



# Project Read Update

Project Read: the Adult Literacy Program of the San Francisco Public Library

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**Program Manager**  
Randall Weaver

**Newsletter Coordinator**  
Richard Le

**Staff Editors**  
Brian, Heather, Rhonda,  
Leon, and Randy

**Staff Writers**  
Brian, Randy, Rhonda,  
and Leon

**Contributing Writers**  
Russell Green  
Marcus Johnson  
Mose Johnson  
Tim Long  
Lilton Powell, Jr.  
Kenny Soles  
Willie Watson

**Photographers**  
Richard  
Brian  
Leon

**Project Read**  
San Francisco Public Library  
100 Larkin Street  
San Francisco, CA 94102

Tel: (415) 557-4388  
Fax: (415) 557-4375

projectread@sfpl.org  
www.projectreadsf.org

## Goals of a Young African-American Male That Was Shot in the Head

by Russell Green

I would like to work with kids helping counsel them in school. Counselors can help children understand the dangers of drugs and violence. In my life there have been hardships because I am a survivor of violence.

I can make a difference with kids because sometimes it's hard to understand grown ups. I can relate to kids on their own level. Throughout my life I have walked in their shoes.

Sometimes teachers do not understand or listen to what kids are trying to say. Many teachers seem to be authority figures. Instead of trying to relate to kids or talking to them directly the teachers talk over their heads.

Right now I am a volunteer at the Embarcadero YMCA in the afternoon tutoring program for children. The YMCA is a great way for me to get some training. I also want to continue with school and become certified in counseling, so I can work with the youth of the world.

I know that other people at Project Read have gone on to get their degrees and are working jobs that are important to them. It is helpful for me to see their success because it shows me that I can succeed too. After I take some more classes at City College I hope to transfer to a program that will help me learn in my own way. I also want to be able to use my experiences to help children learn how to deal with the world so they can be safe.

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# My Love to My Granny

by Kenny Soles

I want to write about my Granny because she was so special in my life growing up. I want other people to get an idea about who she was and what kind of person she was. When she died, I missed her very much in my life. I hope you get to know her like I did.

Granny was born May 14, 1893 and she grew up in South Georgia, in a town called Center Georgia. She died August 23, 1971. Her father worked in a black smith shop and made horseshoes for horses. I was told by my mother that Granny's dad hung a man when he was a sheriff. She had 12 brothers and sisters. She had 3 boys and 6 girls, including my mother.

Granny had black and gray long hair. I remember how she put her hair in a ball because her hair was so long it went down to her waist. I remember spending nights at her house watching her put her hair up. I always loved watching her put her hair up. She was a short woman and I remember she had lots of veins in her arms. I think I got that from her! She was a dark woman, she was part Cherokee Indian. I didn't even know that till 2 years ago when my mother told me she was. She knew about remedies for colds and earaches. She used corn oil, heated it up then put it in the ear and the pain went away.

I was about 5 years old when I started spending nights at my Granny's house. If there was no school I was at Granny's house. It was hard for people to find me since I was always there. I spent more nights there than at my mother and dad's house when I was growing up. I remember that before she went to bed, she always read her bible every night. She taught me my first prayer so we always prayed before going to bed. I remember I would go to my Granny's bed and fake that I was asleep so I could stay at her house, so my mom and dad would let me spend the night. My mom still doesn't know! I loved spending the night at my Granny's. The next morning she would make a shopping list that she needed at the

store so, I would go to Smith Grocery and give them the list. And she would also give me money to get me some snacks. They would deliver her groceries to her house.

I remember I had not seen or heard my Granny spread rumors, did not talk behind someone's back. I never saw

her as a racist or heard her use a racist name. She was a calm and easygoing person. She loved people and life.

Oh she loved Christmas lights. My dad and mom would pick her up and show her the decorations downtown. I think I got that from her!

Granny never had a telephone; she did not think she needed one. She never had a washing machine or a dryer. She always washed her clothes by hand. I remember she always made her clothes with a sewing machine and only wore dresses she had made. Her sewing machine must be 150 years old. It was her mother's and it became hers when her mother died. It was made of iron and it had a door that closed the sewing

machine so you couldn't see it. When my Granny died, it ended up at my mom's house.

When I was 6 years old and I was in the first grade in school, I had my picture taken at school. I was wearing a red and white shirt with stripes on it. My Granny loved that picture of me.

My Granny was so special to me. She taught me how to love people and how to pray at night before going to bed. She taught me if you don't have any good things to say about a person don't say it at all. She also says a friend is special but if that friend is bad to you who needs enemies. She says treat people as you would like to be treated.

My granny did not get to see me grow up. She died when I was 13 years old. I think of her every day of my life. Till this day I still miss her. I still think I am her little boy. She was taken away from me too early in my life. She had a good heart and soul. 🙏



## Who Am I - Who We Are

by Lilton Powell, Jr.



I've solved that mystery. Am a being of trueness of the heart essence of the rainbow pump my heart embracing my brain to understand the measurements of words, life elements of enjoyment surface, I smile. The moon pushes the tides, back & forth. Pure

true thought guides our living to the! Fullness of this life. Human eye sight! Limited vision of the glorious individuals we are. We shine like the stars. Human consciousness entangles the brain, breaks the heart. Our soul light within won't let evil in. Universal consciousness! Activates the soul. An arch like sling-kee in rhythm, heaven to earth, earth to heaven, in our creator's hand. Well balance in perfection. That's what and where I am, that's what and where we are. Heaven to earth, earth to heaven. 🙏

## Hunters Point

by Marcus Johnson

This was the good old days, just like chocolate city in the summer time. As much trouble as I was in, it still was home sweet home. I like this neighborhood because it is where I made my first steps. One thing I will always remember is the block party. Many people gathered around the street listening to music just having a good time. It was a positive memory for me. I remember the neighborhood swimming pool and my first swimming lesson. The water was so cool it made my foot curl. Then we would eat at Two Jacks in the area of Third Street and Van Dyke. The best thing I liked about my neighborhood was my grand mother. She will always be a queen. When I was sick she took care of me, when I did well she took care of me, and when I did something wrong she took care of me. R.I.P. Doris Brown. Love will always be with you, 1937-1999. 🙏

## Rocks I Like

by Tim Long

Well, I'm going to tell you about some rocks that I like. I like all kind of rocks, but my favorites are Tiger Eye, Geode, and Agate.

I like Tiger Eye because when you shine them and put them in the light or sun they reflect like crystal with color in them. Tiger Eye is a type of quartz with fibers of asbestos and other minerals trapped inside. I have some Tiger Eye that is two different color of brown. It's mostly dark brown but it has light brown strip between the dark brown. It has a clear coat around it, which makes the color look three-dimensional and when it's shined, it brings out the brown. I also have a red and green Tiger Eye.

I like Geode rocks because when they are cut in half, there are all different kinds of colors in them. Also after cutting them in half, there is a hole in the middle with some kind of crystal in it. A geode is a stone with a cavity that is lined with crystals or silica. Geodes are formed from fluids that crystallize in cavities within the rounded rock or nodule.

Agate is a type of quartz with hidden or microscopic crystals. I have an Agate which has been slice from a large piece and is polished. It has light and dark bands of color which are brown and clear. The bands in the stone are formed in a circular pattern.

So those are three of my favorite rocks, but there are many types of rocks that I like. 🙏



Photo from <http://crystalrivergems.com/products/minerals/agate/>



## My Thoughts

by Mose Johnson

I feel good about myself because I'm reading better. I began to read things off of the buses and the titles of movies. That makes me feel much better to know I've improved that much in one year's time. My tutor thinks that I am reading much more smoothly and learning to read many new words. If I keep going by the next year I should be able to read and spell even better. 🙌



Mose uses the Read Please computer program to work on tricky words in the book he borrowed from the Project Read collection

## My Writing

by Willie Watson

Sometimes when I write, my thoughts come to me slowly and at other times my thoughts seem to flow like the Mississippi River. I want my writing to make sense and to be grammatically correct. I need the quietness of a library to start the process of forming logical sentences.

Writing a paper isn't easy: first I need to brainstorm ideas. Then I work on making a mind map around a topic. Then I organize my mind map into order of events or think in terms of a beginning, a middle and an ending. Finally it's time to start the process of writing a rough draft by forming paragraphs.

The first paragraph will provide short ideas of what I'm going to be writing about in the paper. The next paragraph shall give the ideas in the beginning paragraph meaning and purpose. Then my last paragraph shall sum up what I'm saying, leaving the reader thinking "good job." 🙌

## Learner Accomplishments

After one full year of unscrambling words and filling in letters, **Monica Barrera** got to the very end of the Carmen Sandiego Word Detective computer program and solved the puzzle successfully to finish the game! (The game then self-destructed.) Monica's next challenge is Spell It Deluxe.

**Maurice Roberson** has maintained a 3.68 GPA at New College of California. He is on track to graduate with his Bachelor's degree this summer.

**Robert Sykes** and his tutor Naomi have been working steadily and creatively to achieve great results. They borrow vintage radio programs on CD from the library and listen to them together on our lab computers. Next they type sections of the stories and other related information into Read Please. They then listen to the text, follow along on screen, make corrections, and have meaningful discussions. Robert recently achieved a major breakthrough in his skills by reading aloud a significant section of text from an episode of *The Saint*.



Naomi and Robert



Monica moves on to Spell It Deluxe

# Project Money Update

by Randy Weaver

Over the past few months, the Project Money team has been extremely busy updating its website ([www.projectmoney.org](http://www.projectmoney.org)) to include information on using credit wisely. They have also designed and presented workshops on the topic of credit for adult learners throughout California.

Project Money is supported by a grant from the California State Library and is driven by a dedicated team of adult learners with guidance and assistance by Susan Clark of Common Knowledge, Inc. Last fall the team presented two workshops for adult learners on the topic of using credit, one here at S.F.P.L. and another at South San Francisco Project Read. Next, they took the show on the road to present two workshops at the Southern California Library Literacy Network's annual literacy conference.

On the Project Money website, you can now find valuable information about credit cards, including: how credit cards work, how to choose a credit card, the cost of using credit cards, and how to understand the monthly statement. There are also tips on building credit, fixing bad credit, and getting credit reports.

The Tutor Resources page of the Project Money website contains some additional information to assist tutor/learner teams who are working on financial literacy skills. You'll find a self assessment tool and Project Money learning plan that can help adult learners and their tutors determine what needs to be learned/taught. There are also links to other websites which offer exercises and interactive lessons to reinforce financial skills. 🙌



The Project Money team presenting their credit workshop in South San Francisco (Donna , Leon, Wonderful, Patty, and Roy)



Leon cheerfully cuts up a credit card.



Leon and Wonderful



# Etgar 36 by Leon Veal

Over the last two years, I have had the great pleasure of doing literacy presentations for groups of teens from Etgar 36. Etgar is the Hebrew word for challenge. Etgar 36 is an opportunity for Jewish teens from across America to learn first hand about their Jewish heritage and political and social issues that are impacting America today. The goal of the Etgar 36 program is to help create future Jewish-American political voices by helping these teens become more informed critical thinkers and to empower them to get involved politically and socially to create change in the world.

I had my first experience with a group of teens from Etgar back in 2004 at San Francisco's City Lights Books in North Beach. As part of my outreach for the San Francisco Public Library, my job from time to time is to enlighten a more diverse population on the literacy issues facing our country today. So when Billy Planer the Founder and Director of Etgar 36,

called Project Read and asked if we would be willing to talk to the teens about illiteracy in America today, I jumped at the opportunity to talk to them and share my personal experience. I shared that for the better part of my life I struggled with low literacy skills, and how someone like them volunteers to sit down with me for two or more hours a week to help me with my reading and writing skills. With my tutor's help I was able to go on to City College and learn graphic communication and also meet the general requirements to receive my Associate Degree in Liberal Arts. Later I went to New College and received a Bachelors Degree with an emphasis in adult education I offered.

After the presentation, I asked Billy and the teens what Etgar 36 was all about. Billy explained that Etgar 36 is a cross country journey in which a group of teens experience the sites, sounds, culture, food, and people across America.

The journey's purpose is to help the participants learn how their Jewish and American identities make them the people they are. On a 36 day journey across the country they see and meet interesting people, and visit some of the historical sites in different cities, like the Dr. Martin Luther King Jr. Memorial, Graceland, Federal Building Memorial in Oklahoma City, Grand Canyon, the Golden Gate Bridge and City Light Books. In San Francisco they also visited People's Park (part of the 60s free speech moment) in Berkeley, Fisherman's Wharf, and ACTUP

San Francisco to speak with Michael on HIV/AIDS, medical marijuana and being Jewish and Gay.

I remember leaving City Lights Books that day very impressed with some of the questions the teens asked concerning literacy and how they could help. Billy Planer told the teens that day, "One person can make the difference in this word; all you have to do is show up. Our own scholars explain this concept in a similar manner. As the Talmud teaches us, if you

save one person, it is as if you have saved the world."

Before I left that day, one of the teens with the group asked me why I was so open in talking about something so personal like low literacy skills. I explained that I hoped my presentation helped them to understand the problems that many young and old Americans face with literacy issues. I wanted to show them that illiteracy is not just a demographic problem, but everyone's problem. Because they are tomorrow leaders, they will have the power to change things so that no American will ever have to say "I can't read." I offered a challenge to them to go back to their communities, and find out how they can get involve in a library based literacy program and volunteer to change someone's life. 🙏



At City Lights Bookstore on July 12, 2004.

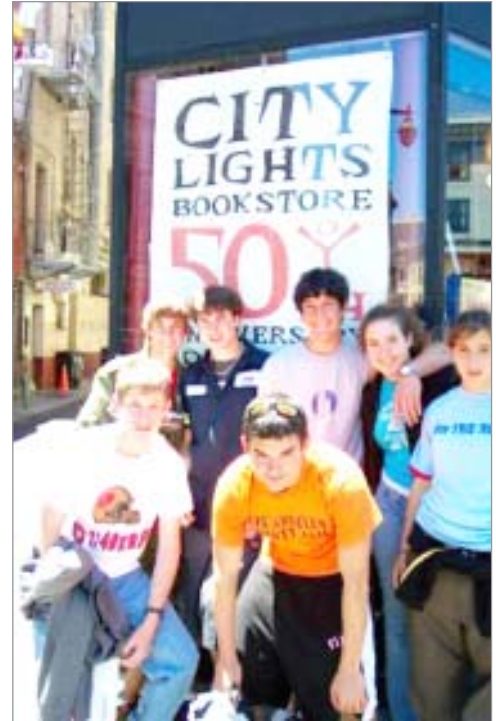
## Etgar 36 continued...



Leon shares his personal story on December 8, 2005 in the Koret Auditorium



Leon speaks to the group at Yerba Buena Gardens on July 19, 2005



Outside of City Lights Bookstore on July 12, 2004

## Project Read Families Program by Brian Castagne

The Project Read Families Program continues to support learners who are parents/caregivers of young children. We provide tools to foster a home environment where sharing books and engaging in learning activities are natural and enjoyable parts of family life. We provide a diverse selection of first quality free children's and parenting books, custom made education materials, and monthly workshops. Here are some photos from a few engaging and informative workshops we offered in collaboration with our community partners the Exploratorium® and the University of California Cooperative Extension Nutrition Education Program. 🐼



Jan discusses the new food pyramid while everyone eats a delicious yogurt and granola snack



Dayana and Bianca create musical instruments



Experimenting with light. Getting ready to build kaleidoscopes



# Project Read Holiday Party & Potluck



Paul Underwood, Deputy City Librarian

On Thursday, December 8<sup>th</sup>, over 120 learners, tutors, library staff, and family members attended Project Read’s annual Holiday Party and Potluck.

The highlight of the evening, as it is every year, was the amazing array of homemade dishes brought to share. Paul Underwood, Deputy City Librarian, was on hand to welcome everyone on behalf of the San Francisco Public Library, and the spirit of the holidays was apparent as the crowd mingled, with a bit of assistance from Brian’s clever icebreaker. Then, the assembled were treated to a selection of gifts (donated by local businesses and tutors) distributed by the traditional free raffle.

Music was provided by Adrian West ([www.adrianwest.com](http://www.adrianwest.com)) whose unique six-string violin created a rich musical background for the evening. Finally, as the party neared its end, all those attending received a special door prize to celebrate the season—a smartly designed Project Read T-shirt, which proved popular with tutors, learners and staff. 🎁



Luis Herrera, City Librarian



Ted cuts the piroshki

*Randall Weaver,  
Program Manager*



Randy welcomes the crowd



Paul, Mike, Alex, and Ruth



Tim, Sid, and Carlos



Randy, Leon, and Maurice



Luis at the sign-in table



Russell, Heather, and Shedrick



John and Erin



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# More Potluck Photographs



John and Kelly



Leon, Guy, and JoAnn



Maurice and Katie



Betty and Rhonda



Carlos, Devon, and Alicia



Russell, Booh, and Mike



Brian and Randy do the raffle



Prince, Wade, and Leon



Dan and Alys



Seema and her children Shanti, Navila, and Naema



Javier and Vivian engage the group in science projects



Alberto and Dayana

# 5th Annual Writer to Writer Challenge for Adult Learners in California



If you could write a letter to any author, living or dead, who would you choose: Mark Twain, Maya Angelou, Armistead Maupin, Toni Morrison?

Each year, the California State Library and the California Center for the Book sponsor a writing challenge, Writer to Writer, and pose this very question to adult learners enrolled in library literacy programs throughout California. The adult learners who take part may be writing about the very first book they have ever read cover to cover, or perhaps they are writing to authors whose books have touched them deeply.

Contest winners are selected by a panel of Adult Learners on Staff from California Library Literacy Service programs. One overall winner is selected in each of three categories—beginning, intermediate, and advanced levels. Each year, the selected winning letters are published on the California Center for the Book website ([www.calbook.org](http://www.calbook.org)) and the winners, along with their tutors, are invited to Sacramento to receive their awards.

Last year, an adult learner from Project Read was selected as one of 13 finalists in the statewide Writer to Writer Challenge. He wrote his letter to Loraine Hansberry, author of the play *A Raisin in the Sun*.

The State Library provides a very helpful, step by step, instructional guide for use by tutor/learner teams who are working on letters for the Writer to Writer Challenge. You can pick up the instructional guide and official entry forms at the Project Read office, or call the office and we will be happy to mail you the materials. The deadline for this year's entries is March 17, 2006.

So this year let's make sure at least one of those three Writer to Writer winners is from Project Read. We strongly encourage you to participate in this fun and rewarding challenge for adult learners. 🐞

## Welcome New Tutors!

Anna Bartley  
Ted Bamberger  
Alla Baran  
Lynn Clipper  
Dominique De Guzman  
Erica Hayes  
Jeana Hrepich  
Lesie Hutchison  
Wendy Lee  
Kim Martin

Colleen Molloy  
Claire Myers  
Janet Patterson  
Lesa Porche  
John Silverman  
Sue Sinclair  
Nadia Smit  
Kelly Vong  
Jeff Warner  
Joyce Ycasas



November/December 2005 Tutor Training



# Tips For Tutors

## Project Money Resources for Tutors

One of the many valuable tools available on the Project Money website ([www.projectmoney.org](http://www.projectmoney.org)) is My Project Money Learning Plan, found in the Tutor Resources link. This short questionnaire about financial literacy skills is a great starting point for any tutor/learner team who are beginning to tackle the complex world of personal finance. If your learner has expressed an interest in improving his/her financial literacy skills, take a look at the first page of the Project Money website. This list of general financial topics—Saving Money, Bank Accounts, Credit Cards, and Income Tax—can be used to get the thought process flowing. Then as a team, you can go through the learning plan (see below) and set some financial literacy goals to be worked on over the next few months. And remember, the Project Money website has a wealth of information, written by and for adult learners, that you can use in your tutoring sessions. 🙌

### My Project Money Learning Plan

I know something about managing my money. I have some strengths—I know how to

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I am also good at

---

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Still, I would like to learn more. I want to know more about

---

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Here are some things I want to do that I cannot do now: I will learn this by: (*write the date*)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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# In Memory of Two Extraordinary Women

Compiled by Rhonda Porter and Randy Weaver  
(Excerpts from Ebony Magazine, National Public Radio, and the American Library Association)

## Rosa Parks



Photo taken from <http://www.blackamericatoday.com/images/upload/parksrosa.jpg>

On November 2, 2005, singers, politicians, preachers, civil rights leaders and just plain folks, estimated to be 4,000 mourners, gathered in Detroit to pay their last respects to a woman who became an icon for equality after taking a courageous stand that would forever change America.

It was on December 1, 1955 that a 42-year-old woman with rimless glasses and a petite frame walked to Cleveland Avenue in the heart of downtown Montgomery, AL, boarded the city bus, took a seat, and said a single word. The rest is history.

Life would never be the same in America and it surely would never be the same for Rosa Parks, a department store seamstress who stepped onto the city bus impeccably dressed and sat in the middle section of the 1948 General Motors bus. A white man got on, and every black man, woman and child in that section got up to make way. Everyone, that is, except Parks. Mrs. Parks was led off to jail minutes later—her first steps on her way to becoming “The Mother of the Civil Rights Movement.”

Parks later explained in her own words, “I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old... I was only 42. No, the only tired I was, was tired of giving in.”

After Parks arrest, Blacks had made up their minds that they weren't going to get on the bus until Jim Crow got off. The bus boycott lasted 381 days. Parks' arrest eventually changed every aspect of life in America for Blacks. From schools, to work, housing and education, discriminatory laws began to fall—and many historians say that it was Parks' action on that December day that served as the

catalyst that would give courage to thousands upon thousands of people in other cities.

Hail and farewell to Rosa Parks, many describe her as a “warrior and a woman of peace.” A woman who refused to give up her seat on the bus so we can believe we could be anything we want to be, “Thank you for sacrificing for us and for allowing us to step on your mighty shoulders.” 🙏



Photo taken from <http://www.twoop.com/people/archives/Rosa%20Parks.jpg>



Photo taken from <http://graphics.jsonline.com/graphics/news/img/jan04/corettabig0119.jpg>



# In Memory of Two Extraordinary Women

Continued...

## Coretta Scott King



Photo taken from <http://www.jsonline.com/news/metro/jan04/201021.asp>

Coretta Scott King, the wife of slain civil rights leader Dr. Martin Luther King Jr., passed away on January 31<sup>st</sup>.

When she met her future husband, Coretta Scott was a music major studying voice at Boston's New England Conservatory of Music. After graduation, she was planning to undertake a singing career. She was married to Martin Luther King, Jr. in 1953 and had four children: Yolanda Denise, Martin III, Dexter Scott, and Bernice Albertine.

Coretta Scott King was always a strong supporter of her husband and the cause he worked so diligently for. After the tragic assassination of Dr. Martin Luther King, Jr., on April 4, 1968, she

continued his work for civil rights and social justice and devoted her life to his legacy. She helped to establish the King Center in Atlanta and worked for years to create a federal holiday in his honor.

Coretta Scott King became a leader in her own right, as over the years she took part in various seminars and conferences on global issues. Soon after her husband's slaying, she was reported to have said, "I'm more determined than ever that my husband's dream will become a reality." One important contribution to fulfilling her husband's dream was the 1969 founding of the multimillion-dollar Martin Luther King, Jr. Center for Nonviolent Social Change. Over the years she made sure that the center remained focused on the issues that she believed bred violence—hunger, unemployment, lack of voting rights, and racism.

In later years, King spoke out against racial profiling, mandatory minimum sentences and attacks on affirmative action. She also became increasingly critical of businesses such as film and television companies, video game manufacturers, gun manufacturers and toy makers who she accused of promoting violence.

Coretta Scott King also had a strong belief in the power of books to make a difference in our lives and so she established the Coretta Scott King Book Award which is presented annually by the American Library Association's Ethnic Multicultural Information Exchange Round Table.

The awards are given to an African American author and an African American illustrator for an outstandingly inspirational and educational contribution. The books promote understanding and appreciation of the culture of all peoples and their contribution to the realization of the American dream. The Award is further designed to commemorate the life and works of Dr. Martin Luther King Jr. and to honor Mrs. Coretta Scott King for her courage and determination to continue the work for peace and world brotherhood.

She was unable to attend the annual King holiday celebration in Atlanta this January, but she was well enough to appear with her children at an awards dinner a few days earlier. She received a standing ovation from the audience.

Coretta Scott King leaves behind a rich legacy—accomplished musician, devoted wife and mother, and tireless advocate for civil rights and non-violence. She will be remembered for both the important work she did while her husband was alive as well as her many accomplishments during the remaining 38 years of her extraordinary life. 🙏

# 2005 Donors - Our Thanks for Your Generous Support!

Project Read gratefully acknowledges the following people and organizations for their generous contributions in support of our literacy efforts during 2005\*

Susan and Ben Abarca	Marsha K. Glantz	Emily Loeb	George F. Scarpato
Florence Abe	Marti Goddard	Vicky Lowe	Kim Scheffel
Gail Abrams	Ruth Goldhammer	Dr. Diane Luckmann	Max Schmidt
Wade Acton	Sarah Goldman	Anna and Karl Ludwig	Andrew and Linda Schneit
David Addington	Elizabeth Gordon	John E. Lynn	Bob and Dorothy Scholten
Rebecca Austen	Glee Greenwood	Margarida MacCormick	Pamela Sebastian
Kathleen Bahamondes	P. L. Hagerty	Jennifer and Michael Mack	Sylvia Serrahn
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\* Contributions received after the publication date will be acknowledged next year.



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# 2005 Project Read Accomplishments

## **DIRECT SERVICE**

- Tutored 191 adults.
- Interviewed and assessed reading and writing skills of 75 learners.
- Matched 67 learner/tutor pairs and placed 7 tutors in community agencies.
- Sent 67 individualized recommendations to tutors upon initial match with their learners.
- Assisted 44 learners to reach their goals, which included expanded educational, job, and personal opportunities.
- Held six 12-hour training sessions for volunteer tutors, training 64 volunteers.
- Referred 46 persons to appropriate services.
- Answered 451 additional information questions.
- Continued to update the Project Read book collection in the Main and Branch libraries.
- Presented 3 continuing education classes for tutors.
- Held 11 tutor roundtable meetings.
- Facilitated 11 meetings of the Wednesday Night Readers Book Club.
- Presented 4 small group workshops for adult learners.

## **COMPUTER LEARNING LAB**

- Received well over 3,000 visits to our lab.
- Facilitated over 260 highly supportive computer lab training sessions.
- Expanded our lab schedule.
- Continued our mission to emphasize the use of select educational software to achieve personal literacy and life skills goals, provide immediate and frequent opportunities for learner success, support learner-tutor teamwork, increase learner independence, demystify technology, and provide a welcoming gathering place for the Project Read community.
- Revised and enhanced our computer lab tutor training materials.
- Collaborated with the SFPL Web Team to refine our computer lab links page and make it accessible online from our website.
- Continued active participation in TINT - BALit. Met quarterly at libraries throughout the Bay Area to explore strategies that make technology accessible, relevant, and engaging for adult literacy learners.

## **OUTREACH**

- Made 24 presentations to community agencies and businesses to promote Project Read services and propose collaborations.
- Made contact with 137 organizations and businesses to recruit additional students and tutors.
- Set up 105 informal information tables in neighborhoods.
- Distributed 7,000 flyers, posters, card stands, newsletters, pens, pencils, and other promotional materials.
- Participated in events at Tenderloin Neighborhood Development Association, City & County of San Francisco Drug Court, Bayview-Hunter's Point Resource Faire, Bayview MAGIC Youth and Children's Book and Technology Festival, Bernal Heights Street Fair, John Muir Elementary School, San Francisco Sheriff's Dept. Pre Release Program, Stacey's Bookstore, California Literacy, Inc., Health Literacy Initiative, San Francisco Head Start Family and Community Partnership Committee, - San Francisco Chapter, Treasure Island Homeless Development Initiative, Friends & Foundation Book Sale (Fort Mason), Walden House, and Western Addition Community Association - Farmer's Fair.

## **FAMILY LITERACY**

- Distributed over 700 children's books to parenting learners. Books and other educational materials were distributed at the learner's initial intake, workshops, office visits, and special events.

- Facilitated 32 family events where we shared ideas and strategies on topics such as: reading in the home; utilizing the library and other community resources; media literacy; television as a learning tool; science literacy; parenting skills; working with the school system; and health and nutrition.
- Created new family literacy curricula for our tutor training manual.
- Served as a KQED Hands on Learning project mentor to provide support and guidance to other service providers and to develop new learning strategies, create engaging educational materials, and provide first quality books to the underserved and at risk families.
- Collaborated with the Exploratorium® to present 3 highly interactive science literacy workshops.
- Collaborated with the University of California Cooperative Extension Nutrition Education Program to provide an informative, engaging, and tasty nutrition workshop.
- Served on the San Francisco First Book Advisory Board and supported local agencies such as The Children's Book Project and The Reading Tree.
- Served on the San Francisco Headstart Advisory Board.
- Increased our library of literature-based multimedia materials.
- Held a highly individualized summer reading club for families.
- Recognized by the State Library as a family literacy leader and invited to participate in a statewide summit.

## **COLLABORATION**

- Collaborated with City College of San Francisco by referring Project Read tutors to volunteer at the following Adult Basic Education sites: John Adams Community College, Adult Learning and Tutorial Center, Mission Community College, and Southeast Learning Center.
- Collaborated with Episcopal Community Services of San Francisco by referring Project Read tutors to volunteer with homeless and at risk learners at the Skills Center.
- Collaborated with Common Knowledge, Inc., and the Bay Area Library Information System, and the California State Library to expand the Project Money website to include information on using credit wisely. Learners from the Project Money team also traveled to various libraries and literacy conferences to present workshops on financial literacy topics.
- Collaborated with the Southern California Library Literacy Network to present an information booth at the California League of Cities Conference in San Francisco during October 2005.
- Collaborated with Adult Learners on Staff from California Library Literacy Programs on various projects during the year including the Writer to Writer Challenge sponsored by the Center for the Book and the California State Library.
- Collaborated with Artists For Literacy (SIBL Project) to promote awareness of adult literacy.
- Collaborated with the San Francisco Department of Elections to present a voting workshop for Project Read learners.
- Collaborated with Stacey's Bookstore to promote Project Read services and expand awareness of adult literacy issues.
- Collaborated with the Art Institute of California - San Francisco to provide additional support in our computer lab and to assist us in creating original materials geared to the needs of adult learners and their families.
- Began on-going collaboration with San Francisco Safe, a coalition of social service workers, and law enforcement officials working to improve conditions at government supported housing in the city.
- Collaborated with the SFPL Web Team to make PDF and HTML versions of the Project Read newsletter available on our web site.

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## Thank you

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## United Way Contributions

United Way contributions are an important source of funding for Project Read. If you are considering making a contribution through the United Way, remember you can designate your gift to Project Read by filling in ***Project Read, San Francisco Public Library*** as the Agency Name. That's all there is to it! Please tell others that they can also choose Project Read as their designated agency. 🙏



**PROJECT READ**

People Helping People To Read

Friends of the

San Francisco Public Library

100 Larkin Street

San Francisco, CA 94102

Tel: (415) 557-4388

Fax: (415) 557-4375

projectread@sfppl.org

www.projectreadsf.org



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