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October 11, 2007

To: Presidents

From: Gary W. Reichard 
Executive Vice Chancellor and Chief Academic Officer

Subject: Request for Proposals to Conduct Reading Institutes for Academic Preparation

Several years ago reading difficulties were identified as one of the major factors why many students entering the California State University (CSU) fail to demonstrate proficiency in English. For the last six years the CSU has offered professional development institutes in reading instruction for high school teachers and university faculty in an effort to improve the preparation of high school students before entering the CSU. We are pleased to announce that proposals to conduct these professional development institutes beginning winter 2008 are now being accepted.

Proposals may be submitted electronically or by mail; all proposals must be received by 5:00 pm on Wednesday, November 21, 2007. (Please see the RFP for specific directions.) Proposal review will be conducted in late November and early December, with announcement of awards expected by December 14, 2007. Funded campuses must send representatives to the RIAP Leadership Institute on February 7-8, 2008 at the Crowne Plaza Hotel in Downtown San Jose, CA. Questions regarding the RFP may be directed to Ms. Nancy Brynelson, Co-Director, CSU Center for the Advancement of Reading, at nbrynelson@calstate.edu. For additional assistance, teams may attend a Proposal Information meeting on Tuesday, October 23, 2007 at CSU Sacramento; details are included in the RFP.

All CSU campuses are eligible to submit a proposal for a Reading Institute, whether or not the campuses have conducted an institute in the last six years. Campuses may submit proposals for institutes up to 50 participants. We anticipate that approximately 500 high school teachers and university faculty will participate during this funding cycle.

Background. The Reading Institutes for Academic Preparation (RIAP) are an important part of our Early Assessment Program and are critical to assist teachers to effect change in the basic skills of entering students. The attached Request for Proposals (RFP) will provide you with detailed information about the institutes and the requirements for submitting a proposal. For this funding cycle we continue to emphasize the integration of professional development for the Expository Reading and Writing Course (ERWC) within the institutes. In addition we are asking that campuses expand the connections between RIAP and preservice teacher education as another method for increasing the capacity of all teachers to prepare students for college-level work in English.

CSU Campuses

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

The first institutes offered by the CSU were offered in conjunction with a statewide initiative, the California Professional Development Institutes. Eight CSU campuses participated in the initial effort in 2001-2002. In 2002-2003, the CSU began to independently dedicate funds to conduct Reading Institutes; in that year, another five campuses were awarded funds to conduct institutes. In 2003-2004, CSU funding was expanded to permit 13 campuses to offer institutes. Last year, 2006-2007, an unprecedented 20 campuses conducted Reading Institutes.

Campuses that have conducted institutes in the last six years have been pioneers in fashioning meaningful professional development through a unique collaborative arrangement. Within the university, faculty and staff from the departments of English, Teacher Education, and Early Assessment Programs have worked together to sponsor the institutes. In addition, these campuses have reached beyond the university to work in partnership with local school districts, county offices of education, and regional professional development providers to conduct the institutes. Our most active partners in this effort have been the California Reading and Literature Project and the California Writing Project.

Addressing the issues of academic preparation in English, notably in reading, can only be accomplished successfully by tapping the professional expertise of many groups. We seek the contributions of those familiar with the demands of university level reading and writing, the research and best practices in literacy development, the transition from high school to college, the realities of California high schools, and the most effective strategies in professional development. We encourage campuses, as they develop proposals, to look to the expertise within, across, and beyond the university to craft their own successful institutes. The inclusion of the content provided by the Expository Reading and Writing Course strengthens our efforts.

In the CSU, we have reshaped our student outreach efforts to focus on early assessment and identification of students needing additional assistance before entering college; thus, we are reaffirming our commitment to the professional development of teachers and faculty in order to accomplish our goals. The models developed over the last six years provide a firm foundation for a new cycle of reading institutes to be initiated in conjunction with these outreach initiatives.

Thank you for your commitment to the academic preparation of all students and for disseminating this announcement appropriately within your campus community.

GWR:pc

Attachments

cc: Dr. Charles B. Reed
Dr. Keith Boyum
Dr. Beverly Young
Mr. Allison G. Jones
Ms. Nancy Brynelson
Provosts/Vice Presidents for Academic Affairs
Vice Presidents for Student Affairs
Chairs of English Departments
Deans of Education
Early Assessment Program Coordinators

Reading Institutes for Academic Preparation

REQUEST FOR PROPOSALS 2007-2008

PURPOSE

In January of 1996, the California State University (CSU) Board of Trustees introduced a plan to reduce the need for remediation in English and mathematics to not more than ten percent of regularly admitted new freshman by 2007. Significant strides have been made in reducing the need for remediation in mathematics. However, the percentage of students entering the CSU with college-level proficiency in English has increased only slightly, improving from 51% in 2002 to 55% in 2006.

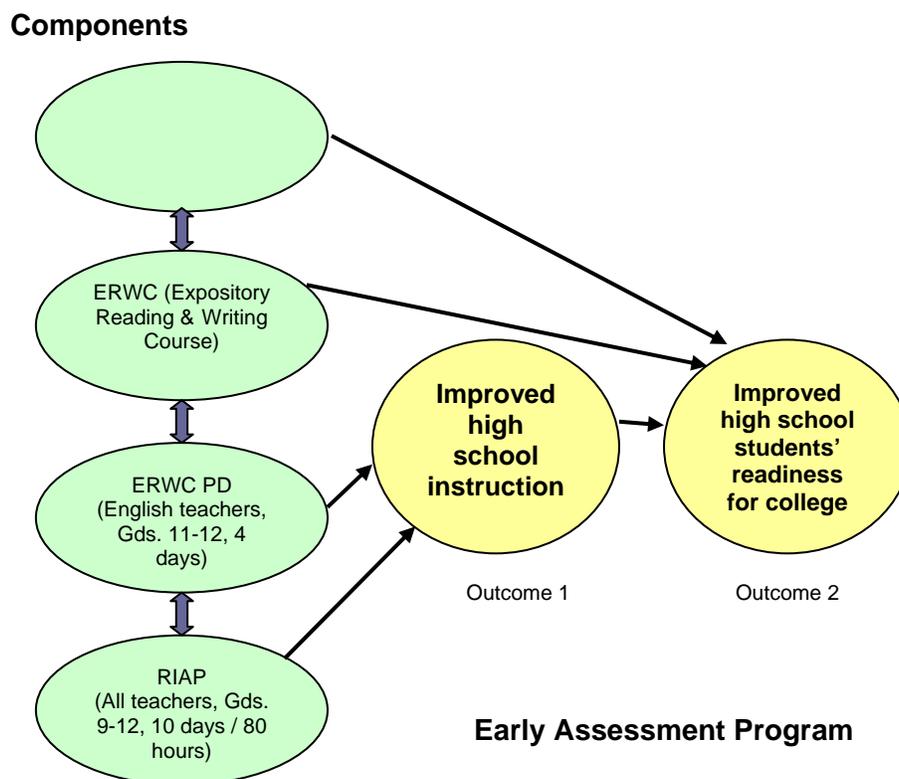
Several years ago reading was identified as one of the major reasons why many students entering the CSU fail to demonstrate proficiency in English. For the last six years the CSU has offered professional development institutes in reading instruction for high school teachers and university faculty in an effort to improve the preparation of high school students before entering college. These institutes are an essential part of our early assessment and academic preparation effort and are critical to assist teachers to effect change in the basic skills of entering freshmen.

Our student outreach efforts have been reshaped to focus on early assessment and identification of students needing additional assistance before entering the CSU; thus, we are reaffirming our commitment to the professional development of teachers and faculty in order to accomplish our goals. The Early Assessment Program (EAP) is the CSU's primary vehicle for increasing high school students' proficiency in the knowledge and skills necessary for success in postsecondary institutions. As Figure 1 (on the next page) shows, the Reading Institutes for Academic Preparation (RIAP) are an essential component of this initiative.

As part of the larger Early Assessment Program, RIAP provides professional development for teachers across all high school grade levels and content areas. RIAP addresses the foundational concepts that are the building blocks for college readiness. For this funding cycle professional development for the Expository Reading and Writing Course (ERWC) will continue to be integrated within the institutes. English teachers participating in RIAP will receive full training in ERWC. Other content area teachers participating in RIAP will receive professional development in literacy as appropriate for their content areas. In addition campuses are asked, this cycle, to expand the connections between RIAP and preservice teacher education as another method for increasing the capacity of all teachers to prepare students for college-level work in English.

Through participation in RIAP, school teams of teachers and administrators will assume a leadership role in their departments and at their school sites to fully implement the Early Assessment Program. At the very least, leadership consists of presenting information about the EAP and college readiness, including the Expository Reading and Writing Course, to all school administrators, teachers, counselors, and other staff in order to plan how EAP will be implemented at the school. Connecting with the EAP Coordinator on sponsoring CSU campuses is an important part of this work.

Figure 1. Relationship of RIAP to the Early Assessment Program (EAP)



INSTITUTE GOALS and DESIGN

The following goals are established for the institutes beginning in 2007-2008.

The Reading Institute participants will work together to prepare high school students to

- Achieve a level on the joint California Standards Test and CSU Early Assessment that would exempt the student from the English Placement Test *or*
- Use their senior year to attain proficiency in reading and writing (if identified by the EAP as non-exempt); *or*
- Demonstrate proficiency on the CSU English Placement Test (EPT) by scoring above 150 with no need for future reading and writing remediation.

Reading Institutes will support university/school teams to

- Implement research-based diagnostic assessment and instructional practices;
- Improve the reading and writing of all high school students;
- Focus on reading informational text and analytical writing;
- Utilize the assignment template designed for the Expository Reading and Writing Course to organize literacy instruction in content area courses;
- Adopt the Expository Reading and Writing Course in eleventh or twelfth grade English courses or integrate modules from the course within existing English courses; and
- Provide leadership for the Early Assessment Program at school sites and districts.

Institute participants will

- Understand and implement standards-based approaches to improve academic literacy;
- Use case studies (College Access Study) and other forms of assessment to monitor student improvement in critical reading and writing skills;
- Expand their repertoire of teaching strategies to match the academic learning strengths and needs of college-eligible students; and
- Collaborate with school teams/colleagues to plan and implement effective assessment and instructional strategies, including the use of the assignment template and course modules designed for the Expository Reading and Writing Course.

The **content** of the Reading Institutes includes academic literacy, classroom instruction and assessment, standards-based planning, reading comprehension, academic vocabulary, academic language, and academic writing. Participants will also learn to use the assignment template and course modules designed for the Expository Reading and Writing Course, as well as strategies for success in college and preparation for EAP leadership in high schools and school districts. English teachers participating in RIAP must receive all materials and professional development needed to implement the ERWC in their schools.

Reading Institutes require 80 hours of professional development activities, including institute days (60 hours of contact time), independent study (5 hours), and a College Access Study (15 hours). The institute days include 50 hours of professional development and 10 hours of teamwork conducted at the institute site. Teams comprised of high school and university educators are encouraged to participate in Reading Institutes. High school educators may include teachers of English-language arts and other content areas, department chairs, counselors, and administrators. Participants who successfully complete all institute requirements and required hours earn an honorarium of \$750.

INSTITUTE LEADERSHIP

Campuses seeking funding to offer Reading Institutes should establish a leadership structure that includes both administrative oversight and project implementation. The campus must identify the administrator responsible for overall institute operations and fiscal management (e.g., Dean of Education, Dean of Undergraduate Studies, Vice President for Academic Affairs).

In addition to the campus administrative arrangements, a leadership team must be identified to plan, conduct, and evaluate the institute. The leadership team is headed by an *institute director* who is responsible for all institute activities and reports to the appropriate campus administrator. *Institute leaders* are individuals who are fully engaged in planning and conducting the institute. Individual institute segments may be planned and presented by university faculty, county offices of education or school district personnel, or outside experts as appropriate.

Campuses should look to the expertise within, across, and beyond the university as they form their leadership teams. To foster inclusive partnerships, the leadership team *must* be comprised of the following organizations:

- University faculty from the departments of English and Teacher Education and the Early Assessment Program coordinator
- Local school district or county office of education representation

Campuses are encouraged to establish partnerships with a County Office of Education and/or California Subject Matter Project. These organizations possess expertise in providing professional development to K-12 teachers and a network of school district contacts that may prove valuable to the institute.

Members of the leadership team should be familiar with the demands of university level reading and writing, the research and best practices in literacy development, the transition from high school to college, the realities of high school classrooms, and the most effective strategies in professional development.

Professional development for local institute leaders will be offered to funded campuses on February 7 and 8, 2008 at the Crowne Plaza Hotel in Downtown San Jose, California. The leadership institute is an opportunity to bring together institute directors and other leaders to learn about the institute curriculum and to begin planning for campus institutes. Participation in the leadership institute is *mandatory* for all selected campuses. Expenses for attending the leadership institute will be paid by the Office of the Chancellor. *The institute director MUST attend the leadership institute including a leadership dinner on the evening of February 7.* A registration form for the leadership institute is included in this packet and must be submitted with the RIAP proposal.

Periodic meetings of institute directors will be conducted subsequent to the leadership institute and throughout the year. Expenses for one member of the leadership team to attend directors' meetings will be paid by the Office of the Chancellor. If other members of the leadership team plan to attend directors' meetings their expenses will be the responsibility of the campus and can be paid with Reading Institute funds.

FUNDING PRIORITIES

RIAP experiences and models developed over the past five years provide a firm foundation for a new cycle of Reading Institutes to be initiated in conjunction with the EAP. The CSU Office of the Chancellor has dedicated funding to support professional development institutes in reading instruction for approximately 500 high school teachers and university faculty across the CSU system. The Office is hereby soliciting proposals from campuses to conduct reading professional development institutes in 2007-2008. **All CSU campuses are eligible to submit a proposal for a Reading Institute.** Campuses may submit proposals for institutes to serve from 20-50 participants.

Funding priorities for the 2007-2008 academic year are:

1. Campuses that have not previously been funded
2. Campuses that serve high-need, frequently urban, areas
3. Campuses with low proficiency rates of entering freshmen
4. Campuses serving teams of 5-10 teachers from the same high school

Table 1, below, indicates campuses that have participated in Reading Institutes since their inception in 2001.

Reading Institutes for Academic Preparation (RIAP)

Campus	2001/2	*2002/3	2003/4	2004/5	2005/6	2006/7
CSU Bakersfield	X		X	X	X	X
CSU Channel Islands				X	X	X
CSU Chico				X		X
CSU Dominguez Hills	X		X		X	X
CSU East Bay	X			X	X	X
CSU Fresno		X	X	X	X	X
CSU Fullerton		X				
Humboldt State			X	X	X	X
CSU Long Beach	X		X		X	X
CSU Los Angeles		X	X	X	X	X
Cal Maritime Academy						
CSU Monterey Bay						X
CSU Northridge				X	X	X
Cal Poly Pomona			X	X	X	X
CSU Sacramento	X		X	X	X	X
CSU San Bernardino		X		X		X
San Diego State	X		X	X	X	X
San Francisco State	X			X	X	X
San Jose State	X		X	X		
CSU San Marcos			X	X	X	X
Cal Poly San Luis Obispo			X	X	X	X
Sonoma State					X	X
CSU Stanislaus		X	X	X	X	X

* Campuses funded in 2001/2 were not eligible for funding in 2002/3.

The Reading Institute budget should be projected at \$850 per participant for operating costs. An additional maximum amount of \$750 per participant will be maintained by the Office of the Chancellor for distribution directly to the institute participants as an honorarium. The honorarium will be issued in one check upon successful completion and verification of the institute and related independent work.

Operating costs are those costs related to the purposes and conduct of the institute and include, but are not limited to, payments for institute directors, leaders, and speakers; facilities and catering; books and materials; services of local California Reading and Literature Projects or the California Writing Projects; and institute-related travel. For budgeting purposes we recommend that a balance of staffing between university and K-12 representatives be established. Faculty buy-outs, if utilized, may only be charged at the replacement rate, without benefits. Administrative overhead/indirect costs should be limited to no more than five percent of total project cost. Institute funds are derived from general funds and may not be administered through a campus foundation. The proposed program cannot supplant other sources of funding and support. The programs funded must establish new activities or supplement and expand existing efforts.

Funded campuses area asked to initiate their professional development activities during the 2007-2008 academic year. Professional development must begin before June 30, 2008; the entire program must be completed by March 31, 2009. Thus, campuses that are awarded Reading Institute funds will be required to carry forward any remaining funds into the 2008-2009 fiscal year in order to complete the activities associated with the institutes.

RECORDKEEPING and EVALUATION

Campuses will be expected to enter information related to participants and institute events in the project database, certify fulfillment of institute requirements by participants for purposes of awarding honoraria, and submit such certification as requested. Campuses also will be expected to complete and submit expenditure reports and evaluation information as requested. Evaluation information may include participant surveys, directors' surveys, institute agendas, and sample case studies including the results of units of study.

PROPOSAL REQUIREMENTS

The following information must be submitted on the forms provided or as specified:

- The proposal must include the name of the CSU campus and the name(s), department(s), and contact information (mailing address, phone, fax, and email) and signature of the administrator responsible for providing administrative and fiscal oversight of the Reading Institute. There must also be the signature(s) of the appropriate campus official authorizing submission of the proposal (**cover pages**).
- The proposal must include the name, university department (county office or school district), and contact information of key members of the Reading Institute leadership team. Leadership team members include the institute director and other leaders responsible for planning and conducting the institute including the EAP Coordinator for the campus (**cover pages**).
- The proposal must include the name and contact information for the regional California Reading and Literature Project or California Writing Project partners, the school district and/or county office of education personnel involved, as applicable (**cover pages**).
- The proposal must include the name and contact information of the person who will maintain the institute database (**cover pages**).
- The proposal must include the proposed number of institute participants (not to exceed 50) (**cover pages**).¹
- The proposal must include letters of commitment from partner high school(s), school districts, and/or county offices of education.
- The proposal must include a detailed operating budget based on the number of expected participants.
- The proposal must include the registration of the leadership team for the professional development (leadership institute) on February 7-8, 2008 (**registration forms**).

¹ Recruiting teachers to the institute can prove challenging. In planning your institute, please give special consideration to the number of teachers that will prove optimum for a successful institute. Our experience has shown that smaller institutes (20 participant minimum) can prove successful in areas where teacher demand for this professional development is evolving.

The proposal narrative must address each of the following points in clearly identified sections in this order:

- The proposal must describe the leadership structure for the Reading Institute and the ways in which CSU faculty from the departments of English and Teacher Education and the Early Assessment Program coordinator are collaborating. The proposal must also address how personnel from a local school district or county office of education are included in the collaboration.
- The proposal must describe how institute leaders will be identified and how institute participants, including school teams, will be recruited.
- The proposal must describe the nature of the school teams that will be invited to participate. At a minimum, it should include information on the composition of members, including grade levels and subject areas taught by school teams.
- The proposal must include a projected calendar and schedule for offering the 80 hours of institute days and teamwork (60), independent study (5), and College Access Study (15).
- The proposal must describe how the institute will be conducted to engage adult learners with the institute goals and content (see pages 2-3). This should include strategies for delivering content and facilitating adult learning, content emphases and specific resources, ways to facilitate teamwork and the development of the College Access Study, and ways the institute will connect with other professional development activities. In addition the proposal must describe how the content offered to institute participants builds upon and expands the preparation teachers received in content literacy during preservice teacher education.
- The proposal must describe how professional development for the Expository Reading and Writing Course will be integrated into the institute. The proposal should describe how participating English teachers will be prepared to adopt the course or course modules. The proposal should describe how the needs of content area teachers will be addressed as well.
- The proposal must describe how participants will develop skills and knowledge for leading the Early Assessment Program in their schools and districts.
- The proposal must describe how connections between the institute and preservice teacher education will be established and/or strengthened so that information related to college readiness, the Early Assessment Program, and the Expository Reading and Writing Course is shared with preservice teacher education faculty and, ultimately, preservice candidates in their credential year.

**RESPONSE REQUIRED BY
November 21, 2007**

FORMAT

There is no fixed format for the proposal. Proposals should address clearly all the points indicated in the proposal criteria in separate, clearly identified sections as set forth in the proposal requirements (see above). Proposals, excluding budget and letters of commitment, should not exceed 12 pages. Proposals should be double-spaced and include 1-inch margins; font size should not be smaller than 12 points. Tables, if included, must be double spaced as well.

PROPOSAL SUBMISSION

Proposals for Reading Institutes for Academic Preparation Program funding are due on **Wednesday, November 21, 2007 by 5:00 pm** at the CSU Center for the Advancement of Reading. Proposals will be reviewed in late November and early December with announcement of awards expected by **Friday, December 14, 2007**.

Proposals may be submitted electronically; however, the cover pages with original signature also *must* be mailed under separate cover. Electronic or fax submissions may be directed to Carol Rogala at crogala@calstate.edu or (916) 278-4188. Proposals submitted by mail should be sent to:

Carol Rogala, Administrative Support Coordinator
CSU Center for the Advancement of Reading
Office of the Chancellor
6000 J Street, Modoc Hall, Room 2003
Sacramento, CA 95819-6018

PROPOSAL ASSISTANCE

It is strongly suggested that those campuses seeking funding begin to organize and form their leadership teams immediately upon receipt of this RFP. To assist campus teams in preparing successful proposals, there will be a proposal information session on **Tuesday, October 23, 2007** at CSU Sacramento. Individuals interested in additional information about RIAP and strategies for writing a successful proposal are invited to attend. To register for this session, please email Carol Rogala no later than **Friday, October 19, 2007**.

Please note: Persons or teams attending this session are encouraged to bring their draft proposals to discuss.

QUESTIONS

Questions about submitting proposals may be directed to Carol Rogala, Administrative Support Coordinator, CSU Center for the Advancement of Reading at 916-278-4176 or crogala@calstate.edu.

Questions about the content of the proposals may be directed to Nancy Brynelson, Co-Director, CSU Center for the Advancement of Reading at 916-278-4581 or nbrynelson@calstate.edu.

The California State University
Reading Institutes for Academic Preparation 2007-2008
Proposal Cover Pages

Campus Name:		Number of Anticipated Participants:	
Administrator Responsible for Administrative Oversight of the Reading Institute (e.g., Vice President, Dean, other Administrator at the CSU campus):			
Name:		Title:	
Department:			
Street Address and Campus Mail Code:			
City and Zip Code:			
Phone:	Fax:	E-mail Address:	
Individual Responsible for Fiscal Oversight of the Reading Institute (if different from above):			
Name:		Title:	
Department:			
Street Address and Campus Mail Code:			
City and Zip Code:			
Phone:	Fax:	E-mail Address:	
Key Leadership Team Members			
Institute Director (required):			
Name 1:		Title:	
Department:			
Street Address and Campus Mail Code:			
City and Zip Code:			
Phone:	Fax:	E-mail Address:	

Key Leadership Team Members (continued)

English Department (required):

Name 2:		Title:
Department:		
Street Address and Campus Mail Code:		
City and Zip Code:		
Phone:	Fax:	E-mail Address:

Teacher Education Department (required):

Name 3:		Title:
Department:		
Street Address and Campus Mail Code:		
City and Zip Code:		
Phone:	Fax:	E-mail Address:

Early Assessment Program Coordinator (required):

Name 4:		Title:
Department:		
Street Address and Campus Mail Code:		
City and Zip Code:		
Phone:	Fax:	E-mail Address:

Key Leadership Team Members (continued)

School District or County Office (required):

Name 5:		Title:
Department:		
Street Address and Campus Mail Code:		
City and Zip Code:		
Phone:	Fax:	E-mail Address:

California Subject Matter Project Partner Information (optional)

Name:		Title:
Department:		
Street Address and Campus Mail Code:		
City and Zip Code:		
Phone:	Fax:	E-mail Address:

Other (optional)

Name:		Title:
Department:		
Street Address and Campus Mail Code:		
City and Zip Code:		
Phone:	Fax:	E-mail Address:

Project Management		
Person Responsible for Database (required):		
Name:	Title:	
Department:		
Street Address and Campus Mail Code:		
City and Zip Code:		
Phone:	Fax:	E-mail Address:

Campus Certification:

The campus, as identified, intends to implement reading professional development institutes according to the guidelines provided by the California State University and the attached proposal. We recognize that general fund dollars from this project will need to be carried forward into the next fiscal year.

Signature and Title of Authorized Campus Representative

Date

RESPONSE REQUIRED BY
November 21, 2007

The California State University
Reading Institutes for Academic Preparation (RIAP)
Leadership Institute

Thursday-Friday, February 7-8, 2008
Crowne Plaza Hotel San Jose
 282 Almaden Blvd, San Jose, CA 95113

INSTITUTE DIRECTOR REGISTRATION

Must be submitted with RIAP Proposal*

**Attendance is mandatory for Institute Directors, including a Directors' dinner meeting on Thursday evening.*

General Information:

CSU campus funded by RIAP:	
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Institute Director Information:

Name:			
Mailing address:	City/Zip:		
E-mail address:	Phone:		

Institute Director Work Information:

Institution*			
<i>*CSU campus/department, county office of education, school district (and school, if applicable), or other</i>			
Title:		Work phone:	
Work address (if different from above):		City/Zip	
Schedule: Thursday – 11:00 am Registration & Brunch; 11:45 am to 5 pm; Friday – 8:00 am to 3:30 pm Overnight accommodations are available for Thursday, February 7, 2008 Please indicate if you will need lodging or airline reservations.			
Comments:			

Registration confirmation and travel instructions will be sent via e-mail.
 Please be sure that your e-mail address is correct.

For questions, please contact Carol Rogala in the Center for the Advancement of Reading at crogala@calstate.edu or 916-278-4176.

The California State University
Reading Institutes for Academic Preparation (RIAP)
Leadership Institute

Thursday-Friday, February 7-8, 2008
Crowne Plaza Hotel San Jose
 282 Almaden Blvd, San Jose, CA 95113

LEADERSHIP TEAM MEMBER REGISTRATION

Must be submitted with RIAP Proposal*

A total of four (4) Leadership Team Members may attend the Leadership Institute. Please reproduce this form to register up to four Leadership Team Members.

General Information:

CSU campus funded by RIAP:	
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Leadership Team Member Information:

Name:			
Mailing address:		City/Zip:	
E-mail address:		Phone:	

Leadership Team Member Work Information:

Institution*			
<i>*CSU campus/department, county office of education, school district (and school, if applicable), or other</i>			
Title:		Work phone:	
Work address (if different from above):		City/Zip	
Schedule: Thursday – 11:00 am Registration & Brunch; 11:45 am to 5 pm; Friday – 8:00 am to 3:30 pm Overnight accommodations are available for Thursday, February 7, 2008 Please indicate if you will need lodging or airline reservations.			
Comments:			

Registration confirmation and travel instructions will be sent via e-mail.
 Please be sure that your e-mail address is correct.

For questions, please contact Carol Rogala in the Center for the Advancement of Reading at crogala@calstate.edu or 916-278-4176.