has a lengthy list of media literacy training resources and websites. There are links for Spanish and well as English and many links contain full lessons and curriculum.

Media Literacy Project:

<http://medialiteracyproject.org/store/free>

This site has a variety of resources for training in media literacy. In addition to free resources, Spanish-language resources are offered for a fee.

Controle Su Televisor:

<http://www.controlesutelevisor.org/Intro.aspx>

Controle Su Televisor is a project of Cable in the Classroom and The National Cable & Telecommunications Association. They focus on education for parents and children about parental controls via V-Chip and other education training. Their website has information in Spanish and contains videos and other resources for responsible television watching, responsible digital citizenship, and safety on the Internet.

The Action Coalition for Media Education (ACME): http://acmecoalition.org/essential_resources

This site has a lengthy list of organizations and groups that provide media education and media literacy training. Some of these sites also provide resources in Spanish and also provide online education resources like videos and tool kits.

Community Media Workshop Resources: <http://www.communitymediaworkshop.org>

This is a media literacy, community journalist organization out of Chicago. They provide workshops and do media literacy training, and have unique online resources for accessing media. For example, they have a Resources & Tips

section that includes information on how to write a press release, submit events to community calendars, and contact media. For more information, contact Diana Pando, Senior Trainer at 312-369-7783.

Online Health Resources for English Speakers Serving Spanish Speakers at <http://nnlm.gov/training/nocomprende/> is a website that offers public safety information, teaches media literacy through analysis of reliable Spanish medical resources and contains valuable information that could be helpful for organizations that include health practitioners. The site also defines cultural competency standards and includes some basic statistics on barriers to health literacy among non-English speakers.



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