



THE CITY OF SAN DIEGO

READ/San Diego's 20th Annual Tutor Conference

SATURDAY, JUNE 12, 2010

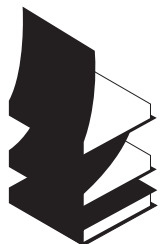
JOAN B. KROC INSTITUTE FOR PEACE & JUSTICE
UNIVERSITY OF SAN DIEGO



KEYNOTE SPEAKER

Maryanne Wolf

Maryanne Wolf is the John DiBiaggio Professor of Citizenship and Public Service, Director of the Center for Reading and Language Research, and Professor in the Eliot-Pearson Department of Child Development at Tufts University. She received her doctorate from Harvard University, where she began her work on the neurological underpinnings of reading, language, and dyslexia. Among her awards for teaching and research are the Distinguished Professor of the Year award from the Massachusetts Psychological Association, the Teaching Excellence Award from the American Psychological Association, the Distinguished Researcher Award from Tufts University, a Fulbright Research Fellowship award for research on dyslexia in Germany, the Norman



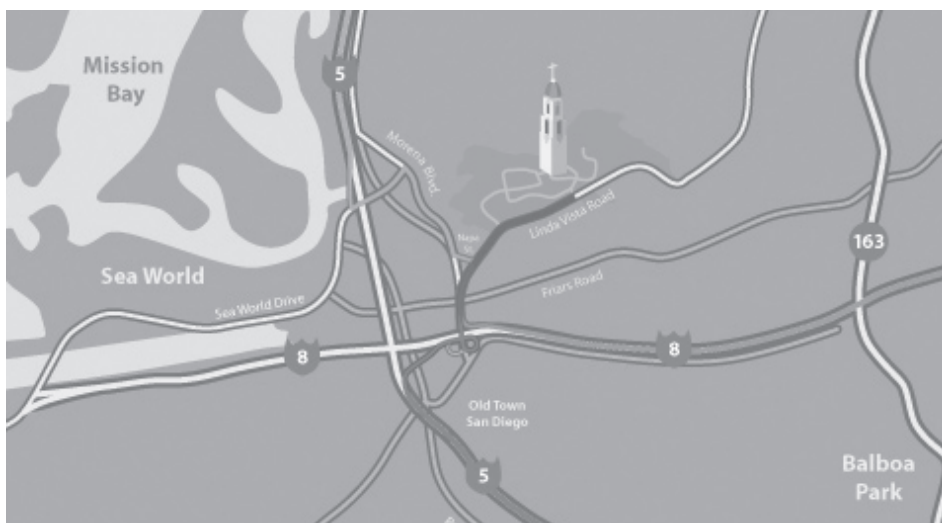
READ
San Diego Public Library
Adult Literacy Program

(continued on page 6)

READ/San Diego's 20th Annual Tutor Conference

Saturday, June 12, 2010 ■ Joan B. Kroc Institute for Peace & Justice, University of San Diego

This conference provides opportunities for learning and practicing innovative teaching skills. Join literacy tutors, teachers and literacy professionals from across California for a day of informative, enjoyable, hands-on workshops. 14 workshops are scheduled in 2 strands, with breaks midway through the strands. A catered luncheon will be served between the strands and will feature Keynote Speaker Maryanne Wolf. **For more information call (619) 527-5475**



Location/Directions

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 first right at 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 first right at 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 first right at 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 Lower West Lot located near the campus West entrance, or any white lined space on campus.

Early Registration

Complete and detach the registration form on page 7 of this brochure, return it with your **\$30** payment in the enclosed envelope and send to:

READ/San Diego
5148 Market Street
San Diego, CA 92114-2209
or fax it to 619-527-5485 and call 619-527-5475 to pay with a credit card

Early registration deadline is 5 pm, Thursday, June 10, 2010

The first 300 tutors, teachers or literacy professionals who send in registration forms are guaranteed attendance at the conference. Forms received after June 10, 2010 will be accepted 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.

Scholarships

Scholarships are available for those participants who may have difficulty paying the \$30 registration fee. To confidentially request a scholarship, contact Valerie Hardie at (619) 527-5479.

Cancellations

If for some reason you cannot attend after registering, please call (619) 527-5475 so another tutor can attend in your place. Refunds will not be given in the event of participant cancellation or no-show.

On-Site Registration

Complete and detach the registration form on page 7 of this brochure, bring it with your **\$50** payment to the conference.

Check In

Registration check-in time is 8:00–8:25 a.m.

Workshops begin promptly at 8:30 a.m.

Meals

Continental breakfast and 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 sweaters and jackets in case temperatures fluctuate indoors and out.

Silent Auction

As with previous years, you'll want to bring more than just pencils and book bags. Pack your wallet and checkbook! Throughout the day, we'll hold a silent auction where you'll have the opportunity to bid on items such as books, art, gift certificates, tickets to local attractions, gift baskets and more! Be the highest bidder on any item and you'll take it home! Best of all, the proceeds benefit READ/San Diego and help to keep the registration fees low. Visa and Mastercard debit and credit cards are accepted with a \$10 minimum purchase. Also, cash and checks will be gratefully accepted.

WORKSHOPS

STRAND 1	LUNCH	STRAND 2
<p>8:30–11:15 a.m. <i>(includes break midway through)</i></p> <hr/> <p>1 MEGAN COHEN Survival Skills: Understanding the Role of Executive Functions in Learning GENERAL</p> <hr/> <p>2 KELLI SANDMAN HURLEY Practical Strategies to Improve Fluency FLUENCY</p> <hr/> <p>3 ELENA MENDOZA Comparative Approaches to Teaching Phonics PHONICS</p> <hr/> <p>4 TRACY BLOCK-ZARETSKY A Picture is Worth a Thousand Words COMPREHENSION</p> <hr/> <p>5 MARSHA CHAN Promoting Clearer Pronunciation ESL</p> <hr/> <p>6 ERIN BLAND & CINDY DUNLEVY Helping Elementary and Middle School Students with Reading and Writing YOUTH LITERACY</p> <hr/> <p>7 MARY GRAHAM & LAUREN HALSTEAD Teaching Grammar in Context WRITING</p>		<p>1:45–4:30 p.m. <i>(includes break midway through)</i></p> <hr/> <p>8 MEGAN COHEN Survival Skills: Understanding the Role of Executive Functions in Learning GENERAL</p> <hr/> <p>9 KELLI SANDMAN HURLEY Practical Strategies to Improve Fluency FLUENCY</p> <hr/> <p>10 PAT ANDERSON Teaching GED Preparation GED</p> <hr/> <p>11 TRACY BLOCK-ZARETSKY A Picture is Worth a Thousand Words COMPREHENSION</p> <hr/> <p>12 CAROLYN McGAVOCK Making the Most of Conversation Practice ESL</p> <hr/> <p>13 MARSHA CHAN English Language Skills for Parents and Child Care Providers FAMILY LITERACY</p> <hr/> <p>14 SHIRLEY WILLADSEN Understanding Learning Challenges and Learning Styles: Reading and Written Language LEARNING DISABILITIES</p>

Pat Andersen has been a GED teacher for more than 20 years at Grossmont Adult School. In her role as a resource teacher for the Grossmont School District, Ms. Andersen assists teachers in setting up their GED programs. Pat has taught GED courses in the adult schools as well as for correctional education—classes at the county jails. In her current position, Pat is also responsible for purchasing and evaluating new curriculum for Grossmont Adult School.

10 Teaching GED Preparation

1:45–4:30 p.m. (Offered Once)

This workshop should help you to tutor a person who is trying to pass the GED test. This workshop will aid you in determining the current skill level of your student and diagnosing what areas they need to work on. You will also learn how to grade GED essays and how to teach the fundamentals of math that the student will need to know. We'll review excellent materials to use with your student and how to find GED prep materials.

Erin Bland specializes in teaching reading and writing to middle school students. Three teaching credentials in Multiple Subjects, English, and Social Science, along with a Masters in Education has enabled Erin to teach many students the art of reading and writing across curriculum from elementary through high school. Experienced in teaching AP World History at the high school level, Erin has a deep understanding of the reading and writing process throughout the scope of a child's academic life.

Cindy Dunlevy has over 10 years experience working in education and is currently at the San Diego County Office of Education coordinating the Everyone A Reader Volunteer Program and SB472 training for secondary language arts teachers. She trains hundreds of volunteers each year to work collaboratively with schools to provide additional support to struggling readers as Everyone A Reader tutors.

6 Helping Elementary and Middle School Students with Reading and Writing

8:30–11:15 a.m. (Offered Once)

In this workshop you will learn techniques to build the skills and confidence of students who struggle with reading and writing. Participants will learn five steps that aid in reading interest and comprehension. We will look at ways to use data and research to strategically reach students;

learn techniques to develop reading fluency; think about ways to build background knowledge and connections; receive materials including student anchor papers and strategies for implementation; learn strategies to evaluate student needs; receive tips on building rapport with the reluctant student; and finally, learn ways to foster academic achievement.

Tracy Block-Zaretsky has worked in adult literacy for 15 years and has been a tutor trainer for 13 years. She has tutored children and adults with learning disabilities and has specialized training by the Academy of Orton-Gillingham. She is also trained in the Lindamood-Bell programs, the Wilson Reading System and a variety of reading and writing assessment tests. Tracy has presented at numerous conferences on learning disabilities, phonics, reading and writing instruction, as well as provided professional development for tutors, K-12 teachers, adult learners, and parents.

4 & 11 A Picture is Worth a Thousand Words

8:30–11:15 a.m. & 1:45–4:30 p.m.

Does your learner sometimes have difficulty remembering what they read? Understands some of the details but doesn't get the main ideas? Do they have difficulty telling you what they are thinking? Or, have difficulty organizing thoughts for writing?

This workshop will provide you with instructional techniques for teaching your learner how to develop enhanced visualizing and imagery skills that can help strengthen reading comprehension and retention. It enables the learner to improve their reading fluency, ability to infer, conclude, predict and evaluate what they are reading. It also helps learners improve their oral language skills and critical thinking, as well as enhance written expression.

Marsha Chan teaches English as a Second Language at Mission College in Santa Clara, California. She is active in the international professional organization Teachers of English to Speakers of Other Languages (TESOL) and the California state affiliate CATESOL. She is well-known for her dynamic seminars at regional, state, and international conferences. Her expertise includes pronunciation, listening, speaking, grammar, vocabulary, and technology-enhanced language learning. Her participants cite her entertaining, engaging presentation and training skills and claim her as "one of our profession's treasures." Available at www.sunburstmedia.com, her publications

include College Oral Communication 1, Phrase by Phrase Pronunciation in American English, and English for Child Care: Language Skills for Parents and Providers.

13 English Language Skills for Parents and Child Care Providers

1:45–4:30 p.m. (Offered Once)

This workshop will provide participants with answers to the linguistic and pedagogical needs of adults raising children or working with children as child care teachers, pre-school aides, nannies, au-pairs, and babysitters. This session is designed to help organizations and individuals provide English language training and tutoring specifically for parents and child care providers. You'll come away with examples of engaging activities highlighting language patterns in authentic contexts. Attention will be given to vocabulary, reading, grammar, listening, speaking, and writing, along with aspects of American culture. Readings on health, safety, injuries, and the development and care of infants, toddlers, preschoolers, and school-age children will be informative. You'll experience new approaches to nursery rhymes, songs, games, and pair practice to support reading, rhythm, and writing. Through participation in innovative activities, you'll leave with new perspectives on fostering family literacy and communication with children, parents and teachers. Register to win an autographed book!

5 Promoting Clearer Pronunciation

8:30–11:15 a.m. (Offered Once)

This workshop will provide participants with approaches for helping English language learners improve their pronunciation. The presenter will explain features of spoken English that affect intelligibility. You'll learn why some non-native speakers are easy to understand while others are not. You'll gain knowledge about the role of a speaker's perception, production, and self-monitoring. You'll practice methods to hear, feel, and "see" speech. As you become more perceptive, you'll increase your ability to tutor pronunciation. You'll use simple items such as paper and mirrors—and make specific body movements—to help learners speak more clearly. You'll see how to put iPods, cell phones, CDs, and laptops to work for you and your tutees. You'll engage in games and exercises that focus on pronunciation, phonics, and spelling, and reflect on how these activities promote literacy. Pronunciation is physical. Be prepared to listen, speak, and move. Dress comfortably. Register to win an autographed book!

Megan V. Cohen, M.Ed., Educational Therapist, is the founder and director of *La Jolla LearningWorks*, a learning center that specializes in reading remediation, study skills and metacognitive strategies, and standardized test preparation. Megan received her B.A. from the UC Berkeley and her Master's degree in Elementary Education from Loyola Marymount University in Los Angeles. Megan taught first grade through *Teach for America* in Los Angeles and presented teacher-training workshops on strategies for teaching English learners before entering the private education sector. Megan currently serves as Secretary for the Board of the San Diego branch of the International Dyslexia Association.

**1 & 8 Survival Skills:
Understanding the Role of
Executive Functions in Learning**

8:30-11:15 a.m. & 1:45-4:30 p.m.

Executive functions are those higher-level thinking skills that allow us to make and follow through with goals and decisions, manage our time, and navigate a world of multi-tasking necessity. In a learning setting, these functions become crucial factors for motivation, goal setting, and achievement. In this workshop, participants will learn key skills involved in executive functions and how to identify weaknesses in these areas in students. Through case study applications, participants will learn effective strategies for accommodating weaknesses in executive functions. Participants will walk away with helpful tools to improve their students' motivation and boost the effectiveness of tutoring sessions.

Mary Graham is the Writing Center Coordinator at Cuyamaca College. She also chairs the Communication Arts Department there, and serves as the Basic Skills Coordinator. Currently, she sits on the Board of Trustees for the San Diego Community College District.

Lauren Halsted is an English instructor at Cuyamaca College. She has taught English composition at all levels, basic skills through advanced, for the past six years. She is also a fellow for the San Diego Area Writing project, and has created and facilitated many professional development workshops for English teachers at the K-16 levels. Currently, she is a doctoral candidate in the SDSU Community College Leadership program.

7 Teaching Grammar in Context

8:30-11:15 a.m. (Offered Once)

This presentation offers the theoretical rationale and practical tools for teaching students grammar

in the context of their own writing. Research shows that the most effective way to teach grammar is in the context of students' own writing. This workshop will cover the big and the small of writing tutoring. It will offer practical strategies for teaching grammar in context, and it will also feature the steps in learner-centered, process oriented writing tutoring. You will leave the workshops with immediately useful strategies for conducting even more effective writing tutoring sessions.

Carolyn McGavock has been teaching ESL to adult learners since 1991 after receiving a TESL Certificate from Seattle University. She has taught students from literacy to advanced levels of ESL in a variety of programs settings in Seattle, New York City and San Diego. Currently Ms. McGavock is an ESL instructor in Continuing Education for the San Diego Community College District.

**12 Making the Most of
Conversation Practice**

1:45-4:30 p.m. (Offered Once)

Participants will discuss methods to help learners expand their speaking skills and improve accuracy in pronunciation and grammar. Emphasis will be placed on strategies that have broad applications and require little preparation. Participants will learn from the facilitator and each other in this interactive workshop.

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 re-located back to California where she currently serves on the board of the San Diego Branch of the International Dyslexia Association. Ms. Mendoza continues to work as an educational therapist in San Diego.

**3 Comparative Approaches
to Teaching Phonics**

8:30-11:15 a.m. (Offered Once)

Ms. Mendoza will discuss the meaning of phonics, phonological awareness, and different programs that teach phonics. Through lecture and activities we will explore different programs such as LIPS, Wilson Language and Orton Gillingham.

Kelli Sandman-Hurley, PH.D is a Literacy Tutor/ Learner Coordinator for READ/San Diego, adjunct Professor of reading, and co-founder of the Dyslexia Training Institute. She has trained tutors and teachers in reading for over ten years as well as provided professional development for literacy professionals throughout the State of California. She earned her doctorate in Literacy at San Diego State University and the University of San Diego.

**2 & 9 Practical Strategies to
Improve Fluency**

8:30-11:15 a.m. & 1:45-4:30 p.m.

Fluency is the ultimate goal of reading. People learning to read want to get to a place where they can read at a rate that allows them to use inflection (prosody) while still understanding what they read. Participants in this workshop will learn the different stages of fluency and how to identify each stage. Practical methods to improving fluency in all stages will be demonstrated and practiced during this workshop.

Shirley Willadsen has over 30 years of experience in the field of education. Her passion is working with special needs students. Ms. Willadsen is currently the Director of Curriculum at Norte Dame Academy in Carmel Valley. She is also an adjunct professor in the Department of Special Education for both the University of San Diego and National University. Shirley has extensive training and experience with PENT / Positive Environment Network of Trainers and with the LA Diagnostic Center with Diana Browning Wright. She also is a trainer for BEST Practices/ Building Effective School-wide Teamwork / Response to Intervention out of University of Oregon with Jeff Sprague.

**14 Understanding Learning
Challenges and Learning Styles:
Reading & Written Language**

1:45-4:30 p.m. (Offered Once)

This workshop will address understanding the various learning challenges that students with processing deficits struggle with when learning to read and write. Participants will gain a better understanding of effective strategies to teach reading and written language. Workshop will give an overview of researched based methodologies in reading. Hands on activities will model "best practices" in teaching reading. Effective reading interventions and learning styles will be highlighted. There will be time allotted for discussion and sharing ideas.

(continued from page 1)

Geschwind Lecture Award from the International Dyslexia Association for neuroscience research in dyslexia, and the Alice Ansara Award for work in dyslexia. Along with colleagues Dr. Robin Morris, and Dr. Maureen Lovett, Professor Wolf was awarded the NICHD Shannon Award for Innovative Research and several multi-year NICHD grants to investigate new approaches to reading intervention, including the RAVE-O reading intervention program, created by Prof. Wolf and members of the Center.

The author of numerous scientific publications, Wolf recently completed a book for the general public, *Proust and the Squid: The Story and Science of the Reading Brain*, published by Harper-

Collins in the United States, by Icon Books in England, and now translated into ten languages and audio version. Described as one of the Best Books of the Year by *Publishers Weekly*, *Library Journal*, and an Acclaimed Book of the Year by *US News and World Report*, *Proust and the Squid* received the Marek Award from the New York International Dyslexia Association for the best book of the year on reading.

Wolf's recent research interests include reading intervention, early prediction, fluency and naming speed, cross-linguistic studies of reading, the relationship between entrepreneurial talents and dyslexia, and the uses of brain imaging in understanding dyslexia and treatment changes.

Critical Praise for *Proust and the Squid*

"[Wolf's] conversational style, reflective comments and insights from work with children . . . create a narrative flow and bright tone."

— MINNEAPOLIS STAR TRIBUNE

"Brilliant and eye-opening."

— PHILADELPHIA INQUIRER

"*Proust and the Squid* is an inspiring celebration of the science of reading. . . . Wolf's insights are fascinating. . . . *Proust and the Squid* has much to offer on this important—perhaps the most important—subject."

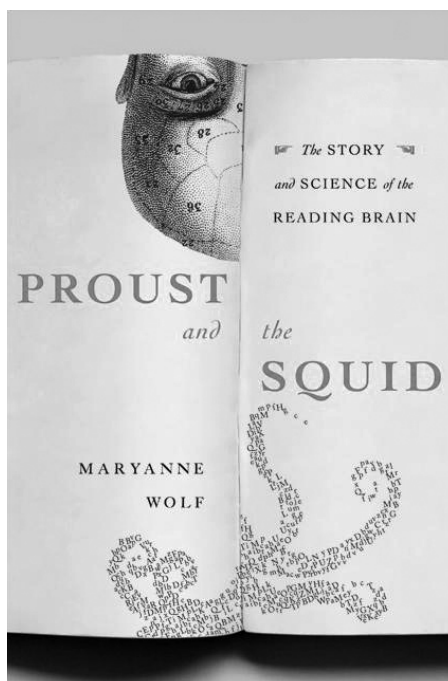
— THE GUARDIAN (LONDON)

"Wolf's alarm about the spread of semi-literacy among the young is obviously justified, and her book provokes thought about it as only reading can."

— SUNDAY TIMES (LONDON)

"This humane and fascinating book. . . is a paean to what Proust, über-reader, called 'that fruitful miracle of a communication in the midst of solitude,' to all that has been and can be achieved for individuals and for mankind through literacy."

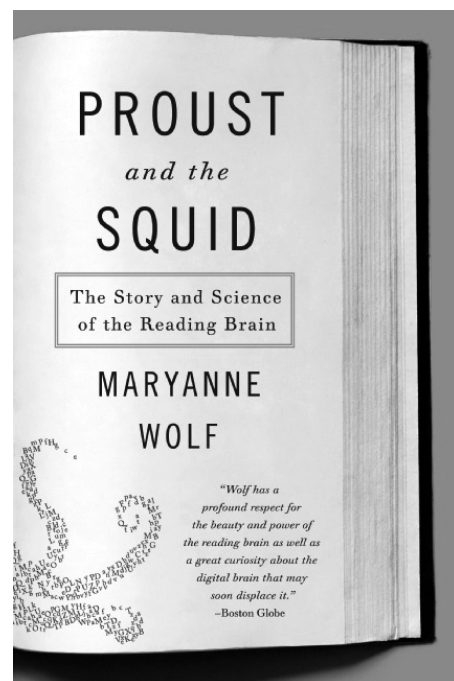
— THE EVENING STANDARD (LONDON)



Hardcover

"Enjoyable. . . . Wolf, with remarkable agility in a relatively compact book (intended for both aficionados and the uninitiated), transitions seamlessly between disciplines as diverse as linguistics, neuroscience, cognitive psychology, and archeology, among others. Her voice comes through clearly; she is fascinated by reading and shares that energy."

— NEW ENGLAND JOURNAL OF MEDICINE



Paperback

"The squid of Wolf's title represents the neurobiological approach to the study of reading. . . . Given the panic that takes hold of humanists when the decline of reading is discussed, her cold-blooded perspective is opportune."

— THE NEW YORKER

Registration Form

DETACH THIS REGISTRATION FORM, RETURN IT WITH YOUR \$30 PAYMENT IN THE ENCLOSED ENVELOPE AND SEND TO:

READ/San Diego • 5148 Market Street • San Diego, CA 92114-2209

Name (please print)

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Enclosed is my \$30 early registration fee (personal check or money order) payable to:

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I would like to pay with a credit card (please call READ/San Diego offices at 619-527-5475 for instructions)

Attached is my \$50 on-site registration fee (personal check or money order) payable to:

Friends of the READ/San Diego Literacy Programs

Check here for **vegetarian lunch**

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 the day of the conference. **To receive a confirmation** of your selections in advance, check one of these appropriate boxes:

Mail Phone Fax E-mail

Workshops are free, underwritten by generous sponsors. Every attempt will be made to allow participants to attend workshops of choice. However, space constraints limit the number of participants in each workshop. **Attendees are asked to select a 1st through 4th choice** in each of the two strands at the right on this registration form. Please refer to the example below.

EXAMPLE

- 4** Workshop One
- ___ Workshop Two
- ___ Workshop Three
- 1** Workshop Four
- ___ Workshop Five
- 3** Workshop Six
- 2** Workshop Seven

"1" in this position indicates that Workshop Four is your first choice for this strand.

STRAND 1

8:30–11:15 a.m.

___ **Survival Skills: Understanding the Role of Executive Functions in Learning**

GENERAL

___ **Practical Strategies to Improve Fluency**

FLUENCY

___ **Comparative Approaches to Teaching Phonics**

PHONICS

___ **A Picture is Worth a Thousand Words**

COMPREHENSION

___ **Promoting Clearer Pronunciation**

ESL

___ **Helping Elementary and Middle School Students with Reading and Writing**

YOUTH LITERACY

___ **Teaching Grammar in Context**

WRITING

STRAND 2

1:45–4:30 p.m.

___ **Survival Skills: Understanding the Role of Executive Functions in Learning**

GENERAL

___ **Practical Strategies to Improve Fluency**

FLUENCY

___ **Teaching GED Preparation**

GED

___ **A Picture is Worth a Thousand Words**

COMPREHENSION

___ **Making the Most of Conversation Practice**

ESL

___ **English Language Skills for Parents and Child Care Providers**

FAMILY LITERACY

___ **Understanding Learning Challenges and Learning Styles: Reading and Written Language**

LEARNING DISABILITIES

EARLY REGISTRATION DEADLINE IS 5 PM, THURSDAY, JUNE 10, 2010. FOR MORE INFORMATION, PLEASE CALL 619-527-5475

THANK YOU to these fabulous folks and sponsors:

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Valerie Hardie

REGISTRATION CHAIR

Regina Seaton

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Kelli Sandman-Hurley, *Literacy Tutor/Learner Coordinator*

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Susan Vega, *Literacy Tutor/Learner Coordinator*

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The Friends of the READ/San Diego Literacy Programs is a 501(c)(3) non-profit corporation (ID# 33-0522311) dedicated to the principle of literacy for everyone. It was established to support READ/San Diego, the adult literacy program of the San Diego Public Library.



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