READ/San Diego's 27th Annual

Tutor Conference

Saturday, June 10, 2017

Joan B. Kroc Institute for Peace & Justice
University of San Diego

KEYNOTE SPEAKER

Dr. Stephen Krashen

Literacy Development: The Easy Way is the Only Way

Dr. Stephen D. Krashen, professor emeritus at the University of Southern California, is a linguistics expert specializing in the theories of language acquisition and development, a field in which he has authored nearly 500 publications. Dr. Krashen is author of *The Power of Reading* (2004) and *Free Voluntary Reading* (2011). He holds a PhD in Linguistics from UCLA, as well as an honorary Doctor of Humane Letters, awarded by Lewis and Clark College, Portland. He was elected a member of the Reading Hall of Fame in 2005.


READ
San Diego Public Library
Adult Literacy Program

SD

ESSENTIAL INFORMATION

**READ/San Diego's 27th Annual Tutor Conference
Saturday, June 10, 2017 • Joan B. Kroc Institute for
Peace & Justice, University of San Diego**
Join literacy tutors, teachers, and literacy professionals from across California for a day of informative and enjoyable hands-on workshops. Twenty-four workshops are scheduled in four strands, with breaks midway through the strands. A catered luncheon will be served between the strands and will feature keynote speaker Dr. Stephen Krashen.
For more information, call (619) 238-6603 or visit http://friendsofreadsd.org.
Location/Directions
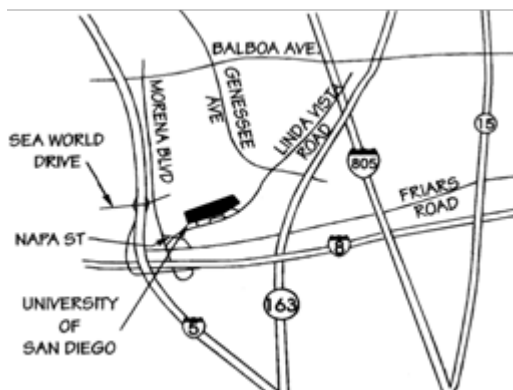
The Joan B. Kroc Institute for Peace & Justice, University of San Diego, is located at 5998 Alcalá Park, San Diego, CA 92110. http://peace.sandiego.edu/

From the North
• Use I-5 (South), exit at Sea World Drive and Tecolote Road (just past the Hilton Hotel on Mission Bay).
• Turn left on Tecolote Road.
• Right at Morena Blvd.
• Left on Napa Street to Linda Vista Road.
• Make a left at the second stoplight on Linda Vista Road onto Marian Way, USD's West Entrance.
• Institute for Peace & Justice parking garage is the first right at the top of hill.

From the South
• Use I-5 (North) to I-8 (East) and exit at Morena Blvd.
• Follow Morena Blvd, and bear right onto Linda Vista Road.
• Make a left at the second stoplight on Linda Vista Road onto Marian Way, USD's West Entrance.
• Institute for Peace & Justice parking garage is the first right at the top of hill.

From the East
• Use I-8 (West), exit at Morena Blvd.
• Bear right onto Linda Vista Road.
• Make a left at the second stoplight on Linda Vista Road onto Marian Way, USD's West Entrance.
• Institute for Peace & Justice parking garage is the first right at the top of hill.

Parking
• The Institute for Peace & Justice is the first building on the right side at the top of the hill. The entrance to the underground parking garage is on the right.
• There are handicap spots in the Institute for Peace & Justice garage.
• Park in white lined spaces ONLY or you may be fined/towed. If garage is full, park in the Lower West Lot located near the campus West entrance, or any white lined space on campus.

Registration
The early registration rate of $35 ends June 5, 2017. After June 5th, the registration fee is $45.
Please register online at http://friendsofreadsd.org.
Or you can complete and detach the registration form on page 7 of this brochure and fax it to 619-533-3217. You can also return it with your payment in the enclosed envelope and send to:
READ/San Diego Adult Literacy Program
Joan Λ Irwin Jacobs Common
330 Park Blvd.
San Diego, CA 92101

The first 300 tutors, teachers, or literacy professionals who send in registration forms are guaranteed attendance at the conference. Forms are processed on a first-come, first-served basis. If more than 300 forms are received, the sender will be notified in advance, and those forms and fees will be returned.

Cancellations
If your plans change and you cannot attend after registering, please call (619) 238-6603 so another participant can attend in your place. Refunds will not be given in the event of participant cancellation or no-show.

Check-in
Registration check-in time is 8:00–8:25 a.m.
Workshops begin promptly at 8:30 a.m.

Meals
A continental breakfast and catered lunch are included in the registration fee. Breakfast will be available on the East Plaza, Garden of the Sky, from 8:00–8:25 a.m. Lunch will be served in the ballroom from 11:30 a.m. to 1:30 p.m.

Dress Code
Dress comfortably and consider bringing layers such as sweaters and jackets in case temperatures fluctuate indoors and out.

Continuing Education Opportunity
The University of San Diego's Division of Professional and Continuing Education will grant .5 units of graduate level extension credit for attending the conference or 1 unit of credit, which includes a writing assignment. Please go to http://PCE.SanDiego.edu/ and click on "Affiliations," then click on "READ/San Diego" for more information.

Silent Auction
Bring your credit card or checkbook! Throughout the day, we'll hold a silent auction where you'll have the opportunity to bid on items such as gift certicates, tickets to local attractions, gorgeous gift baskets, jewelry and more! Be the highest bidder on any item and you'll take it home! Best of all, the proceeds benefit Friends of READ/San Diego and help to keep the registration fees for the conference low. American Express, Discover, Visa and MasterCard debit and credit cards are accepted with a $10 minimum purchase. Cash and checks are also gratefully accepted.

WORKSHOPS

STRAND 1	BREAK	STRAND 2	STRAND 3	BREAK	STRAND 4
8:30-9:45 a.m.		10:00-11:15 a.m.	1:45-3:00 p.m.		3:15-4:30 p.m.

KEYNOTE SPEAKER

1 — Vinod Lobo
Smartphones Meet Literacy: Engage your Learners with an App
Technology

7 — Vinod Lobo
Smartphones Meet Literacy: Engage your Learners with an App
(Repeat)
Technology

13 — Jerry Edwards
Picture Books Aren't Just for Children-How to use Picture Books to Teach Vocabulary, Commprehension, and Writing Skills to Adults
General

19 — Jerry Edwards
Picture Books Aren't Just for Children-How to use Picture Books to Teach Vocabulary, Commprehension, and Writing Skills to Adults
(Repeat)
General

2 — Jayme Adleson-Goldstein
Strategies for Success: Supporting our English Learners' 21st Century Readiness - Part I
(Double Session)
General

8 — Jayme Adleson-Goldstein
Strategies for Success: Supporting our English Learners' 21st Century Readiness - Part II
(Double Session)
General

14 — Jayme Adleson-Goldstein
Strategies for Success: Supporting our English Learners' 21st Century Readiness - Part I
(Double Session)
General

20 — Jayme Adleson-Goldstein
Strategies for Success: Supporting our English Learners' 21st Century Readiness - Part II
(Double Session)
General

3 — Elena Mendoza
Comparative Approaches to Teaching Phonics
Phonics

9 — Elena Mendoza
Comparative Approaches to Teaching Phonics
(Repeat)
Phonics

15 — Kristi Reyes
Knowing a Word v. Owning a Word: Best Practices for Deeper Vocabulary
Vocabulary

21 — Kristi Reyes
Knowing a Word v. Owning a Word: Best Practices for Deeper Vocabulary
(Repeat)
Vocabulary

4 — Debi Faucette
Test-taking Tips: Top Ten Strategies for Student Success
GED

10 — Debi Faucette
Building Fundamentals in Mathematical Reasoning
Math

16 — Dave Coleman
Teaching the Writing Process
Writing

22 — Dave Coleman
Teaching the Writing Process
(Repeat)
Writing

5 — Kerry McVay
The Refugee Experience and Vocational ESL
ESL

11 — Kerry McVay
The Refugee Experience and Vocational ESL
(Repeat)
ESL

17 — Immigration Service Officers
Teaching Civics and Citizenship to Immigrants
(Double Session)
Citizenship

23 — Immigration Service Officers
Teaching Civics and Citizenship to Immigrants
(Double Session)
Citizenship

6 — Nora Kenny
The Poetry of Tupac Shakur as a Bridge to College Level English Composition
(Double Session)
Writing

12 — Nora Kenny
The Poetry of Tupac Shakur as a Bridge to College Level English Composition
(Double Session)
Writing

18 — Nora Kenny
Using Qualitative Data Collection Methods as a Means to Capture Tutor-Learner Progress and Program Efficacy
(Double Session)
General

24 — Nora Kenny
Using Qualitative Data Collection Methods as a Means to Capture Tutor-Learner Progress and Program Efficacy
(Double Session)
General

2/8 14/20 **Jayme Adelson-Goldstein** facilitates ESL professional development for classroom teachers and tutors across the U.S. as well as internationally. She teaches in TESOL's online certificate program and is affiliated with the California Adult Literacy Professional Development Project (CALPRO). Her publications include *Listen First, The Oxford Picture Dictionary, Read and Reflect,* and *Step Forward*.

Strategies for Success: Supporting our English Learners' 21st Century Readiness
8:30-11:15 a.m. (double session)
1:45-4:30 p.m. (double session)
Succeeding in today's world requires stronger communication skills, more critical thinking skills, and greater facility with complex text than ever before. English language learners need direct instruction in the language strategies that can increase their skills, which in turn will give them access to workplace and educational opportunities. This two-and-a-half-hour workshop will demonstrate by example, and through hands-on tasks several different ways to increase the rigor of our English language instruction while emphasizing the joy of the growth mindset approach (Dweck, 2007). Together we will focus on techniques for integrating academic language, critical thinking, and language strategies into English language lessons for learners at all levels.

16/22 **Dave Coleman M.S.,** has been teaching since 1989 and has taught all levels from pre-K to seniors. He has been with Los Angeles Unified School District, Division of Adult and Career Education for twenty years, and is currently a full-time teacher advisor, facilitating ESL/ABE Reading/CTE teacher development, and supporting professional learning communities. He recently served as the CATESOL Adult Level Chair. He has created and offered professional development opportunities for teachers via face-to-face, online, and blended courses and webinars for TESOL, CATESOL, American Institutes for Research, CALPRO, California Council for Adult Education, the California League of Middle Schools and the California Service Learning League, and is a CCAE State Excellence in Teaching Awardee.

Teaching the Writing Process
1:45-3:00 p.m.
3:15-4:30 p.m. (repeat)
Good writing is important for pursing education goals or for a successful career. What does the research tell us about teaching writing? What goals should we be aiming for with our learners? Learn about research-based strategies for teaching writing as a process and take home some strategies like quick-writes and paragraph

4

frames that you can use right away!

13/19 **Jerry Edwards** directed the literacy services for the Santa Fe Springs City Library for 27 years. He created a training model for both the adult and children's programs, established a book discussion group for adult literacy, implemented an after-school tutorial program and in-class literacy program at 5 elementary schools serving 500 children each week. Over the years Jerry has presented workshops at numerous conferences and has been a guest trainer at many library literacy programs. Having retired last year, he does whatever he wants (which is as good as it sounds!) including weekly tutoring with *School on Wheels* and volunteering as a docent at Mission San Juan Capistrano.

Picture Books Aren't Just For Children: How to Use Picture Books to Teach Vocabulary, Comprehension, and Writing Skills to Adults
1:45-3:00 p.m.
3:15-4:30 p.m. (repeat)
Picture books, a mainstay in public libraries, are an excellent resource for adult instruction, but often not used because of the stigma of "being only for children, and not appropriate for teaching adults." In this workshop you will learn about some of the authors and illustrators whose stories and art have a much wider appeal and can be used to enhance critical thinking, increase vocabulary, and guide students through the writing process. Samples of stories, presentation formats and techniques will be discussed with opportunities for participants to practice using them.

4/10 **Debi Faucette** joined GED Testing Service in 2011 following an extensive and robust career as State Director of Adult Education and GED Testing at both the Louisiana Department of Education and the Louisiana Community and Technical College System. As a Senior Director for GED Testing Service, she directly serves the needs of partners in UT, CA, MS, AR, and NC. Debi also co-chairs the Professional Development Initiative, which allows her to engage with many states across the GED® network of partners.

Test-taking Tips: Top Ten Strategies for Student Success
8:30-9:45 a.m.
As educators, we must prepare students with both the content and test-taking knowledge to be successful with high stakes tests. This session will provide participants key teaching points and strategies about test-taking in general, GED® specific skills and strategies, and web-based tools and resources to support adult learners.

Building Fundamentals in Mathematical Reasoning
10:00-11:15 a.m.

Students struggle with mathematics in part due to their lack of conceptual understanding and their reliance on rules and shortcuts to solve problems. This session will focus on strategies and resources that can be used in the classroom to enhance students' mathematical reasoning skills. Participants will explore different strategies and graphic organizers that will enhance students' mathematical problem-solving skills.

17/23 **Immigration Services Officers-San Diego.** Experienced staff with the U.S. Citizenship and Immigration Services Office in San Diego will deliver the content for the Citizenship training.

Presentation Title: Teaching Civics and Citizenship to Immigrants
1:45-4:30 p.m. (double session)
This workshop will provide an overview of the U.S. Citizenship and Immigration Services (USCIS) and, in particular, District 24, the "San Diego District," with a focus on the naturalization process and procedures. A detailed discussion on eligibility for naturalization, the application procedure, application processing, biometrics, English language exemptions, the Civics and History Test and basic study materials, the interview, and the final hearing or naturalization ceremony. In addition, a review of the content of the USCIS website will be provided with special attention to the resources available to instructors. Lastly, the agency's ongoing initiative known as the Unauthorized Practice of Immigration Law (UPIL) will be discussed.

6/12 18/24 **Nora Kenney, Ph.D.,** has been teaching literacy, English reading and composition, and teacher education since 2003 at the K-12, community college, and university level. She has also worked extensively in service learning, focusing on community based organizations in Oakland, California. She taught education and writing for many years at UC Berkeley, where she earned her graduate degrees in literacy with a focus on educational anthropology and urban education. An Oceanside native, in 2014, she returned to her hometown to teach at MiraCosta College; she also teaches in high school/college dual enrollment programs for San Diego City College.

The Poetry of Tupac Shakur as a Bridge to College-Level English Composition
8:30-11:15 a.m. (double session)
In this workshop, we will read and analyze poetry selections by hip hop music legend Tupac Shakur. In doing so, we will generate ideas and prose that will be shaped into essays that fulfill the structural and content requirements for college preparatory and college-level reading and composition. By the end of the workshop, tutors will learn how to engage in dense texts in highly accessible ways and how to write an essay

that meets college (and university) level standards. The content of this workshop can also be easily adapted for students as young as middle school and has been designed to simplify the often-intimidating process of essay writing. It will be especially helpful for tutors who work with learners whose needs have not been met by conventional English reading and composition course approaches.

Using Qualitative Data Collection Methods as a Means to Capture Tutor-Learner Progress and Program Efficacy
1:45-4:30 p.m. (double session)
This workshop is appropriate for tutors who want to reflect on their own support strategies and for program directors and administrators who want to report on how their program impacts learners in ways that quantitative data and statistics do not show. The workshop will show participants how to write qualitative fieldnotes as a way to collect data about tutor-learner interactions. We will go through the data collection process, then walk through the process of analyzing data to make conclusions about tutor-learner progress and the implications that progress has for program efficacy. The data collection methods covered in the workshop will apply to long-term and short-term timeframes and to tutors who work with the same or different leaners throughout their service. Participants will learn how to collect, analyze, and present their data in compelling, academically rigorous ways, with implications for tutor growth and program accountability.

1/7 **Vinod Lobo,** Lead Presenter, has worked with Adult Ed programs over the past 15 years. As the leader of Learning Upgrade's Adult Literacy XPRIZE team, he oversees development of a mobile app to help low-literate, low-income adults make literacy breakthroughs with their own smartphones. Working with Sweetwater Adult Education instructors, he has developed a blended learning program for adult school ESL and ABE instructors to engage learners in class and at-home through smartphones. Kevin T. Leonard, co-presenter is an instructor at Sweetwater Adult Education. He tracks and monitors student progress in Distance Learning including English as a Second Language, Basic Communications, and High School Equivalency. His involvement with Learning Upgrade includes editing programs, printing certificates, training teachers, and training students how to use the program on their cellular phones.

Mary Murphy, Co-presenter, oversees the ESL program for Sweetwater Union High School District's Division of Adult Education.

Lisa Wilson-Scharmann, Co-presenter, is an instructor at Sweetwater Adult Education. She teaches multi-level ESL classes. Lisa

was the first instructor to use the Learning Upgrade smartphone app with learners.

Kevin T. Leonard, Co-presenter, is an instructor at Sweetwater Adult Education. He tracks and monitors student progress in Distance Learning including English as a Second Language, Basic Communications, and High School Equivalency. His involvement with Learning Upgrade includes editing programs, printing certificates, training teachers, and training students how to use the program on their cellular phones.

5/11 **Smartphones Meet Literacy: Engage Your Learners with an App! Adult Learners Love their Smartphones!**
8:30-9:45 a.m.
10:00-11:15 a.m. (repeat)
See how tutors and instructors blend smartphone-based literacy instruction into their own teaching. The Learning Upgrade app uses video, music, and games to keep learners engaged and coming back for more. Tutors can monitor progress and see a detailed assessment of each learner's reading abilities. This data can help the tutor tailor lessons to meet each learner's needs. We will look at the experience of Sweetwater Adult School with over 500 local adult learners. Bring your smartphone and join us for apps, music, and fun.

Kerry McVay began her career as an elementary school teacher. After receiving her Master's in Education, she gained experience teaching ESL students in the United States and internationally. Upon moving to San Diego, she began working for the International Rescue Committee and continues to teach, primarily to refugees. As the Youth Instructional Specialist at the IRC, she teaches a variety of leveled classes, which focus on future employment and education. She has also helped manage an after school tutoring program for newly arrived refugees, and has held trainings to prepare tutors for this program.

3/9 **The Refugee Experience and Vocational ESL Learning**
8:30-9:45 a.m.
10:00-11:15 a.m. (repeat)
Our presentation will focus on how the "refugee experience" shapes the way refugee students learn. Refugees are immediately confronted with barriers to learning upon arrival; but, are expected to jump into mainstream classrooms or immediately embark on a path to financial self-sufficiency. I will discuss the IRC focus on bilingual and culturally sensitive approaches to rapid English language acquisition and US acculturation. We will have an opportunity to examine best practices for tutoring newly arrived refugee clients.

Elena Mendoza began her work as

an educational therapist shortly after completing her degree from California Polytechnic State University, San Luis Obispo. After leaving Lindamood-Bell Learning Processes, she received additional training in other methodologies including Orton-Gillingham and Wilson Language. Elena began her private practice and founded a learning center in 1997. In 2007 she sold her practice and relocated back to California. With over twenty years of experience she has founded her newest learning center, Integrative Learning, where she has several learning coaches.

15/21 **Comparative Approaches to Teaching Phonics**
8:30-9:45 a.m.
10:00-11:15 a.m. (repeat)
Ms. Mendoza will discuss the meaning of phonics, phonological awareness, and different programs that teach phonics. We will explore different programs through lecture and activities. Different programs to explore will be LiPS, Wilson Language, and Orton Gillingham.

Kristi Reyes has taught ESL to adults in San Diego County since 1998 in credit and noncredit community colleges, refugee resettlement programs, and workplaces. She is currently a fulltime instructor at MiraCosta College in Oceanside and a technology trainer, columnist, and consultant for the Outreach for Technical Assistance Network (OTAN), a division of Adult Education in the California Department of Education, and a facilitator for Communities of Practice and online professional development courses for California Adult Literacy Professional Development Project (CALPRO).

Knowing a Word v. Owning a Word: Best Practices for Deeper Vocabulary Learning
1:45-3:00 p.m.
3:15-4:30 p.m. (repeat)
Adults who are developing their literacy skills need to simultaneously build their foundation of vocabulary knowledge. Research has shown that direct instruction of new vocabulary through planned instructional activities help students understand, remember, and use the vocabulary. This interactive workshop will cover what it means to "know a word," how to choose words to explicitly teach, and which can be left to incidental learning, and how to use an effective research-proven six step process to help learners better acquire and retain vocabulary. Discover how scaffolding and repetitive exposure to new words are necessary for learners to transfer new vocabulary from their receptive to productive knowledge. Resources including Web sites and apps appropriate to each step of direct vocabulary instruction will be provided.

Keynote Speaker

Dr. Krashen is the cofounder of the Natural Approach which revolutionized the second language classroom. His well-known theory of second language acquisition consists of five main hypotheses: acquisition-learning hypothesis, monitor hypothesis, natural order hypothesis, input hypothesis, and affective filter hypothesis. Dr. Krashen argues that reading is an important aspect of language acquisition. "People acquiring a second language have the best chance for success through reading."

Dr. Krashen is the recipient of multiple awards, including the Mildenberger Award, the Paul Pimsleur Award, the Robert J. Ludwig Distinguished National Leadership Award, and inductee to the International Reading Association's Hall of Fame. Professor Krashen speaks English, French, German, Hebrew, Amharic, Yiddish, and Spanish. He is now attempting to acquire Mandarin, while he is still young, at age 75.

He was the 1977 Incline Bench Press champion of Venice Beach, California. Please follow him on twitter (skrashen), so he can achieve his goal of catching up to Justin Bieber.

Literacy development: The easy way is the only way

What research tells us about how we learn to read: The importance of read-alouds, stories, the limits of phonics, and the amazing power of self-selected reading; this is not only the easy way, it is the only way to literacy development for young readers, older readers, first language acquirers, and second language acquirers. And it is easier, and more pleasant for both students and teachers.

It can only work, however, if readers have access to comprehensible and truly interesting reading material. For many readers, the library is their only source of interesting reading.
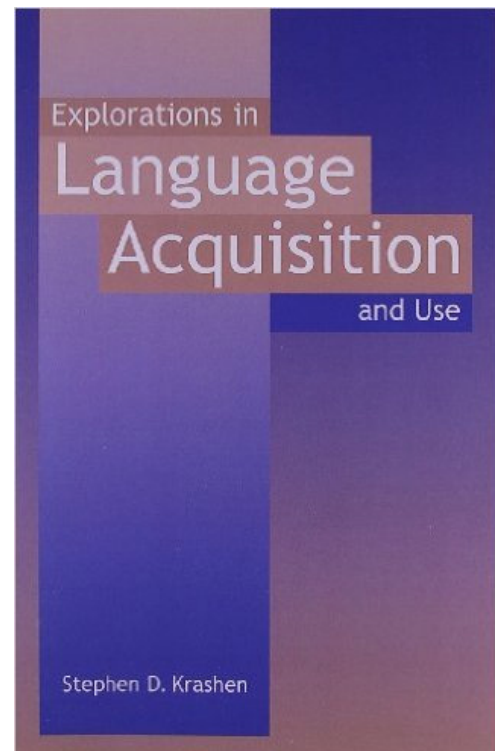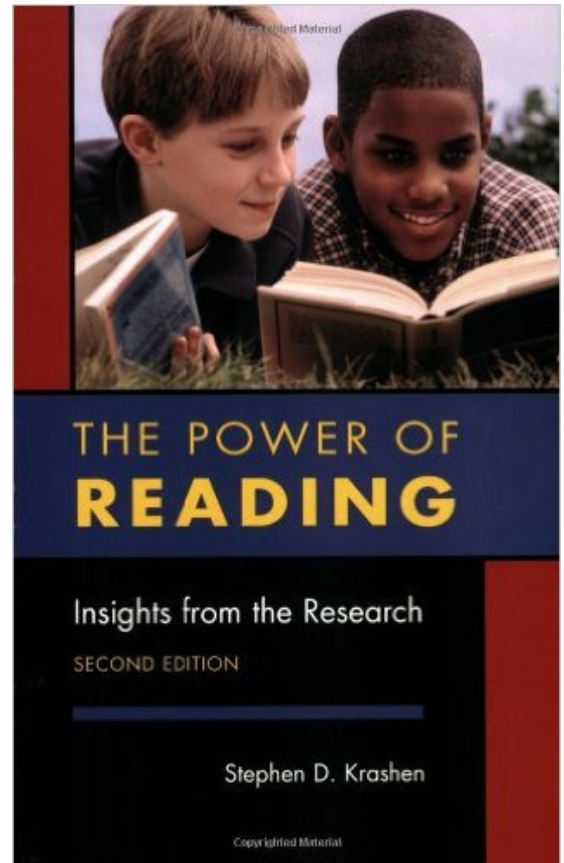
READ/San Diego's 27th Annual Tutor Conference
REGISTRATION FORM

Detach this registration form and return it with your payment in the enclosed envelope to:
READ/San Diego ■ San Diego Central Library @ Joan Λ Irwin Jacobs Common

330 Park Blvd. ■ San Diego, CA 92101

Register online at http://friendsofreadsd.org or fax form to (619) 533-3217

☐ Enclosed is my **$35 early registration fee** (until June 5th). Please make your personal check or money order payable to: **Friends of the READ/San Diego Literacy Programs.**

☐ Enclosed is my **$45 standard registration fee** (after June 5th).

☐ I cannot attend, but I would like to sponsor another tutor(s). Enclosed is my tax-deductible contribution of $_____.

☐ **Register early** to secure a reservation in first-choice workshops. Assignments will be given at the check-in table on the day of the conference. To receive a confirmation of your selections in advance, check one of the appropriate boxes below:

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Strand 1
8:30-9:45 a.m.

___ Smartphones meet Literacy: Engage your Learner with an App (Technology)

___ Strategies for Success: Supporting our English Learners 21st Century Readiness-Part 1 (General)

___ Comparative Approaches to Teaching Phonics (Phonics)

___ Test-taking Tips: Top Ten Strategies for Student Success (GED)

___ The Refugee Experience and Vocational ESL (ESL)

___ The Poetry of Tupac Shakur as a Bridge to College-Level English Composition-Part 1 (Writing)

Strand 2
10:00-11:15 a.m.

___ Smartphones meet Literacy: Engage your Learner with an App (Technology)

___ Strategies for Success: Supporting our English Learners 21st Century Readiness-Part 2 (General)

___ Comparative Approaches to Teaching Phonics (Phonics)

___ Building Fundamentals in Mathematical Reasoning (Math)

___ The Refugee Experience and Vocational ESL (ESL)

___ The Poetry of Tupac Shakur as a Bridge to College-Level English Composition-Part 2 (Writing)

Strand 3
1:45-3:00 p.m.

___ Picture Books Aren't Just for Children-How to Use Picture Books to Teach Vocabulary, Comprehension, and Writing Skills to Adults (General)

___ Strategies for Success: Supporting our English Learners 21st Century Readiness-Part 1 (General)

___ Knowing a Word v. Owning a Word: Best Practices for Deeper Vocabularly (Vocabulary)

___ Teaching the Writing Process (Writing)

___ Teaching Civics and Citizenship to Immigrants-Part 1 (Citizenship)

___ Using Qualitative Data Collection Methods as a Means to Capture Tutor- Learner Progress and Program Efficacy-Part 1 (General)

Strand 4
3:15-4:40 p.m.

___ Picture Books Aren't Just for Children-How to Use Picture Books to Teach Vocabulary, Comprehension, and Writing Skills to Adults (General)

___ Strategies for Success: Supporting our English Learners 21st Century Readiness-Part 2 (General)

___ Knowing a Word v. Owning a Word: Best Practices for Deeper Vocabularly (Vocabulary)

___ Teaching the Writing Process (Writing)

___ Teaching Civics and Citizenship to Immigrants-Part 2 (Citizenship)

___ Using Qualitative Data Collection Methods as a Means to Capture Tutor- Learner Progress and Program Efficacy-Part 2 (General)

Please Select your 1st through 4th choices in each of the four strands on this registration form.

THE DEADLINE FOR EARLY REGISTRATION IS 5 P.M. ON MONDAY, JUNE 5, 2017.
REGISTRATIONS RECEIVED AFTER 5 P.M. WILL BE CHARGED AT THE $45 RATE.
FOR MORE INFORMATION, PLEASE CALL 619-238-6603.

THANK YOU to these fabulous folks and sponsors:

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