LEER Y CRECER: AN EVALUATION OF AN NHS PROGRAM

Prepared for the

American School of Puerto Vallarta
Administration and Board of Directors

March 2013

Prepared by Lisa K. Schalla
NHS Advisor
Acknowledgements

I would like to thank the children, teachers, and principals who have participated in Leer y Crecer in Jalisco and Nayarit for sharing their experiences and recommendations for this evaluation. We appreciate the effort that public and rural school educators are making to provide quality education to local children through the joy of reading. I also want to extend my thanks to ASPV for believing in and supporting a student leadership program which meaningfully and actively engages them in the local community. Thank you to the Rotary Club in Invermere, British Columbia for helping the NHS team take the first step to involve our students at ASPV with public schools in the area and for supporting it along the way. Finally, I extend a very special thank you to all of the ASPV National Honor Society students who have committed time and energy to sharing the joy of reading to children in their community.
## Table of Contents

Executive Summary.................................................................................................................. 4  
Introduction............................................................................................................................... 5  
Literature Review & Program Rationale..................................................................................... 5  
Evaluation Plan......................................................................................................................... 7  
Design and Methods.................................................................................................................. 7  
Data Analysis & Results  
Characteristics of participating schools, children, NHS students........................................ 8  
Contributions of ASPV community and beyond................................................................. 11  
Impact on program participants.............................................................................................. 13  
Program implementation: Successes and Challenges............................................................. 19  
Recommendations..................................................................................................................... 25  
Reflection on the Evaluation Process....................................................................................... 26  
References................................................................................................................................. 27  
Appendices  
Appendix A: Rotary International matching grant specifications........................................ 29  
Appendix B: Leer y Crecer logic model..................................................................................... 31  
Appendix C: Evaluation questions............................................................................................ 32  
Appendix D: Participating schools and educators................................................................. 33  
Appendix E: Program activities............................................................................................... 36  
Appendix F: Budget.................................................................................................................. 37  
Appendix G: Role of the program director............................................................................. 38  
Appendix H: Parent and student survey questions............................................................... 40
Executive Summary

*Leer y Crecer* is a program that began in 2006 as a National Honor Society service project at the American School of Puerto Vallarta. With a vision of seeing more children in our community experiencing the joy of reading, the mission of *Leer y Crecer* has been to support local educators in their efforts to provide public school children with school libraries, check out systems, and reading circles. It has been the longest running and widest reaching community service program during the history of the American School of Puerto Vallarta and was recognized in 2009 by the Tri-Association of American Schools of Central America, Columbia, the Caribbean, and Mexico. In 2011, I began a five-year internal evaluation of the program with two objectives in mind: first, in order to measure the impact of the program on the NHS students, the ASPV community, and the wider Vallarta region, and second, to offer to the ASPV administration a comprehensive outline of the program and the extent of its reach.

Among the findings are the following points:

- Over 46 public (SEP) and rural (CONAFE) schools have been served through the program
- The program has had an indirect reach of over 10,000 children in Jalisco and Nayarit
- The children involved in a reading circle for one semester have checked out books from their school library on average twice as much as children without access to the reading circle
- Public school teachers value and request workshops in reading advocacy
- Public school teachers are supported by their superiors in the desire to implement school libraries
- NHS students benefit from the leadership and service training offered through *Leer y Crecer*
- ASPV students benefit from a school-wide service program, and since 2005 the participation in community service by middle and high school students has increased from 5% to 60-70%
- The ASPV parent community is less aware of the program and less influenced by the focus on community service

Based on these findings, I have made the following recommendations:

- The ASPV administration should consider whether to institutionalize *Leer y Crecer* as a school-wide program and consider its administration in hiring practices
- The responsibilities as NHS advisor, *Leer y Crecer* program director, and middle and high school community service coordinator should be separate roles held by different teachers
- The mission and vision of *Leer y Crecer* should be revisited each year and modified as needed
- There should be more opportunities for ASPV parents to participate in *Leer y Crecer*

**Section I.**
**Introduction**

In January of 2006, five students and two teachers from a private school in Puerto Vallarta, Mexico, knocked on the bright blue iron door of Francisco Villa elementary school with a handful of books. Anxiously awaiting them inside were forty children, ages six to thirteen, gathered under the huge mango tree which provided their only shade on the central courtyard. “Who wants to hear a story?” So began the first reading circle, which would set into motion the Leer y Crecer (Read & Grow) program and result in strengthening recreational reading opportunities for public school children in the Vallarta region of Jalisco and Nayarit, Mexico.

**Literature Review & Program Rationale**

*Leer y Crecer* is based on the idea that reading enhances academic, personal, and interpersonal growth. The earlier that reading becomes a voluntary social activity, the more benefits children will gain from the experience (Flores-Romero, Restrepo & Schwandflugel, 2009). There is an abundance of research demonstrating the advantages of early reading exposure. Academically, such experiences with print text at an early age may assist in understanding symbols and text (Ecalle & Magnan, 2008; Neuman & Celano, 2001), developing vocabulary (Hoff, 2012; McKool, 2007), and peaking interest for written texts (Pinto, Gamannossi & Cameron, 2008), all of which can positively influence academic achievement later on. Clark and Rumbold, in their 2006 study, suggest that reading has more impact on educational success than does social-economic status. In terms of personal growth and interpersonal development, the authors also found correlations between reading experiences and ownership of reading abilities, self-determination, cross-cultural understanding, and community membership as children “interact socially around books” (p. 21). Critical for this personal development are the roles of choice and motivation (Krashen, 2004; Mohr, 2006; O’Brien & Dillon, 2008), as well as access to print outside of the classroom, whether it is in libraries or community centers, bookstores or grocery stores (Taylor & Pearson, 2004).

The value of recreational reading should not be taken for granted. Many studies encourage reading opportunities for children at the preschool age, when listening to stories is often viewed as an adventure, and an “engaging and nurturing experience” (O’Brien & Dillon, 2008, p. 82; Maciel-Cruzalta, 2008). In a study on vocabulary acquisition through reading,
Senechal and Cornell (1993) found that passive participation (listening) was just as effective as active participation (questioning) during shared reading, and that even a single reading of a book was enough to build receptive vocabulary development. The Leer y Crecer program seeks to capitalize on both in- and out-of-school opportunities so that Mexican children have more chances of becoming better and more dedicated readers.

In Mexico, creating a nation of lectores, or readers, has been an important public policy issue during the last decade, after the publication of the PISA 2000 results (Gutierrez-Valencia, 2005). This Program for Student Assessment study found that 44% of students tested in Mexico were on or under Level 1 reading scores on a scale of 1 to 5, and well under the OCED average (Uribe, Gutierrez & Loyola del Rio, 2003). Since then, a policy focus has been on the urgent need to improve the quality of reading instruction and experiences as necessary steps towards the development of a more educated and thereby actively democratic society (Ruis, 2005; Gutierrez-Valencia, 2005). In 2001, the Mexican federal government launched the Programa Nacional de la Lectura (PNL), which has provided the framework for creating classroom and school libraries, curricular programs, and reading and writing opportunities for families (SEP, 2013).

Implementing the PNL, however, seems to have been a challenge. As ASPV students visited schools in Puerto Vallarta in 2005 and early 2006, school personnel mentioned a number of issues that they were facing in order to accomplish the requirements of federal policy and promote reading effectively. Through observations and informal interviews with superintendents, directors, and teachers of public elementary schools, the students found that, although schools had been provided with books each year as part of the Rincon de Lectura program, many of these were still in their original packaging, stored away in offices or storage rooms, and that very few school libraries actually existed. Reasons for this situation, according to various school personnel, included lack of space, personnel, training, and in particular, reading habits among Mexican citizens. These issues, therefore, became the main focus of the Leer y Crecer program, in order to support Mexican schools in the work they had already begun.

Section II.
Evaluation Plan

Primary Evaluation Questions:

1. What are the characteristics of the participating schools, children, and NHS students of the program?

2. In what ways did the larger ASPV community and others outside of that community contribute to the program?

3. What impact did the program have on NHS students, public school students, public school educators, and the ASPV community?

4. Was the program delivered as intended? What successes and challenges were encountered?

Design and Methods

This is an internal evaluation of Leer y Crecer. Although this program did not begin with a process of needs assessment or pretesting, various monitoring and evaluation tools have been used along the way that have served for this evaluation. Based on the evaluation questions (elaborated in Appendix C), four sources of data were collected:

- Field notes
- Written testimonies
- A report from a participatory evaluation workshop
- Survey data from ASPV students and parents

Data Analysis and Results

The pages that follow include a report of the answers to the evaluation questions, based on multiple data sources. In some cases, field notes, working documents, and written testimonies inform the findings. In other cases, one method alone informs them. Lisa Schalla, the NHS advisor and Leer y Crecer program director, carried out the data analysis with recommendations by Dr. Karen Stout of the University of Minnesota and ASPV Spanish Literature teacher Kyliel Casillas.
### Evaluation Question #1:
What are the characteristics of the participating schools, children, and NHS students of the program?

**Participating schools and educators**

Since the spring of 2006, directors and teachers of at least 46 public and rural schools have participated in *Leer y Crecer* reading advocacy workshops and/or benefitted from book donations and library assistance. These schools are located in the municipalities of Puerto Vallarta and Tomatlán in the state of Jalisco and in the municipalities of the Bay of Banderas, Compostela, and San Pedro Lagunillas in Nayarit. Appendix D shows a list of the participating schools, their location, and program activities in which each school has participated.

**Participating district administrators**

In addition to the directors and teachers of the various schools, many other district-level *Secretaría de Educación Pública* (SEP) administrators from the states of Jalisco and Nayarit have attended the workshops for reading advocacy. These have included a regional supervisor, nine educational consultants (*asesores técnicas*), a pedagogical assistant, and . Outside of the SEP, administrators of the *Consejo Nacional del Fomento de la Educación* (CONAFE) for the region of Tomatlán, Jalisco have also participated regularly with *Leer y Crecer*, representing rural community schools. Specific CONAFE participants in the regional director for Tomatlán, pedagogical consultants, and several educational trainers.

**Participating children in the community**

There are many groups of children who have benefitted from the *Leer y Crecer* program, both directly and indirectly. Organizing reading circles and forming outdoor community libraries have been two ways in which children in the community have directly participated in the program.

**a) Reading circles** - These have included children who attend public schools in and around Puerto Vallarta. The first of these was led by two ASPV high school teachers in the spring of 2006 as a Thursday afternoon selective class, mentioned at the beginning of this report. Five ASPV students from the 7th to 11th grades participated by reading to a group of 40 grade school
students from Escuela Francisco Villa. NHS students have also formed their own reading circles for at least ten weeks as part of their training for Leer y Crecer leadership. For example, this year one of the NHS students is leading a reading circle at a Primaria in Nuevo Vallarta.

b) **Community libraries** - Several ASPV teachers and assistants have initiated community libraries in local neighborhoods around Puerto Vallarta with book donations from Leer y Crecer. In the case of El Colorado, Lisa Schalla set out books on benches of the plaza of the small town of El Colorado on Friday afternoons for the local children and their families to read. A local family who owns a tienda on the plaza keeps the books and their 16-year old daughter now runs the library and the checking out of books. In other community libraries, the teachers either check out the books or spend an hour reading to children in the neighborhood. Two assistants from the ASPV Primary School, Miss Vero and Miss Sandra, have also operated community libraries and/or reading circles within their neighborhoods in Puerto Vallarta.

Another type of community library is a bookmobile. From 2009 to 2012, several of our students have participated in the administration of a local bookmobile serving the community Los Magisterios. One ASPV alumni has also gone on to write a project proposal for the expansion of the library there.

c) **NHS reading hours** - At a Primaria in San Vicente where earlier NHS groups had assisted in installing the library, the group then visited twice to read with the children from the first and second grades. The idea was to use the books from the library with the students of the school and to encourage teachers there to do the same.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Characteristics of participating children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING CIRCLES</strong></td>
<td></td>
</tr>
<tr>
<td>- Esc. Francisco Villa Puerto Vallarta, Jalisco</td>
<td>40 children, grades 1-6 voluntary participation selected by teachers, with parent permission</td>
</tr>
<tr>
<td>- NHS student-led circles: Bookmobile, Casa Hogar, Los Mangos Library, local church, Bucerias school</td>
<td>5-24 children in each group various ages from preschool - grade 6 participation voluntary and random</td>
</tr>
<tr>
<td><strong>OUTDOOR COMMUNITY LIBRARIES</strong></td>
<td></td>
</tr>
</tbody>
</table>
Examples of reading activities with children in the community

**Participating NHS students**

Various groups of National Honor Society students have worked with the *Leer y Crecer* program over the years, and at differing degrees. The following is a list of the NHS groups and their activities each school year.

<table>
<thead>
<tr>
<th>School year</th>
<th>Number of NHS students</th>
<th>Activities (Degree of participation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>10</td>
<td>Initial brainstorming of Rotary grant and possible program activities; Summer teacher workshop, Esc. Francisco Villa reading circle</td>
</tr>
<tr>
<td>2006-2007</td>
<td>12</td>
<td>NHS reading workshop, teacher/parent workshop at ASPV</td>
</tr>
<tr>
<td>2007-2008</td>
<td>9</td>
<td>Visit local schools, collect data on school libraries, order books</td>
</tr>
<tr>
<td>2008-2009</td>
<td>11</td>
<td>Fall and spring Teacher Workshops, delivery of Rotary books to 20 schools</td>
</tr>
<tr>
<td>2009-2010</td>
<td>13</td>
<td><em>Leer y Crecer</em> video, support for CONAFE schools</td>
</tr>
<tr>
<td>2010-2011</td>
<td>9</td>
<td>Installation of San Vicente library, S.V. reading hour, Nayarit Teacher Workshop, CONAFE workshop</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2</td>
<td>Verde Valle school construction, CONAFE workshop</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>12</td>
<td>CONAFE workshop, fundraising for Verde Valle school</td>
</tr>
</tbody>
</table>

NHS groups and their activities
Evaluation Question #2:
In what ways did the larger ASPV community and others outside of that community contribute to the program?

Contributing ASPV community

Aside from the NHS students several other members of the ASPV community have participated in the Leer y Crecer program. The following is a list of ways that the ASPV community has been involved:

a) *Middle and high school students* – According to the 2013 ASPV Community Service Survey, about fifty percent (57/113) of our students in grades seven through twelve have participated in Leer y Crecer by donating books or school supplies and/or by participating in a teacher workshop NHS members. Only 11 out of 113 students did not know what Leer y Crecer is. Our students also participate in Leer y Crecer by donating school projects to local schools. An example of this is the donation of hand-made puppets that have been used in Ms. Kyliel's high school Spanish Literature courses for class projects. Another example is the donation of books created by our students for Student Expo, English classes, or World Geography.

Our students also participate in fundraisers for local schools. An example was this spring when many students and families joined for a movie night on the ASPV campus in order to raise money for the construction of the Verde Valle school.

b) *Elementary and Preschool students* - Several classes have used their yearly community service project to contribute with books and school supplies to various schools in the community, although not through Leer y Crecer directly. This spring of 2013, the preschool has decided to donate its funds to the community school in Verde Valle. Occasionally we have received personal donations for the program from individual students.

c) *ASPV teachers and assistants* - Over the years, one assistant and two teachers have given the teacher workshops, two assistants and two teachers have led community libraries, one teacher was the Primary Leer y Crecer program director in 2009-2010, and several teachers in Primary have led their classes to make book donations, read with groups of children outside of school, although not through Leer y Crecer directly. Three Primary teachers gave reading workshops for
NHS members or ASPV parents in 2006-2007, and during one Christmas concert, parents were encouraged to deposit book donations.

d) **ASPV administration** - The school has hosted three on-campus reading workshops for the ASPV community in 2007 and one CONAFE teacher workshop in 2012. Although the school has not funded the program directly, many of the office supplies and copies used for the workshops and administration of the program are available through the High School office.

e) **ASPV parents** – In January of 2013, a Community Service Survey for ASPV Parents survey was sent out to a stratified, random sample of our parent community in order to collect a representative sample of views and levels of participation in Leer y Crecer and in community service generally. From the survey, we know that about 45% of the ASPV parent community is not familiar with Leer y Crecer, and that of those who do know about the program have heard about it from ASPV students or teachers, as opposed to the school website. Of the program features, parents know the program most for donating books, but also that it is an NHS program and offers opportunities to engage ASPV students in community service activities. Most parents believe that community service is a fairly important part of their children’s education. Although most parents (70%) have not participated in Leer y Crecer, almost 25% have donated used books to the program.

**Contributions beyond the ASPV community**

The program has benefitted by contributions of many individuals and groups outside of the immediate ASPV community. The chart below mentions various contributions over the five-year period. By far the most significant supporter has been the Rotary Club in Invermere, Canada. Rotary members came in 2005 to meet with me about beginning a project to support children in our region, and this is how Leer y Crecer began. Although the original Matching Grant has ended, the Invermere Rotary Club continues to financially support Leer y Crecer.

*It is worthy to note that many of the contributors to the program have worked directly with the program director rather than through the NHS team. This has been due to time restraints of the NHS members themselves, since they are responsible for other program activities.*

Evaluation of the NHS Leer y Crecer program 2013
<table>
<thead>
<tr>
<th>Individual/Group</th>
<th>Years</th>
<th>Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotary International</td>
<td>2006-2008</td>
<td>funding for books, library support ($3,300)</td>
</tr>
<tr>
<td>Rotary Club Invermere, British Columbia</td>
<td>2005-present</td>
<td>funding for books, libraries (approx. $5,000)</td>
</tr>
<tr>
<td>Rotary Club, Bay of Banderas</td>
<td>2005-2009</td>
<td>funding for books, workshop ($4,300)</td>
</tr>
<tr>
<td>U of Minnesota Early Childhood and Special Ed. student groups</td>
<td>2006-2011</td>
<td>book donations, reading strategies and supplies for various public preschools and elementary schools*</td>
</tr>
<tr>
<td>Finch Elementary School, 4th grade class</td>
<td>2006-present</td>
<td>school supplies and book donations for Esc. 24 de Febrero*</td>
</tr>
<tr>
<td>SUNY University</td>
<td>2010</td>
<td>Tri-Association stipend ($1,000)</td>
</tr>
<tr>
<td>Utah State University Special Ed. students</td>
<td>2012-2013</td>
<td>reading strategies and supplies for two schools for children with disabilities (CAM)*</td>
</tr>
<tr>
<td>Various individuals in Mexico and the U.S.</td>
<td>2008-present</td>
<td>book donations and funds, volunteering at school libraries*</td>
</tr>
</tbody>
</table>

*Leer y Crecer partners

**Evaluation Question #3:**
*What impact did the program have on NHS students, public school students and participating educators?*

**Impact on NHS students**

As preparation for their work with *Leer y Crecer* in the 2009-2010 school year, NHS students were required to set up a reading circle for 10 weeks with a group of children in the community. This provided valuable experience that could enable them to make a more personal connection to the participants in the program later on.

Then in the winter of 2010, they were asked to give a written reflection on their experiences reading with children and whether they would recommend this activity for future NHS members. These responses were then printed out and coded for themes that arose from the
students' responses. The chart below shows the activities, the number of children who attended, and the number of hours per week.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of children</th>
<th>Number of hours/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vallarta Bookmobile Col. Magisterio</td>
<td>varied</td>
<td>1-2</td>
</tr>
<tr>
<td>Los Mangos Library</td>
<td>5-10</td>
<td>2</td>
</tr>
<tr>
<td>Elementary school in Bucerias</td>
<td>20-24</td>
<td>2</td>
</tr>
<tr>
<td>Local church</td>
<td>5-10</td>
<td>1-2</td>
</tr>
<tr>
<td>Casa Hogar Maximo Cornejo orphanage</td>
<td>20</td>
<td>1-2</td>
</tr>
</tbody>
</table>

2011 individual student projects associated with reading

Four themes arose from the NHS student reflections: what they observed, what they learned, what they felt, and recommendations for future NHS students.

a) What NHS students observed

All of the students commented on the enthusiasm and excitement of the participating children each week. As one 12th grader commented,

_They absolutely loved it; it worked out perfectly and we not only benefitted them by introducing them [to] the joy of reading, but also we provided them with entertainment and brought smiles to their faces._

Some students also noticed changes in the children's behavior towards books and reading, even within the 10 weeks that they worked with them. Others commented that the children kept coming each week, showing true interest for the activity and seemed to develop a love for reading that would hopefully endure beyond this particular activity. Finally, the 11th grade students at the bookmobile observed the influence of working with children on a systematic way of checking out books:

_There is a system of lending out books, which works very well because if they bring back the books, they will either get stickers or little school supplies. It's kind of like a reward...so that they start to learn to take care of the books,_
since most of the children have never even read before, let alone own a book.

b) **What NHS students learned from the experience**

The NHS students agreed that they each learned from their experiences of reading with children. They commented on how they learned *how* to read to children - to make it fun and entertaining and to keep the children interested in the story. This in turn helped the children who were distracted to be able to focus better. Several students also noted how this experience helped to train them for public speaking. They also gained deeper insight from their experiences. One wrote:

> I learned that children are outstanding people with great abilities who just need a little push of motivation to get out all their potential and to have them appreciate books...

c) **What NHS students felt about the experience**

All of the students wrote that reading with children was a fulfilling and enjoyable experience. They found it rewarding when the children came week after week and wanted to stay with them longer. A couple of them continued their activity throughout the school year, and in the case of the Bookmobile, they even trained younger ASPV students to take it over the following school year.

One 11th grade student wrote:

> I think this experience was wonderful because not only did I learn how to read books to children, but how to be compassionate for those who don't have the opportunities I had when I was little.

d) **What NHS students recommended**

The students were united in their recommendation to make this activity a part of every NHS member's school year. They found it worthwhile and viewed it as an opportunity to explore the community and an area of service that they might not do otherwise.
One student summarized the experience as:

...a great and fulfilling experience to see these kids come every week with smiles on their faces, ready for a new book to take them on an adventure.

Impact of reading circles on public school children

Escuela Francisco Villa was the first school to participate in the Leer y Crecer program through the 2006 spring semester Reading Circle mentioned above. Following that activity, the school director, Sandra Luz Alatorre, initiated the school library and kept track of the number of books that each of the elementary school students checked out over several years. From this data, we were able to compare the number of books checked out by the students from the reading circle versus the rest of the students in their classes. These were the findings for the 2006-2007 school year:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average no. of books checked out by L&amp;C students</th>
<th>Average no. of books checked out by class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

Books checked out at Esc. Francisco Villa school library, 2006-2007 school year

The students from the reading circle checked out more than double the number of books than their classmates over the course of the 2006-2007 school year. There could be a number of reasons why. One reason might be if they were already strong readers or had already developed an interest in reading and were therefore chosen to be part of the reading circle. A second reason could be that with the experience of taking books home as a privilege in the reading circle, these students may have been more motivated to take advantage of checking them out once the school library opened. Another possibility might be that the experience of recreational reading through the reading circle heightened their interest in continuing to do so through the library.
In any case, the fact that these students checked out significantly more books during the following school year implies that a positive, group experience with reading may be a motivator in developing an interest for and familiarization with taking books home to read in the future.

Another set of data that provided information on the students at Esc. Francisco Villa was the number of books that they checked out over the following three-year period, from 2007-2010. In most cases these same students continued to check books out from the school library, indicating a continued interest in reading. When asked why they like to read, some students provided these answers:

*I love to read in order to learn about other countries, what languages they speak and what they eat.*

---

*Edgar*

*I love to read because I feel like I'm in another world.*

---

*Keysi*

**Impact of workshops on public school educators**

Kyliel Casillas, a high school Spanish Literature teacher at ASPV, led the implementation of educator workshops in reading advocacy as part of the Leer y Crecer program. Trained through the Consejo Nacional para la Cultura y las Artes (CONACULTA) as a promotora de lectura, Kyliel emphasizes that promoting reading at school or in the community needs to begin with one's the awareness of the impact of reading in one's own life.

Teacher workshops are able to provide indirect outputs for many more school children than setting up reading circles or helping with the installation of libraries, which are more direct assistance. The program activities in any given year are also in response to specific requests from the community. For example, during the 2010-2011 school year, the municipalities of Bay of Banderas, Tepic, and Compostela requested a workshop in reading advocacy, whereas the workshop for the CONAFE schools was offered as an ongoing gesture of support for rural education.

A few months following one of the workshops, an elementary teacher from Escuela Francisco Villa commented:

*It has been interesting for me to learn about your project of reading advocacy for public schools. It has awakened the interest in books for*
both our teachers and students, to use our library, and comment on what we are reading....It has been a joy to watch the children take interest in reading circles and enthusiastically create their own stories to share with others....Thank you for everything!

Lisa Schalla led a formal participatory evaluation in May of 2012 with eighteen members of the regional Consejo Nacional de Fomento Educativo (CONAFE). The participants included the regional coordinator for the state of Jalisco, eleven instructors, three trainers (capacitadores), an administrative assistant, an educational assistant, and a pedagogical consultant. Four of the eighteen participants have been working with CONAFE for ten years or more, four of them for 5-9 years, and ten participants for less than five years.

The workshop was based on Participatory Evaluation methods in order to reflect on their experiences in advocating for reading in the rural elementary and preschools in Jalisco and make recommendations for future collaboration with the Leer y Crecer program. For those who had participated in the Leer y Crecer workshop a year earlier, they felt it was beneficial in four ways:

- developing new approaches to reading
- learning new, creative strategies
- increasing their own motivation as teachers
- increasing awareness of the need for reading advocacy

An area that they felt was missing was providing follow-up to the workshop, although they pointed out that this does not necessarily need to come through the Leer y Crecer program. Ideally, it should be one of their institutional goals.

Recommendations for workshops included introducing/discussing:

- what reading is and why it is beneficial to one personally
- creative strategies to motivate students to read, and discussing:
  - reading strategies and “rules”
  - how to teach reading comprehension
  - how to maintain motivation as a teacher to encourage reading
- strategies to encourage reading once the texts are longer and without pictures
how to limit distractions while children read

The CONAFE group drew several conclusions at the end of the workshop, which include:

1) a need for further training in reading strategies
2) a need for monitoring and evaluation of reading strategies throughout the year
3) the responsibility of CONAFE administration for sustainability (consulting role of L&C)
4) planning for reading workshop at beginning of school years Sep/Oct

Because the workshops involve adults rather than children directly, several of the NHS students were skeptical of their value. An NHS student, Billy, reflected on his experience:

At first I thought the workshops were going to be boring, have a small number of participants, and fail to truly teach the people that attended them anything they would then use in their classrooms; but I was proven wrong. They turned out to be a success.

Evaluation Question #4:
Was the program delivered as intended? What successes and challenges were encountered?

Program features as they relate to program outcomes

As the program has progressed, its activities have shifted according to the needs and requests of the participating educators in public schools.

Leer y Crecer began as a Rotary project to donate books to 20 school libraries and assist in developing checkout systems for books. After having visited several schools, however, the NHS students noticed that books were not necessarily the issue - in fact, since the year 2000, the SEP provides engaging storybooks to schools according to the size of their student population through the Programa Nacional de Lectura. What the NHS student saw, however, is that many of those books were still stored in their boxes and were not being read, let alone checked out to students. This is where the first shift toward workshops in reading advocacy began, in the hope
to focus in on motivated educators who would spend extra time and energy to make these books available to their students.

Below is a flow chart of how the activities and outcomes are related. The white cells indicate inputs or activities that Leer y Crecer offers, while the blue cells represent the outputs of the program for the schools and ultimately for the school children.

As is apparent in the list of schools and their activities in Appendix C, the program does not provide the same services to all participants equally. The extent of participation of each school in the program depends on several factors, including:

- The initiative on the part of public school educators
- The amount of resources already available at the participating school
- The availability of resources to the Leer y Crecer program
- The accessibility of the participating school for NHS students (in access and time available)
School libraries and book lending systems

a) *The Escuela Francisco Villa library*

The NHS team assisted the Elementary School Francisco Villa in installing their library, which had been the vision of its director, Sandra Luz Alatorre since she had arrived two years earlier. From a storage room, the teachers and parents put their efforts together to clean it out, repair the roof, add windows, install new lighting and fans, paint, and build shelving for the books.

NHS students helped by covering over 500 books with plastic protectors and inserting pockets and index cards to make them reading for checking out. Once the books were ready, Sandra Luz began to attract students to the library by setting out a *tiangis de libros* every Friday morning - a book "market" outdoors on the benches where each class was permitted to browse and select books to check out.

At the end of the 2007-2008 school year, after the library at Francisco Villa had been opened and used for several months, the director asked the students and teachers to fill in questionnaires about their experiences using their library. Below are some of the comments:

*One day we were organizing the books and playing at the same time. It was an experience I will never forget....Using the library is fun, but they should give us more time...*  
Marla

*I like it because I can read much better now and am no longer afraid to read aloud in class....Before I did not like reading and now I love it!*  
no name

*It taught us how to take care of books....Having a library is great for taking books home and practicing reading.*  
Leo

*I like to take books home because I can share the stories with my brothers and sisters.*  
Melissa

b) *The shared library in San Vicente*

Although the implementation of Francisco Villa's school library was very successful, the amount of input by the NHS students was minimal and therefore less meaningful. At another site in San Vicente, Nayarit, the *Leer y Crecer* team had the opportunity to become much more
involved in the actual planning and physical installation of the library in 2010-2011, through a second grant from the Rotary Club in Invermere, British Colombia.

Next to the plaza in San Vicente, one site houses two schools - Escuela Independencia in the morning shift and Escuela Amado Nervo in the afternoon. The program director initiated the discussion with the two school directors, who both showed an interest in installing a library but felt that there was no space available for it and not enough funds to build one. After a couple of meetings including NHS students, they decided to partition off the back section of a large classroom for the library. Each school agreed to pay for the physical renovations that were needed, including a wall, lighting, ceiling fans, and steps to the entryway.

Then, the rest of the NHS team was invited to go and decide on colors for the walls and the type of shelving that the library would have. They painted the rod iron doors and window frames, as well as an old, iron shelving unit that was available at the school. They also used the money for new books, covering several of them, putting in the pockets and index cards, and purchasing plastic tables, chairs, and other supplies for the library. Finally, the 8th grade Art class at ASPV made posters for the library about reading.

This experience was much more meaningful for the NHS students, but they were disappointed when they returned to San Vicente three months later and found the afternoon school had not yet opened your library. Below is the account by one NHS student:

_I feel that over the last few years we have really been able to do a lot of work through "Leer y Crecer." The biggest was probably building the library in San Vicente, and also one of my favorites. First of all, I for some reason really enjoy painting buildings. I have no idea why. I just enjoy it a lot. But the best part of that project was being able to visit the school and see the kids enjoying it, and helping them enjoy it. That was the highlight. The downside is that there were so many complications that made it hard to properly follow-up the project and make sure the library got the use we intended it to have. I would have liked it if we could have a group...visit every month and read with the kids and make sure they had access to the books._

Nancy

c) Rural community school libraries

Even the small, one-room schoolhouses in rural Jalisco have been able to implement their libraries. In the small community of Verde Valle, the physical structure of the school is very poor, due to the limited resources of its families. Inside the preschool and elementary
classrooms, however, is the *biblioteca*, where between 30 and 50 books that have been donated over the years are set up in fruit crates and made available to the students.

The lessons that the NHS students have learned through their experiences with *Leer y Crecer* is that a school does not need a building to house a library - the library is where the books are, and where children are given the time and space to read, whether it be in a former storage room, a wooden box, or on the benches of a plaza.

**Successes and Challenges**

Overall, the *Leer y Crecer* program has had a significant impact on the stakeholders and communities in the Vallarta area, as well as within the ASPV student community. Through the program, the NHS members have participated in a meaningful project that has led them to become leaders in their community. Educators from more than forty-five schools in the region have participated in engaging workshops about the promotion of reading in preschool and elementary. Most importantly, an estimated 10,000 children in the communities within Jalisco and Nayarit, from Tomatlán to Tepic, have benefitted from receiving new books for their school libraries and teachers with renewed devotion to making reading a creative and inspiring activity. Finally, *Leer y Crecer* is a program that has encouraged international partnerships for sharing resources and knowledge, and it has been recognized for that endeavor.

Perhaps the greatest challenge has been including the ASPV parent community in *Leer y Crecer*. This may be due to limited public relation activities, despite regular updates on the school website and local media. Second, although a program vision and mission were written several years ago, it has not been revisited recently. This could lead to the program design becoming haphazard and less effective. Third, the program has also yet to become a truly school-wide program, at least formally. Although several preschool and elementary school teachers and assistants have participated now and again, the program is not part of the curriculum or service program there. A fourth challenge has been in the role of directing the program and the weakness of staff participation in the middle and high school. Although invitations are made to other teachers every year to help in leading *Leer y Crecer*, NHS, and community service projects, very few teachers have volunteered. This has led to the expanding weight of responsibility on the part of the program director and is addressed more fully in Appendix G. A final challenge has been that the program has not been institutionalized at ASPV. In other words, it is unclear whether the
administration intends to continue to offer the program once the current program director has resigned.

**Unexpected outcomes of Leer y Crecer**

Despite the challenges to operating Leer y Crecer, there have been some impressive albeit unexpected outcomes to the program, as described in the following section.

a) *A culture of service at ASPV*

One of the most significant outcomes for the ASPV middle and high school has been the evolution of a culture of service amongst the students. In a survey in February of 2013, almost half of our students (53) wrote that community service is quite an important part of their education at ASPV or that it is just as important as their academic classes. Thirty-two students reported that they seldom or never engage in community service, while 37 said they participate in service projects once a month or more. The rest of the respondents wrote that they engage in service projects a few times per year. A significant finding was that 96% of the ASPV middle and high school students claimed that it is pretty easy or very easy to get involved in a community service project through ASPV. This testifies to the strong culture of service at the school. When asked to write the first word that comes to their minds when they hear the term "community service," by far the majority of the ASPV students wrote a form of the word "help."

A second example of service culture is that several classes have engaged in service-learning projects as a part of their coursework. For example, Lisa Schalla has trained her 10th grade students in becoming liaisons for a pen-pal exchange between a 4th grade class at Finch Elementary School in Toronto and Escuela 24 de Febrero in El Colorado. The high school students translate letters that are sent back and forth and also purchase items using money that is raised by the Finch students. They then take the items to El Colorado, spending time with the fourth grade class there.

A third development on campus has been the rise of ASPV high school student-leaders for community projects each year. Students have organized projects with other peers for weekly visits to a local home for the elderly, Casa Hogar orphanage, or for creating educational posters, or raising funds to support the other projects. All of these examples give testimony to the strong culture of service at ASPV.
b) Requests for additional teacher workshops

After having offered two workshops in reading advocacy for public school educators, requests from within the community gave momentum for their continuation. This is an example of the organic nature of the Leer y Crecer program. An example of this was when the director of an elementary school in Punta Mita, Ernesto Martinez, requested a workshop for technical advisors (asesores técnicos) after having participated in a workshop two years earlier. Based on this request, Leer y Crecer was able to be extended to training educators in schools as far as Tepic, Nayarit.

The degree of support awarded to Leer y Crecer within the public school system has been impressive. Not only has the DRSE continually supported the access to public schools for the promotion of reading and libraries, but the state Secretaria de Educación as well. In 2009 the state level SEP gave official recognition of Leer y Crecer to participate with schools in Jalisco.

c) Opportunities with rural community schools through the CONAFE

Working with rural community schools was not in the original plan, yet has become one of the most significant and meaningful components of the Leer y Crecer program. Lisa Schalla stopped by a local school in El Zancudo one morning in 2008 and spoke to the local instructors about their needs there. With that information and a few photographs of the school, she spoke to her NHS group and asked whether there was interest in helping this school. That year, the NHS team, along with a visiting group of students from the University of Minnesota, painted the preschool and donated books and supplies for the classrooms. This activity led to meeting more of the instructors through their monthly planning meetings and since then, NHS has supported rural community schools through donations, fundraising for structural changes such as in Verde Valle, workshops for instructors, and participatory evaluation.

Section III.
Recommendations

Four recommendations result from this internal evaluation of Leer y Crecer as an NHS program:
• The ASPV Board of Directors and administration should make a decision concerning the institutionalization of Leer y Crecer as an ongoing student program, whether it is solely within NHS, extended to the entire campus, or a combination. This will ensure that the program continues and will help to ease the weight of responsibility on one staff member. Should the decision for institutionalization across campus be the case, a committee of staff members from the various sections of ASPV should be formed for its implementation.

• In the middle and high school, there should be separate teachers assigned as NHS advisor, Leer y Crecer program director, and Community Service coordinator.

• At the beginning of each school year, NHS students should revisit the Leer y Crecer vision and mission statements and establish clearly defined objectives. This can be achieved during one of the NHS weekly meetings or during a retreat.

• The program administrators should find new ways to engage ASPV parents in the Leer y Crecer program.

Reflection on the Evaluation Process

This report is based on an internal evaluation of Leer y Crecer. As the program's founder and director over the past six and a half years, some inherent bias in the report is inevitable. I have attempted to present the program description, its strengths, and its weaknesses through the voices of its stakeholders, and hope that it serves to inform school policy concerning this and future service programs.

References


Section IV.
Appendices
Appendix A: Original Rotary International Matching Grant Project

January 15, 2005

PROPOSAL FOR TRF MATCHING GRANT

Objectives:
1) To provide an option for mini-lending libraries for limited number of needy public schools in the vicinity of Puerto Vallarta, Jalisco, Mexico
2) To encourage literacy in elementary school-aged children in public schools in Mexico
3) To supply public elementary school teachers with additional books for classroom use

Proposal:

Basis:
The National Honor Society of the American School of Puerto Vallarta is a group of high school students who have been selected on the basis of four qualities: Leadership, Scholarship, Service, and Character. This group meets weekly to discuss leadership and service opportunities in their school and home communities and carries out various projects throughout the school year. In addition to individual service projects averaging two hours a week, the group also plans at least one major project per year and would like to develop a long-term service project over several years.

A relatively new organization which NHS has been closely associated with this year is Gente Por la Educacion A.C. (GPLE), which concentrates on providing aid to public schools in impoverished areas around Puerto Vallarta, Jalisco. According to their research, there are at least 500 schools in the region which do not have sufficient equipment or educational material available to them in order to provide adequate educational opportunities to the children. Our school has already worked in cooperation with GPLE this year in order to collect used school supplies that our students donate and to create a sense of responsibilities among our student body for becoming aware of the needs of others in our community and learning how to provide for them.

Proposed Project:
The aim of the NHS proposal is to provide mini-libraries of books in Spanish to a select number of needy public schools in the area around Puerto Vallarta, beginning with schools for students with special needs. We feel that the focus should be on the native language here in order to secure literacy in Spanish before moving on to other languages.

A key in providing this service is that our NHS high school students be responsible for the following steps:
• To research various public elementary schools which have been recommended by GPLE, the local Rotary Club, or other community members as to their level of need for library books
• To find a contact person in each school and design a letter offering to provide and set up a mini-library according to the needs of the school (whether the books be set up classrooms or in a separate library room)
• To construct a list of titles per grade level, according to information obtained from our Spanish instructors, those of the public schools, and national editors and distributors
• To make the orders and work with the NHS advisor on keeping the budget for the materials
• To purchase cabinets for the books which would provide adequate environmental protection (from humidity and termites)
• To cover the books with plastic
• To design a lending system if the schools do not already have one in place
• To deliver the books and train the teachers and/or students of the public schools on how to use the lending system
• To visit schools on a regular basis for reading groups and follow-up on their reading programs

The students of NHS at the American School of Puerto Vallarta feel that this project will naturally lead to future projects in conjunction with these schools.

The National Honor Society of the American School of Puerto Vallarta A.C. agrees to cooperate in any financial review of activities connected with this project and to work in cooperation with the local Rotary Club in any way necessary.

Sincerely,

J. Antonio Salgado                   Lisa Schalla
High School Principal              National Honor Society Advisor
American School of Puerto Vallarta
Tel: 011 52 322 221 1322
asalgado@aspv.edu.mx

Lisa Schalla
High School Principal              National Honor Society Advisor
American School of Puerto Vallarta
Tel: 011 52 322 221 1322
lschalla@aspv.edu.mx
Appendix B: Leer y Crecer Evaluation Logic Model

Situation
- Mexicans read 2.9 books/year (2005)
- Schools with books, not libraries
- Low national reading levels (PISA 2006)

Assumptions
- Students want to read and have access to books
- Educators want students to read better
- Reading more = better readers = more successful students

External Factors
- SEP Programa Nacional de la Lectura
- Lacking culture of recreational reading
- High cost of books

External Factors
- NHS students
- ASPV students, teachers, parents
- External contributors
- Books, school supplies
- Funds

Inputs
- Donations
- Teacher training
- Library support

Outputs
- More access to books
- More time for reading
- More enjoyment in reading
- Teachers as motivated advocates

Long-term outcomes
- Children reading more
- Children reading better
- Children better at school
- NHS students transferring knowledge and skills to other settings

Short-term outcomes
- More access to books
- More time for reading
- More enjoyment in reading
- Teachers as motivated advocates
Appendix C: Leer y Crecer Evaluation Questions

The following evaluation questions guided the original evaluation design and methods:

1. What are the characteristics of the participating schools and educators?

2. What are the characteristics of the participating children?

3. What are the characteristics of the participating NHS students?

4. In what ways has the wider ASPV community contributed to the program?

5. In what ways have individuals beyond the ASPV community contributed to the program?

6. Over the course of participation in the program, to what extent were there changes in the participants' knowledge and practice about supporting children's reading?

7. What was the impact of the program on ASPV students and parents?

8. To what extent do program features relate to program outcomes? How do these features add to the existing support for reading among public school children in the region?

9. What have been some unexpected outcomes of the program?
# Appendix D: Participating Schools and Educators

<table>
<thead>
<tr>
<th>School &amp; location</th>
<th>Participating educators</th>
<th>Types of involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esc. Amado Nervo San Vicente, Nayarit</td>
<td>director/teacher</td>
<td>Workshop 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library assistance 2010</td>
</tr>
<tr>
<td>Esc. Luis Castillo Ledon San Vicente, Nayarit</td>
<td>teacher</td>
<td>Workshop 2011</td>
</tr>
<tr>
<td>Esc. Josefa Ortiz de Dominguez San Vicente, Nayarit</td>
<td>director/teacher</td>
<td>Workshop 2011</td>
</tr>
<tr>
<td>Esc. Adan Flores Moreno Zacaulpan, Nayarit</td>
<td>director</td>
<td>Workshop 2011</td>
</tr>
<tr>
<td>Esc. Miguel Hidalgo San Pedro Lagunillas, Nayarit</td>
<td>director/teacher</td>
<td>Workshop 2011</td>
</tr>
<tr>
<td>Esc. Jose Maria Mercado San Vicente, Nayarit</td>
<td>teacher</td>
<td>Workshop 2011</td>
</tr>
<tr>
<td>Esc. Independencia San Vicente, Nayarit</td>
<td>teacher</td>
<td>Workshop 2011</td>
</tr>
<tr>
<td>Esc. Raul Ernesto Delgado Ixtapa de la Concepcion, Nayarit</td>
<td>teacher</td>
<td>Workshop 2011</td>
</tr>
<tr>
<td>Esc. Lazaro Cardenas San Pedro Lagunillas, Nayarit</td>
<td>director</td>
<td>Workshop 2011</td>
</tr>
<tr>
<td>Esc. Amado Nervo San Pedro Lagunillas, Nayarit</td>
<td>director</td>
<td>Workshop 2011</td>
</tr>
<tr>
<td>Esc. Francisco Villa Puerto Vallarta, Jalisco</td>
<td>director/4 teachers</td>
<td>Reading circle 2006</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library assistance 2007</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workshops 2009/10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library volunteers</td>
</tr>
<tr>
<td>Esc. El Pensador Las Juntas, Pto. Vallarta</td>
<td>director</td>
<td>Workshops 2009/10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library assistance 2009</td>
</tr>
<tr>
<td>Esc. Cuauhtemoc Col. Camino a Playa Grande</td>
<td>director/teacher</td>
<td>Workshops 2009/10</td>
</tr>
<tr>
<td>Esc. Independencia Col. Joyas de Pedregal</td>
<td>director/teacher</td>
<td>Book donations</td>
</tr>
<tr>
<td>Esc. Genaro Padilla Col. Coapinole</td>
<td>teacher</td>
<td>Workshop 2007</td>
</tr>
<tr>
<td>Esc. 21 de Marzo Col. Coapinole</td>
<td>teacher</td>
<td>Workshop 2007</td>
</tr>
<tr>
<td>Esc. Amado Nervo Col. Educacion</td>
<td>director, teacher</td>
<td>Workshop 2007</td>
</tr>
<tr>
<td>Esc. Augustin Flores Contreras Puerto Vallarta</td>
<td>teacher</td>
<td>Workshop 2006</td>
</tr>
<tr>
<td>Esc. Aramara Col. Aramara</td>
<td>teacher</td>
<td>Workshop 2006</td>
</tr>
<tr>
<td>Esc. Heroes de la Patria Centro, Puerto Vallarta</td>
<td>teacher</td>
<td>Workshop 2006</td>
</tr>
<tr>
<td>School/Institution</td>
<td>Role</td>
<td>Workshop Dates</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Esc. Ignacio Zaragoza Saguin El Pitillal, Pto. Vallarta</td>
<td>teacher</td>
<td>Workshop 2006</td>
</tr>
<tr>
<td>Esc. Solidaridad Ixtapa, Puerto Vallarta</td>
<td>teacher</td>
<td>Workshop 2006</td>
</tr>
<tr>
<td>Esc. Margarita Maza de Juarez Col. Floresta</td>
<td>Teacher</td>
<td>Workshop 2006</td>
</tr>
<tr>
<td>Esc. Salvador Varela R. Puerto Vallarta</td>
<td>teacher</td>
<td>Workshop 2006</td>
</tr>
<tr>
<td>Esc. Los Pensadores Las Juntas, Puerto Vallarta</td>
<td>director</td>
<td>Workshop 2007</td>
</tr>
<tr>
<td>Esc. Lopez Mateos Col. Rio Ameca</td>
<td>Director</td>
<td>Workshop 2007</td>
</tr>
<tr>
<td>Centro de Atencion Multiples (CAM) Col. Valentin</td>
<td>Director</td>
<td>Volunteers, donations in supplies</td>
</tr>
<tr>
<td>Jardin de Niños Guadalupe Victoria Col. Guadalupe Victoria</td>
<td>director and teachers</td>
<td>Volunteer, book donations and playground equipment</td>
</tr>
<tr>
<td>Centro de Atencion Multiples (CAM) Col. Las Gaviotas</td>
<td>Director, teachers</td>
<td>Book donations (also in Braille), volunteers</td>
</tr>
<tr>
<td>Esc. 24 de Febrero El Colorado, Pto. Vallarta</td>
<td>director, all teachers</td>
<td>Letter exchange with Finch Elementary in Toronto, book and material donations from 2007-2012</td>
</tr>
<tr>
<td>Jardin de Niños Josefa Ortiz de Dominguez Col. Santa Maria</td>
<td>Teachers</td>
<td>Reading days and celebrations</td>
</tr>
<tr>
<td>Esc. El Colorado El Colorado, Pto. Vallarta</td>
<td>all teachers</td>
<td>Book and material donations 2009-2012</td>
</tr>
<tr>
<td>Tele Secundaria Adolfo Ruiz Cortines El Colorado, Pto. Vallarta</td>
<td>director, all teachers</td>
<td>Book and material donations ESL volunteers</td>
</tr>
<tr>
<td>CONAFE Preschool and Primaria Verde Valle, Pto. Vallarta</td>
<td>instructors</td>
<td>Workshops 2011, 2013 Book and material donations</td>
</tr>
<tr>
<td>CONAFE Preschool El Zancudo, Pto. Vallarta</td>
<td>instructors</td>
<td>Workshops 2011-12 Book and material donations</td>
</tr>
<tr>
<td>CONAFE school Sta. Maria de Quelitan, Pto. Vallarta</td>
<td>instructor</td>
<td>Workshop 2012 Book and material donations</td>
</tr>
<tr>
<td>CONAFE Preschool El Nogalito, Pto. Vallarta</td>
<td>instructor</td>
<td>Workshops 2011, 2013 Book and material donations</td>
</tr>
<tr>
<td>CONAFE school Hundido Primaria, Pto. Vallarta</td>
<td>instructor</td>
<td>Workshops 2012, 2013</td>
</tr>
<tr>
<td>CONAFE Preschool</td>
<td>Instructor</td>
<td>Workshops 2012, 2013</td>
</tr>
<tr>
<td>Location</td>
<td>Organization</td>
<td>Role</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Arboledas, Pto. Vallarta</td>
<td>Arboledas, Pto. Vallarta</td>
<td></td>
</tr>
<tr>
<td>CONAFE Preschool Llanitos, Pto. Vallarta</td>
<td>Llanitos, Pto. Vallarta</td>
<td>Instructors</td>
</tr>
<tr>
<td>Villa del Mar, Pto. Vallarta</td>
<td>Villa del Mar, Pto. Vallarta</td>
<td>Instructors</td>
</tr>
<tr>
<td>CONAFE Preschool and Primaria</td>
<td>Rancho Nacar, Tomatlan</td>
<td>Instructors</td>
</tr>
<tr>
<td>Rancho Nacar, Tomatlan</td>
<td>Rancho Nacar, Tomatlan</td>
<td>Instructor</td>
</tr>
<tr>
<td>CONAFE Preschool and Primaria</td>
<td>El Aguacate, Tomatlan</td>
<td>Instructor</td>
</tr>
<tr>
<td>El Aguacate, Tomatlan</td>
<td>El Aguacate, Tomatlan</td>
<td>Instructor</td>
</tr>
<tr>
<td>CONAFE Primaria El Veladero</td>
<td>Primaria El Veladero</td>
<td>Instructor</td>
</tr>
<tr>
<td>CONAFE Primaria El Veladero</td>
<td>El Veladero</td>
<td>Instructor</td>
</tr>
</tbody>
</table>
Appendix E: Program Activities

Although the original Leer y Crecer project was designed to donate books and support check-out systems in school libraries, it has developed into a much broader program that supports recreational reading advocacy and school libraries generally. The following are the various activities that NHS students have implemented:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose</th>
<th>Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book donations to school libraries</td>
<td>Provide a wider variety of reading materials</td>
<td>students, teachers</td>
</tr>
<tr>
<td>Teacher workshops in reading advocacy</td>
<td>Motivate teachers and provide creative ideas for reading advocacy</td>
<td>teachers, students (indirectly)</td>
</tr>
<tr>
<td>Support in installing school libraries</td>
<td>Motivate school staff and help with time and monetary costs</td>
<td>school community</td>
</tr>
<tr>
<td>Support in organizing book check-out systems</td>
<td>Provide ideas for systematic check-out systems, reduce number of unreturned books</td>
<td>school community</td>
</tr>
<tr>
<td>Reading circles</td>
<td>Motivate children to read more</td>
<td>children</td>
</tr>
<tr>
<td>Reading support materials (puppets, posters, etc)</td>
<td>Aid teachers with ideas and materials for reading advocacy</td>
<td>teachers, students (indirectly)</td>
</tr>
<tr>
<td>Volunteer placement and donation distribution</td>
<td>Fill needs of personnel and materials in respective schools</td>
<td>school community</td>
</tr>
</tbody>
</table>
Appendix F: Budget

Since the original Rotary International Matching Grant of US$10,030, the program has run on a flexible budget and required little fund-raising. Each year, the NHS treasurer is responsible for keeping the accounts of the program.

The following table shows the budget over the past several years (in MEX pesos):

<table>
<thead>
<tr>
<th>School year</th>
<th>Funds available (in pesos)</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>$94,878 Rotary grant</td>
<td>Order books, Francisco Villa library</td>
</tr>
<tr>
<td>2007-2008</td>
<td>(continued from Rotary grant) $1,000 donation</td>
<td>Distribute books to 12 schools Teacher workshop</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$2,205 left over from 07-08 and from Student Council</td>
<td>Distribute books to 8 schools</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$24,168 Rotary grant and Tri-Association award</td>
<td>San Vicente library Fall and spring educator workshops</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$12,978 left over from 09-10 and ASPV golf tournament</td>
<td>Nayarit educator workshop, CONAFE workshop</td>
</tr>
<tr>
<td>2011-2012</td>
<td>$5,884 Rotary grant and donation</td>
<td>Book donation to Verde Valle CONAFE workshop at ASPV</td>
</tr>
<tr>
<td>2012-2013</td>
<td>$12,073 bake sale, wet teacher contest, bazaar bake sale, Rotary donation, spirit day</td>
<td>CONAFE teacher workshop, assistance in implementation of a school library (Col. Magisterio? Pending)</td>
</tr>
</tbody>
</table>
Appendix G: Role of Program Director

The role of the Leer y Crecer program director has been a fairly complex one until now, but in order for the program to be passed on to other ASPV staff, it is possible to simplify the role considerably.

The following chart shows responsibilities of the NHS advisor, the Leer y Crecer program director, and the MS/HS Community service coordinator, all of which have been led by the same person at ASPV until now. By separating these responsibilities, however, they can easily be taken over by several people. Additionally, the framework is flexible enough for individual educators to mold the responsibilities as they seem fit and within the mission of ASPV.

<table>
<thead>
<tr>
<th>NHS advisor</th>
<th>Leer y Crecer program director</th>
<th>Community outreach coordinator MS/HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• supervise weekly meetings</td>
<td>• build/maintain contact with community educators</td>
<td>• September service sign-up</td>
</tr>
<tr>
<td>• supervise service projects</td>
<td>• lead project development with NHS</td>
<td>• mentor student project leaders</td>
</tr>
<tr>
<td>• give leadership training</td>
<td>• supervise budget</td>
<td>• connect student interests to community organizations</td>
</tr>
<tr>
<td>• induction/new membership</td>
<td>• evaluate and provide feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• public relations</td>
<td></td>
</tr>
</tbody>
</table>

Time required for program director position

The amount of time required to lead the Leer y Crecer program depends on the goals of the program and the school itself. Since 2008, the current program director has been given 25% of the workday to devote to the procedures of running the program. The responsibilities have included:

- meeting weekly with NHS students
- coordinating ASPV student visits to schools
• maintaining email and telephone contact with participating schools
• visiting schools within 15 km of ASPV for follow-up
• writing project rationales, news articles, evaluations
• responding to emails of outside people interested in the program
• setting up external volunteering and group visits to schools
• ordering materials for workshops
• maintaining contact with funders

Giving the current program director 25% time in the workday has enabled the program to expand to the number of schools it has. Should the position be simplified, however, to working with fewer schools and only ASPV students rather than external volunteers, then the position could be considered part of an additional responsibility of a teacher. It depends on the vision of ASPV for the role of the school in its community.
Appendix H: Parent and Student Survey Questions 2013

PARENT SURVEY:
1. How many children do you have at ASPV?
2. How many of your children have already graduated from ASPV?
3. Check all the schools where your children currently attend (Preschool, Primary, Middle School, High School)
4. How often do your children participate in community service projects?
   - Never or seldom
   - A few times a year
   - Once a month
   - A couple of times a month
   - At least once a week
5. How important is community service to your child's education at ASPV?
   - It is not an important part of my education here.
   - It is a somewhat important part of my education.
   - It is quite an important part of my education.
   - It is just as important as my academic classes.
6. How did you hear about Leer y Crecer for the first time?
   - From a student
   - From a teacher or administrator
   - From a parent or friend
   - From the school website
   - From the local media
7. Check all of the activities of Leer y Crecer that you are familiar with.
   - I do not know what LEER y CRECER is.
   - It is an NHS program
   - It offers service opportunities to other middle and high school students.
   - It donates books to public schools.
   - It donate school supplies to public schools.
   - It supports rural community schools.
   - It offers teacher workshops in reading advocacy.
   - It organizes reading circles in communities.
   - It has been authorized by the SEP
   - It won a regional Tri-Association award for community service
   - It began as a Rotary project
8. Check all of the ways in which you have participated in Leer y Crecer.
   - I have donated used books.
   - I have donated new books.
   - I have donated money or school supplies to a public school.
   - I have participated in a teacher workshop.
   - I have never participated in LEER y CRECER activities.
9. How would you most prefer to be informed about Leer y Crecer and other community service activities? (Tuesday bulletin, school website, separate email or letter, via my child)
STUDENT SURVEY:
1. What grade are you in? (7th, 8th, 9th, 10th, 11th, 12th)
2. What gender are you?
3. How well do you feel you do in school?
   - I'm in the top 10% of my class
   - I do pretty well in my classes
   - I sometimes do well
   - School is hard for me
4. How often do you participate in community service?
   - Never or seldom
   - A few times a year
   - Once a month
   - A couple of times a month
   - At least once a week
5. How important is community service as a part of your education here at ASPV?
   - It is not an important part of my education here.
   - It is a somewhat important part of my education.
   - It is quite an important part of my education.
   - It is just as important as my academic classes.
6. What did you already know about the service program LEER y CRECER?
   - I do not know what LEER y CRECER is.
   - It is an NHS program
   - It offers service opportunities to other middle and high school students.
   - It donates books to public schools.
   - It donate school supplies to public schools.
   - It supports rural community schools.
   - It offers teacher workshops in reading advocacy.
   - It organizes reading circles in communities.
   - It has been authorized by the SEP
   - It won a regional Tri-Association award for community service
   - It began as a Rotary project
7. How have you participated in LEER y CRECER?
   - I have donated used books.
   - I have donated new books.
   - I have donated money or school supplies to a public school.
   - I have participated in a teacher workshop.
   - I have never participated in LEER y CRECER activities.
8. How easy or difficult is it to get involved in a community service project at ASPV?
   - Very easy
   - Pretty easy
   - Difficult