

# READ

A newsletter written by the  
adult learners and tutors  
in Adult Literacy Services.

## It's A Match 1

### Lorena's Story

By Tutor Lorena Lordanic

My name is Lorena Lordanic, I am 25 years old, and a proud Adult Literacy Tutor. I have had the pleasure of being an Adult Literacy tutor for an entire year. Last February 2017, I was looking for a way to give my time in order to help someone else. There are many volunteer opportunities around, but once I heard about the Literacy Program, I knew that it was something I wanted to be a part of. I have one student and her name is Carmen Chavez. Carmen and I were both new to the Literacy Program, but immediately felt comfortable with each other. Tutoring Carmen this past year has benefited my life in so many ways. Not only do I get to think of innovative ways to help her reach her goals, but Carmen also inspires me to continue learning. She is always so appreciative of my time with her, and we have become good friends. Carmen and I are both excited to continue our journey with the Literacy Program. ♥

### Carmen's Story

By Learner Carmen Chavez

I would like to introduce myself. My name is Carmen Chavez. I'm 67 years old. I'm unemployed now, and I decided to join the Adult Literacy Program at Wilmington Library Branch because I want to get a better job.

The Adult Literacy Program helps people to learn English. The tutors there plan the lessons to help people at different levels. The different levels let one advance at one's own pace.

Lorena Lordanic is helping me with my English. She is an excellent tutor. We meet at the Library 2 days a week. Lorena is very kind and it helps me feel comfortable with the lessons. The lessons are carefully planned to help me in the way I need. I finished with book Challenger level #1 and recently started with book Challenger level #2. I'm happy with what I'm doing now, this will help me improve my English skills and will allow me to get a good job. I appreciate the help I already got from Abel Santibanez, the Program Coordinator, and the individual help I'm getting from Lorena Lordanic. ♥

Carmen (left) and Lorena (right)



## Summer 2018

### Inside

It's a Match I	1
Congratulations	2
Acknowledgments	2
COHS Corner	3
Odds & Ends	4
Creative Corner	5
Achievements	6-8
Volunteers of the Month	9
Writer to Writer	10-11
Leadership Institute	12-13
Family Corner	14
It's a Match II	15

### From the Editor

Summer is here with its soaring temperatures, dazzling sunshine, and long days. In the evening, when the temperature drops and twilight lingers long past sunset, it's the perfect time to sit outside and read for a few minutes or an hour. Make summer reading a family affair and read to your children, your parent, your partner, or even your pet. Like the Summer Reading Challenge theme says, "reading takes you everywhere," but it's always more fun when you bring someone along!

**Randall Hinson**  
Adult Literacy Librarian



# Congratulations!

## Graduates Of The Tutor Training Workshop

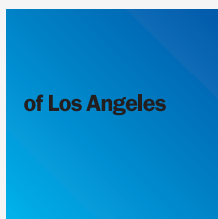
### Feb, March, April 2018

Marnelli Abian  
Joanne Aello  
Sarah Azari  
Annesha Basu  
Ezra Bauerle  
Jason Bender  
Morris Benoun  
Nina Borghi  
Jacqueline Brown  
Erin Cantelo  
Thayne Clark  
Peter Clune  
Bernard Cohen  
Laura Conejo del Aguila  
Josh Dalrymple  
Julissa De La Cruz  
Lulu Emety  
Mary Ann Fox  
Nikki Frey  
Ashley Frohnert  
Brandon Gauthier  
Alex George  
Karen Greene

Alissa Gwynn  
Davida Hagan  
Sylvia Harrison  
Margaret Hellerstein  
Gwendolyn Hernandez  
Mildred Hernandez  
Robert Hill  
Rachel Hobbs  
Hayley Huntley  
Austin Irving  
Robin Jackson  
Susy Janeth Jaime  
Bobbie Kallan  
Amelia Langdon  
Luisa Latham  
Joan Lavery  
Jonathan Lesser  
Diana Linden  
Abner Martinez  
Moura McGovern  
Brian Medrano  
Helen Meisel  
Alexandra Miller  
Robyn Miller

Dorothy Morris  
Shannon Murphy  
Cheri Olsen  
Calvin Page  
Laurie Pannone  
Michele Perry  
Elaine Ricardo  
Gissela Rivas  
Ron Robinson  
Suzette Rosso  
Anais Rubio  
Thomas Rusch  
Pari Sagafi  
Donald Schultz  
Zahra Shah  
Mark Singer  
Catherine Smirnoff  
Goldie Spector  
Lindsay Thomas  
Cindi Valdivia  
Ben Varian  
Luke Wilson  
Carolyn Yeh  
Maira Zucker

### PROGRAM MADE POSSIBLE WITH GENEROUS SUPPORT FROM:



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Literary Service

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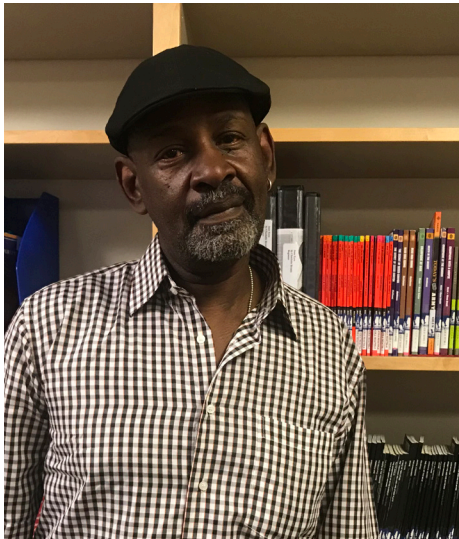
The Dean  
Hansell  
Fund

Anonymous

The Ring  
Foundation

Venable  
Foundation

and Individual supporters of the Library Foundation of Los Angeles



**On March 14, 2018 Willie Howard graduated from the Los Angeles Public Library's Career Online High School program. Born and raised in Los Angeles and the oldest of 6 children, Willie has been a patron of the Central Library for many years. LAPL has played a prominent role at different stages of his life: from being his shelter during the day when he was homeless, to being his classroom when working toward his high school diploma. Willie's efforts and perseverance prove that it is never too late to continue your education.**

*Willie, tell me a little bit about yourself. What did you do before starting COHS?*

My name is Willie Howard Jr. All my schooling has been in Los Angeles, went to Manual Arts High School for a very brief period. I got married in '89 and stayed with my wife for 18 years, but now we're separated. Then I ended up homeless for five years, but I always pictured myself going back to school, finishing my high school diploma, and I did it. Now my goal is to increase my education by going to college. Right now, I am a tour guide for students at the shelter I lived in when I was homeless.

*What was the hardest part of getting started with COHS?*

When I started, I was ready to start, but the algebra was the most difficult part and also science. I got books from the library and worked with walk-in tutors occasionally. Livingston (a Singleton Adult Literacy Center staff member) also helped me a lot with math.

*How has COHS prepared you for your next goal?*

It helped me a lot. It let me know that I can do it. The lessons in COHS were different from the ones when I was going to school back in the day, much different. The material is nowhere near what I was being taught before. Things have changed.

*"I walk these hallways like they are my high school. This is my high school. This is where I graduated from. Class of 2018, Central Library. Mr. Howard."*

*When you completed your last COHS course, what was the first thing that came to your mind?*

I did it! I did it! I pushed that submit button and it said "80." I looked at Livingston and said, I'm done. He came over and he said, "How do you feel?" And I said, "I'm going to cry" and I got up and went to cry. I did it, I did it. People would ask me, what are you going to do when you're finished and I would say, "I'm going to cry". But, when I actually pressed that last button - God, it was the best feeling in the world, the greatest. It took years to get there, but it was definitely worth it.

There was a reason I ended up at this library (Central). When I was homeless, I slept right outside of this library. I have always felt comfortable here. Some people call what I did dumpster diving - I call it recycling, hustling. This library was where I would come. I would go to the Art Department and do some reading and drawing, and when we had our graduation ceremony, I never imagined that on that

same floor I would be graduating. I walk these hallways like they are my high school. This is my high school. This is where I graduated from. Class of 2018, Central Library. Mr. Howard.

To the people at Singleton, thank you very much. Everytime I came, you guys always gave me respect and I thank you guys for giving me the motivation I needed to continue. I looked forward to coming here and when I had a problem with something all I had to do was get up from the computer, walk up to the front and get help. Thank you!

*Would you recommend COHS to anyone?*

Yes. When I first started, it was hard, but that's how everything is. No matter where you go or what you do, there will be challenges. But when we graduated, it was all worth it. The celebration and the attention we received, I don't think I would have gotten that in high school if I would have finished back then. We were treated like royalty. Very cool. The library and its staff, of course I would recommend it to anybody. The library was my home and also my school.

*Do you have any advice for current and future COHS students?*

To anybody that wants to do this, it can be done. If you have a favorite quote or a favorite saying, use it as your password, because when you type that everyday you become committed to that phrase. Be diligent, be consistent, and to hell with those who don't believe in you. You just need to believe in yourself and there is nothing you can't do.

*What are your next steps?*

My next step is to enroll at Trade Tech Community College. Take some tailoring courses and also photography. I love art and I would love to have a degree in art.

*Anything else you would like to share?*

Thank you guys for doing this and if I can ever help out, let me know because like I said, if it wasn't for the library having this program, I don't know how I would have done it. And now, there is no stopping me.



### Volunteer Development Workshops

By Literacy Coordinator Karen Hernandez-Chacon

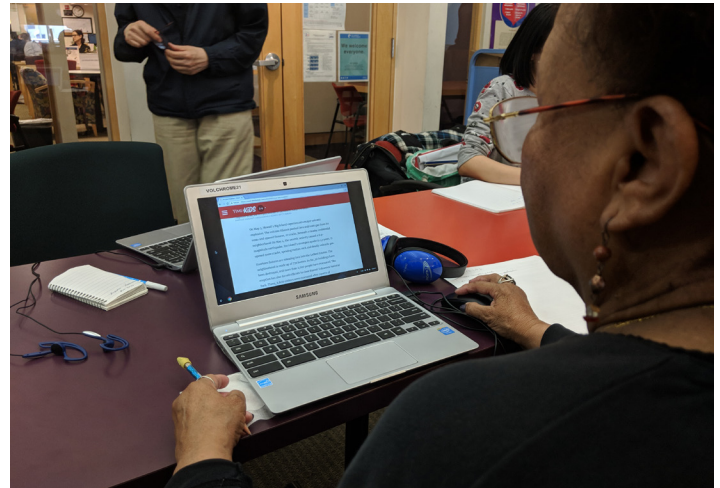
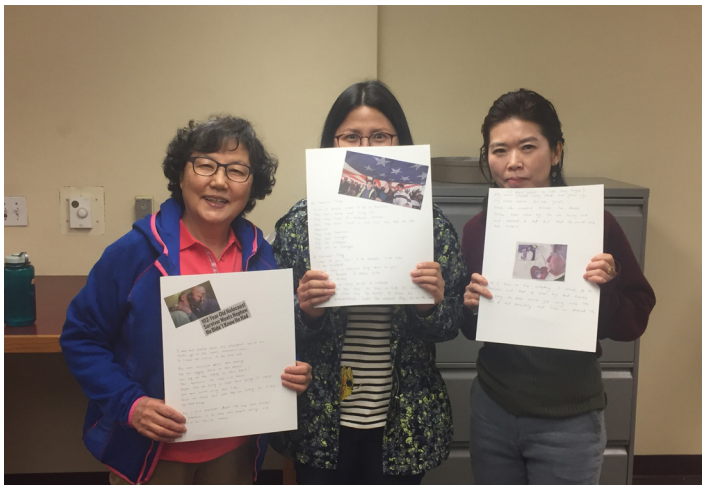
Volunteer Development Workshops are hosted by Literacy Coordinators. These workshops are a great opportunity for volunteers to share and exchange ideas that can benefit learners of our program. The goal is to give our volunteers the necessary tools to help our learners reach their literacy goals. For this workshop volunteers learned how to access strategies on the America Learns database and how to utilize specific material from the Adult Literacy Collection.

### The Big Read Lands at Cahuenga Literacy Center

By Volunteer Christopher McGeorge

In *Citizen*, Claudia Rankine juxtaposes images with her poetry. The images act as another way to think through racism and the issues Rankine addresses in her writing. Sometimes the images are directly related but sometimes the connection between word and image is less clear. In these cases, the images make her readers pause and think of the ways Rankine's writing relates to the images. Using this as a model, students selected images from the newspaper that made them feel connected to complex social problems, elicited strong emotional responses, or made them reflect on moments when they felt overlooked because of their race, age, or gender. They then wrote short paragraphs or poems, either describing the story their picture represents or creating their own responses to it.

Below is a picture of the final projects from the last week.



### Tech Wednesdays

By Literacy Coordinator Yvette Cabrera

Tech Wednesdays at the Singleton Adult Literacy Center are dedicated to teaching adult learners necessary computer skills. On Wednesdays, our English Conversation and Current Events classes incorporate the use of Chromebooks into the lessons to introduce learning via computers. During class, learners are taught to power on a Chromebook, connect to Wi-Fi, and use a mouse. Once learners are all set up, they do different activities online. They do grammar and pronunciation exercises as well as watch videos and discuss them. There is always a mix of students, some who are using computers for the first time and some who already have good computer skills. Those who feel more comfortable using a computer help those who are still learning, creating a safe space for learners.

The goal is to give our learners the skills to be able to find resources online by themselves. We are living in a time where everything can be found online, from jobs to healthcare information and everything in-between. Not having the ability to use a computer or search the web limits our learner's access to the information, education, literacy, and employment opportunities available online. It also prevents learners from being able to enjoy the library's electronic resources. These are only a few examples of the impact of the "digital divide": the economic, educational, and social inequalities between those who have access to computers and online access and those who do not (Merriam-Webster). This is an issue that affects the whole world and public libraries have the tools to be able to bridge this gap in their communities. Here at Singleton, we want to do our part!

## Creative Corner

### How I Have Changed In My Forties

By Esperanza Solorio

When I was 15 years old, I was skinny! I was more athletic. I used to climb trees, rock climbing walls and ladders. My father was a farmer, and his farm was one hour away from my house. My father owned a horse. To get to the farm, I had to run and jump on the horse's back. I was only 7 years old then. I rode the horse for one hour. When I got to the farm, my job was to pick corn, beans, zucchini and chickpeas. (I went to school in the morning before going to the farm.) This farm was near a lagoon

and many people made farms there. Every year, my father put a fence up to keep out the cows. But every year, the big rains came, and it rained for 3 or 4 months, and the water was more than 6 feet deep. The lagoon made a river and the vegetables would be washed away! We did not have much time to pick up all the vegetables before the water would wash them away, so we put the beans on top of the tall corn and on the fence to save them. We worked many hours and we got out of there as fast as possible. Six farmers were near and doing the same thing. For a long time after that, I did not eat beans or corn tamales! Now I am in my forties, and I couldn't do all that at this age!!

### My 30's

By Priscilla Reynoso

I remember when I was 30 years old. I planned a party with my boyfriend. He is my husband today.

We rented a Jumper and I bought a Beauty And The Beast Princess Piñata.

I hired a dressmaker to do my costume that I chose in a magazine, and I invited many friends.

I had so much fun pretending that I was a little kid again.

### My Review of the Movie Coco

By Miguel Angel Cortes

The movie Coco was a beautiful movie that shows us the folklore of the Mexican culture and the heritage received of the ancient peoples. But, in my humble opinion I did not like sixty percent of the movie for these points:

The first reason is because the movie doesn't resolve the problem of the mother and child relationship. The mother's hate against the music, is not really the music, but against a musician that in her past injured or damaged her heart. Her child wanted to become a musician and this upset his mother. This isn't fully resolved in the movie.

Furthermore, in the movie another character dies because the people don't remember him. And the deaths evaporate if the family does not remember the dead person on the Day of the Deaths. I understand that is the reason for the song in all the movie, "Remember me... Remember me...", "Please, please, remember me, I don't want to disappear!!!" In this point of my reflection, I found another subject: the second death. But the second death isn't because my family or friends have forgotten me, but it is for the evil that I do in my life on this earth.

Also in the movie the land of the death, all people appear like skulls and skeletons. But "death" is just a door that opens to the life in rich fullness, there are not skeletons. There are our loved ones in their fullness. Beauty is total beauty; the soul is so full

### Mother's Day

by learner Sherry Rakhsha

There is an idiom in my culture, it says, "Heaven is under the feet of mothers". A mother's nature is to sacrifice and to put her child first. I owe my mother too much in my life, because she did many things for me. She tried to help me in my lessons at school. My mother taught me how to sew and make a dress, how to knit. She taught me to survive in this difficult world. She didn't sleep or rest when I was a child, she cooked for me so I grew healthy and strong. We know all mothers do their best to raise good children for society. Everybody needs a mother. I am very thankful for my mother.

### Learning About Death

By Marisol González

People are interested in death and dying because they are curious on what happens after life. When the body dies, what happens to the soul or to the spirit? Is there more after we die? Does the spirit get another chance to live again in another body or just turn into a ghost? I am not interested in reading about death or dying. I want to live in peace and not worry about death. It's complicated to find what really happens after death. If one of my loved ones were ill, I don't think it will make any

difference to read about dying. I can't change the destination of each of us. Life or death continues its course. Some people think death is part of life because we are born and we die.

When people are very ill, we should not put them on artificial life support because they are just suffering. We should not do anything special to keep them alive. But giving them some medicine to help with their pain could make death less painful.

that the bones, skulls, are insignificant. In "Coco", there is an unsuccessful court proceeding as the last judgment is made by the mass media, the TV, the reporters, the society. However, the main character should have had remorse and taken his own personal responsibility as we all should each one has to do walking toward God, and return to the house, the true house, the love of God Father in the heaven.

After my natural life, I don't expect to find millions of skulls or skeletons. I will expect to find my loved ones in their fullness too, the fullness in humanity, fullness of life, fullness of love, fullness of happiness. In that kingdom the death doesn't exist. In that kingdom, there are no tears, pain, or death.

# Achievements!

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Learner **Magdalena Ortega** has a reason to celebrate with tutor Lynne German! She was honored as the runner up in the Beginning Writer category for the Writer to Writer competition. You can read a copy of her letter in this newsletter issue. (Page 5)

**Yolanda Gonzalez** has been actively learning within the LAPL Adult Literacy Center with her tutor and making positive changes. She has learned to deal with challenging situations better while at work.

Tutor Abraham Leibovici reports that learner, **Maria Bohorquez** has reached her learning goal which has helped her self confidence. She is using this confidence to request a promotional interview with her employer.

There is a reason to celebrate for **Kyoungsook Seo** as her tutor, Michele Mancuso proudly states that finishing Challenger 1 is fantastic news. Kyoungsook is ready to move on to Challenger 2.

Learner **Oscar Acua** is venturing into business by managing his own culinary business. His tutor Elizabeth Moroni is excited for him.

Recognition is what **Priscilla Reynoso** has been receiving from her family about her excellent academic progress. Sheer excitement is what she exudes working with her tutor, Maureen Payne.

**Tom DeHaven** is immersed in the joy of reading. Linda Rollins, tutor, and Tom have completed Laubach Way to Reading, Level 2 and have begun Level 3.

Learner **Morgan Bell** successfully completed her program and in doing so has improved her writing skills tremendously. Her tutor, Cele Schoenbrun notices that Morgan is much more self confident.

**Cristina Banuelos** is actively pursuing employment and has had positive results from her efforts while working together with her tutor, Dianne Lavonda Shaw. Cristina has become very interested in learning more about her community and has begun to explore the City of Los Angeles much more.

Congratulations to learner **Elaheh Kazempour** for winning the Writer to Writer Challenge in the Intermediate Category. Her tutor Cathie Sherman announced the good news. Hooray for Elaheh!

Learner **Ji Young Yu** successfully passed her citizenship exam. She prepared in one month. Tutor, Terri Silverberg noticed that she never made a mistake when in a tutoring session. Ji Young also kept her professional and familial obligations. She has been sworn in as an American citizen!

Learner **Joy Sung** passed his citizenship exam. He was being tutored by Julie Szende. Congratulations!

Literacy Coordinator Richard Risemberg reports that Learner **Miriam Sabogal** has advanced to Challenger 7.

Literacy Coordinator Steffi Siebert is impressed with learner **Gabriela Parker's** writing skills.

**Tahereh Abedzadeh's** tutor, Sarah Azari, reports that Tahereh completed his first English crossword puzzle.

Learner **Jerome Ancrum** completed Lesson 3 in the Challenger 4 series with his tutor, Jeffrey Brandt. He is interested in learning about word origins. Jerome recently acquired a laptop computer which has opened him up to new opportunities including online courses, email, and computer usage.

Learner **Marisol Gonzalez** and tutor Luis Castaneda work well by developing work outlines. Challenging assignments are being presented to Marisol and she is meeting her tutor's academic expectations. Marisol is proud of her work especially in expressing her ideas in writing.

Being excited about writing and expanding her vocabulary is the enthusiasm that learner **Julia Raquel Chun** expresses to her tutor Laura Conejo del Aguila.

Learner **Luz Maria Nava** is working with tutor Laura Conejo del Aguila and is excited to learn more about the alphabet and vowels.

Tutor Andrea Elberger is seeing her learner, **Ronnie Yang**, blossom academically. Ronnie's plan is to complete the tutoring program and then become active at the Korean Community Center. She has a passion for Art History.

Madeline Ellis reports that her student learner **Agnesa Manucharian** has advanced to a permanent position with her employer.

Learner **Tetiana Myronova** has acquired a job at a senior facility where she leads activities. She is working with tutor Madeline Ellis.

Learner **Kensuke Ota** notes that his communication skills have improved especially with his peers. Jennifer Gill has been his tutor and has noticed his increased skillset and others asking him more questions whereas in the past they were not as inquisitive with him.

Tutor Givoni Rivka is happy to report that **Naima Elhajaoui** is completing and advancing swiftly from the Laubach series and moving toward the Challenger series.





Joan Lavery & Chi Brooks



Book written and illustrated by Learner Chi Brooks

Alfredo Gonzalez notices that his tutoring has affected his student learner **Mario Fausto** positively, noting his tremendous improvements in reading and comprehension. Alfredo is very proud of Mario's accomplishments.

**Emma Mour** can now write greetings cards for her friends. Tutor Anne Greenfield is very proud.

**Rita Garcia** is very expressive in her writing and notes that she is very grateful for the opportunity to be a participant in the Adult Literacy Program. She likes using the books and dictionary. Rita is very appreciative of her tutor, Sylvia Harrison.

**Rosa Ortiz** is on a great learning path with her tutor Phoebe Heywood. Rosa loves culture, events, and biographies, and wishes to advance more academically.

Tutor Elaine Hutchinson says **Nina Nyebi** is focused on learning vocabulary and how to respond verbally. This academic work will help Nina in her career as an actress.

Tutor Austin Irving is very proud of **Luz Gama**'s learning. Luz is an extremely dedicated student and is working hard to master pronunciation and comprehension skills. She practices in between tutoring sessions. Austin is very proud of her and says she is a joy to teach.

**Jacinta Bahena** has been diligently working on her Challenger textbook. Rensi Ke is tutoring Jacinta and supports her in reaching her literacy goals, especially in conversational English.

**Yolanda Gonzalez** participated in the Adult Learner Leadership Institute (ALLI) which is a training program designed for adult learners. She had the opportunity to network with other advanced adult literacy learners and improve her leadership

skills. Yolanda said she had a great learning experience. Participants of ALLI said her presentation was very inspirational. Yolanda's tutor helped her prepare for the ALLI Institute.

**Chi Brooks** is learning to read English with the help of her tutor Joan Lavery. Chi is a very creative person and wrote and illustrated a children's book which she paired with origami puppets. Her tutor, Joan, says she is an enthusiastic learner and is progressing well with her reading skills.

**Salvador Correa** is a passionate artist and is learning to develop his English vocabulary with his tutor, Joseph Martinez. While focusing on artistic terminology, they are also exploring literature and history in order to build a good foundation for his goals.

Learner **Clare Choi** has successfully interviewed multiple times for jobs. Tutor Moura McGovern has been supportive of Clare with developing these professional writing skills and also work on fine tuning her pronunciation, vocabulary development and understanding nuances.

**Yongja Choi**'s pronunciation and reading comprehension is improving while working with tutor, Steven Novak.

**Miguel Cortes** enjoys writing and editing his work and has had the opportunity to develop his skills with the help of his tutor, Lee Pasternak. Miguel is eager to write more. Lee believes Miguel could use one of his written pieces for employment purposes. Together they will next work on a resume.

Maureen Payne helped learner **Priscilla Reynoso** finish reading a family literacy book and practice vowels. Priscilla asks for help on writing short messages and Maureen happily assists.

## Achievements Continued



The Singleton Book Club

Having a good strong work ethic is key with student **Jean Redmond** and tutor Palesa Payne. Working together they review English comprehension and progress is good.

Student learner **Richard Marquez** is reading with more fluency and understands much more content per his tutor, Karen Pitirri.

Reading and learning is **Rocio Marcilla's** weekly activity with her tutor, Ron Robinson. She started reading a new book and is excited about another book she ordered.

Learner **Mubree Edwards** is focusing on learning words. Her learning style has changed in a positive way and her tutor, Leila Scheffer, notices that her confidence has increased. Leila is very excited for Mubree's progress.

**Cristina Bunuelos** reads English very well and has begun to show improvements in her writing and language skills. She is developing her understanding and comprehension of words by using a dictionary. Dianne Lavonda Shaw tutors Cristina and has noticed that Cristina enjoys learning and is happy to have her as a student.

On a daily basis learner **Hyu Mi Kim** improves her English skills. She works with tutor Margaret Shipman and is employed part time at the Library.

**Chanmi Lee's** tutor can see the light in her eyes as she takes on the challenge of book 7 in the Challenger book series. She is ready for the next step.

**John Sapetto** is learning and his tutor is in awe of his advanced reading skills. John is grateful for the opportunity to participate in the Adult Literacy Program. By working with his tutor he is gaining confidence and is demonstrating more ease when facing academic work.

Catherine Smirnoff witnessed a beautiful interaction between learner **Ayelet Sason** and her 5 year old daughter. She was warmly touched that Ayelet read to her daughter in English.

Join tutor Julie Szende in celebrating student **Jee Jung Sung's** success in passing the United States' citizenship written test.

**Esperanza Solorio** has been dedicated to developing her reading skills with tutor, Dorothy Ungerleider. Working as a team, they identify new vocabulary and work toward reading books. Esperanza can read an entire book. She also takes it home and reads it again.

**Yolanda Wren** is working with her tutor Michael Wadlington and is about to complete Challenger 2.

Both student **Mehri Rashidi** and tutor Carol Zuckerman love reading. Mehri writes a diary and then reviews her grammar with Carol. Mehri is advancing and her grammatical errors are lessening.

The Singleton Book Club completed its fourth book: *The Things They Carried* by Tim O'Brien. Club members enjoyed insightful conversations about the Vietnam War and developed vocabulary skills by completing worksheets in class. The next book on the list is *The Joy Luck Club* by Amy Tan join us!



# Volunteers of the month

## We appreciate our volunteers!

This year, we're selecting two volunteers every month to recognize for their outstanding service and treating them to a cup of coffee on us! Please join the Adult Literacy staff in recognizing the work of our amazing honorees!

### March Volunteers

**Jennifer Gil nominated by Richard Risemberg at Echo Park and Ashley Binning at Pico-Union**



Jennifer Gil & Richard Risemberg

Richard wrote, "Jennifer tutors three students at Echo Park, tutors another at Pico-Union, besides teaching a class there. Always good natured--even came in the day after being knocked off her bike by a car!--and always willing to try new techniques."



Ashley Binning & Jennifer Gil

Ashley wrote, "Last week I met Jennifer at Pico Union. I was surprised that after tutoring her student from 4:00-6:30 pm, that she headed over to the community room to teach a class. I then learned that Jennifer volunteers at Pico Union AND tutors three students at Echo Park. Jennifer spends over 15 hours a week to work with learners in our program. In addition, she does it with so much joy! She is such a kind person and I am

looking forward to working with her over the next couple of months. I think with the amount of intention and time she dedicates to the program, it would be nice for her to be able to pick up a cup of coffee before volunteering!"



Misty Crowe

**Misty Crowe nominated by Steffi Siebert at Panorama City**

Steffi wrote, "Misty teaches the Thursday, English Conversation class at the Panorama City Library. Misty has grown so much as volunteer and teacher during the time that I have known her. She is motivated to be a great teacher and spends lots of her free time researching free literacy websites, lesson planning and activity ideas, and online resources to incorporate in her class. Misty is reliable, punctual, and always willing to learn and grow. She has also done an exceptional job at developing a following of students and works hard to design her lesson plans around the literacy skills that learners need help improving. This award would be so meaningful for Misty because she loves recognition and acknowledgement for all of her hard work and dedication to the program and learners."

### April Volunteers

**Barbara Schadlow nominated by Hal Bogotch at Venice**

Hal wrote, "Putting in a plug for Barbara Schadlow, my Monday Venice ECC Teacher extraordinaire! She has renewed her commitment to teaching the class. Barbara connects wonderfully with students and plans awesome activities."



Laura Wang & Ulises Chavez

**Laura Wang nominated by Ulises Chavez at Watts**

Ulises wrote, "I would like to nominate Laura Wang as volunteer of the month at the Watts Branch. Laura volunteers three hours a week as a walk-in tutor every Tuesday. She is always delighted to assist anyone walking through the door of the Literacy Center with a smile on her face. Patrons and learners have expressed how much they enjoy working with her and look forward for Tuesday to come to see her. Laura makes her WIT sessions fun and engaging for all patrons. Not only is Laura a walk-in tutor, but has also volunteered to substitute a class if needed. I want to thank Laura Wang for her outstanding service in the program."

### May Volunteers

**Ora Blackman nominated by Julie Christenson at Exposition Park**

Julie wrote, "Miss Ora Blackman is a retired Resource Specialist with public schools. She is dedicated and sharp and tutors Juan Calderon with incredible skill and grace. Everyone who comes in contact with Miss Blackman, as she prefers to be called, adores her."

**Tim Roberts nominated by Gemini Spencer at Baldwin Hills**

Gemini wrote, "I nominate Tim Roberts. He has been in the program since 2015, matched with student Paul Smith, and he gives his heart, soul and cheer to the program. He attended the SCLLN convention and he has attended other affairs such as the check ceremony and a few others. He is always very cheerful!"



**Writer to Writer is a statewide writing challenge for adult learners in public library literacy programs. Adult learners are invited to read a book of their choice and then write a personal letter to the author of that book, sharing with the author their thoughts and opinions as to how the book affected them.**

This year, 86 learners participated in the Writer to Writer challenge. Out of those 86, two learners from the Los Angeles Public Library Adult Literacy Program were recognized for their courageous and inspiring letters: Level 2 Runner-Up **Magdalena Ortega** and Level 3 Winner **Elaheh Kazempour**. Here are their award winning submissions!





Magdalena Ortega

## Magdalena's letter to Mr. Keyes

Dear Mr. Keyes,

Your book *Flowers for Algernon* was brought to my attention by my daughter who is reading it in middle school. She told me the main character named Charlie wanted to be smart. And I can relate to the character because I feel this way also. So as I began to read the story I felt as if it was me you were writing about. I always feel dumb.

I decided to read the book because I wanted to know if Charlie had a good outcome. I can relate to Charlie because I struggle with wanting to be smart and I avoid having conversations with people because I am afraid I won't understand what they might be talking about. I had this feeling since I was made fun of in kindergarten for always being the last to finish my work. Then in third grade I was told by my teacher that I was dumb and I shut down.

I often think and hope someone can make a smart pill. So I related to Charlie having the desire to have an operation to help with his intelligence. If I had the opportunity for an operation I might consider it since I am very intimidated by people. Since there isn't an operation or a smart pill, I took the first step to get a tutor, who is amazing, to help me with reading and writing. This is helping me get the confidence to know that I can continue to learn.

Even though Charlie was a fictional character, reading the book made me feel like I wasn't alone with wanting a quick fix with becoming smart. But I hope I have a better outcome than Charlie. And so far, so good.

Sincerely,  
Magdalena Ortega



Elaheh Kazempour

## Elaheh's letter to Charlotte Bronte

Dear Charlotte,

When I was a teenager, I remember well that I was reading your book *Jane Eyre* on a cold winter night. I was standing at the window watching snowflakes falling slowly on the ground. Everyone was sleeping. I opened the door and went to the yard. I lay down on the ground with snow sitting on my body and face. It was midnight, and I was very scared. I was wet, cold, and hungry too. Jane, Helen, and all other orphans at Lowood must have felt the same. Through darkness and snow, I saw a figure. It looked like the ghost of a woman. I thought it was you Charlotte. Was it really you or was I imagining things? Were you trying to tell me something? I ran back to my room, and hid under the blanket.

Back in my room, I felt warm again. I could not go to sleep though. I kept thinking about how unjust the world can be to orphans such as Jane, Helen, and me. I lost my mother when I was two years old. My older sister raised me. When I was five years old, my sister got married. That night it was snowy and cold too. I left my sister for the first time. I did not sleep. I felt a bitter sense of being alone and orphaned.

Dear Charlotte, when I read *Jane Eyre*, I cried for Jane, for myself, and for thousands of orphans, but with every part of your story I learned to fight and be strong. I had always wished to be a good writer, but, unfortunately, the difficulties of life, and raising two children delayed this wish. When on a warm summer night, my husband, my life-long friend and love, began his journey to paradise, I did not have the power to stay in a city full of memories any more. I came to the United States alone to start a new life. Here, I felt lonely again. I did not have much money. I did not have support, and I did not know English either. I started to write poems and short stories. My first book of Farsi poetry, which is called *Lullabies*, was published a couple of years ago. When I was writing the lullabies in that book, I kept thinking about orphans, and how lonely they can be. After my book was published, I learned how important it is not to lose hope and keep trying. *Jane Eyre* prospered at the end of your book. I am not feeling lonely any more either. I am an American citizen now, I can speak a little English, and I take writing very seriously. Who knows? May be one day, if I keep trying, I can publish my poems in English.

Sincerely yours,  
Elaheh Kazempour



**ALLI is a statewide training program designed for adult learners by adult learners to improve their leadership, communication, and advocacy skills. ALLI follows a weekend “boot camp” model, meeting for two and a half days, starting on a Friday afternoon. The session topics include leadership skills, self esteem, setting and achieving goals, public speaking, presentation skills, and networking. Below, ALLI participants Veronika Nekletsova, Jesse Estes, and Gregory Lee Hill talk about their boot camp experience.**



Valentin Valdez, Jesse Estes, Gregory Hill, Juan Calderon



Gregory Hill

## Adult Learners Leadership Institute

By Gregory Lee Hill

Wow, what can I say! I would like to thank ALLI for giving me hope and strength to continue my long battle against illiteracy, this is so important because we cannot continue to ignore illiteracy here in our states and cities across America.

It is a subject that we must keep talking about moving forward. The ALLI Institute is so important to people like me so that we can take our leadership skills to the next level.

I am currently a mentor with a men's group called “In The Meantime Inc.” We serve men ages 18-34 who are dealing with HIV and other issues that concern black gay men. This Institute helped me to become a better community activist in this role, as well as for adult and childhood literacy. I hope to keep children from having to experience what I went through as a child in grade school, middle, and high school. Literacy has been something that I have been struggling with for so many years.

“No Child Left Behind” has left many children behind. Even today I still feel how I was left behind so many years ago and what it has cost me to this day. Had I known how to read or write, as well as do arithmetic, I know without a shadow of a doubt I would have had more to contribute to society today.

My biggest regret is that I was not able to fulfill my childhood dream to be the best dancer that ever lived. Unfortunately, those dreams did not come true due to my lack of literacy skills. But I refused to give up on getting what I rightfully deserved, so I continued searching. One day I was at the library to make copies off my laptop because I do not own a printer and happened to

look up and saw a sign that said “Adult Literacy Center, Read, Learn, Help.” So I said to myself, “Here you go again, Gregory.” After so many attempts over the years, I approached a wonderful lady by the name of June Brandon who was sitting at her desk. I walked-in and said, “Do you have some information about your Adult Literacy Center?” She said, “Yes. What we do here is to match you up with a tutor that's able to help you with your learning skills, but I don't have one available at this time.” She asked if I had time to take a test so that she could place me with the right person to tutor me, and said she would give me a call as soon as she could. It only took about two weeks and I got the call. I am happy to say that I'm a student at the adult literacy center at Exposition Park Library Los Angeles, California since January of this year.

My objective is to encourage as many adult and child learners as I can to let them know that it's never ever too late to start learning to read, write, and do arithmetic. I am a witness to this fact because some 55 years later after my unpleasant experiences throughout my years in school. I would like to help promote the library's literacy program whether it's speaking to different groups or coming up with slogans, billboards and other outreach materials to inform my community about the importance of adult and childhood literacy. I'm so grateful for this program, and I'm confident that it will help me going forward in achieving my goals. Thanks to you all for your support throughout this experience. A special thanks June Brandon and Julie Christenson, my library literacy coordinators and my tutor Yvette Monteilh, and of course the Los Angeles Central Library and libraries across our state, and the staff at the A. K. Smiley Public Library in Redlands, CA, for their wonderful hospitality in hosting ALLI. It was the greatest opportunity that I have ever experienced in my lifetime. Thank you so much for all that you do in combating adult illiteracy. This mission is larger than myself.

## The ALLI Boot Camp

By Jesse Estes



Jesse Estes

### About Leadership

Leadership is an action that shows others how to benefit from it. Like the literacy programs at Washington Irving Library, Exposition Park Library, and Jefferson Park Library, where I am a student.

What led me to the library was an interest in learning about computers. I took a class to learn the computer, then one day my instructor asked me to write a simple sentence; I couldn't write one, not even on the computer. I was so embarrassed that I couldn't write a simple sentence, I didn't want her to know where my writing and reading skills were at. At that time, they were practically zero.

I had no idea of how to improve them, although I always had a desire to. So I continued with my computer classes because I was learning something I wanted to learn. Then it happened when I was walking past the desk where you check-out the library books.

This sign that had been placed there for anyone to see caught my attention; it said "adult literacy classes." I asked at the desk, where do I find out about this class? The librarian pointed to the literacy coordinator office, which at that time was Beverly Picardo, whom I continue to study with at Jefferson Park Library.

She evaluated me, then told me it would take (six) months for me to get a tutor. She called me in (three) months, my tutor name was Mr. Bostic. That day my life changed forever when we met.

He started me on the challenger book (1). I said "this year is going to pass anyway but my reading and writing skills won't be where they are now when this year ends" that was (7) years ago. Because of Julie Christenson who was the head coordinator at Washington Irving Library, whom I followed to Exposition Park Library, I've studied with for the last (four) years, I'm here.

Why? Because leadership is the action that not only contributes to one's self, but sets a standard for others, like ALLI, the Literacy Programs at the different libraries I mentioned, the many leaders, the students I've met at ALLI. They stand out as leaders do. Also the staff and volunteers from ALLI, Rosie and Dian, the head coordinators.

## Adult Learner Leadership Institute

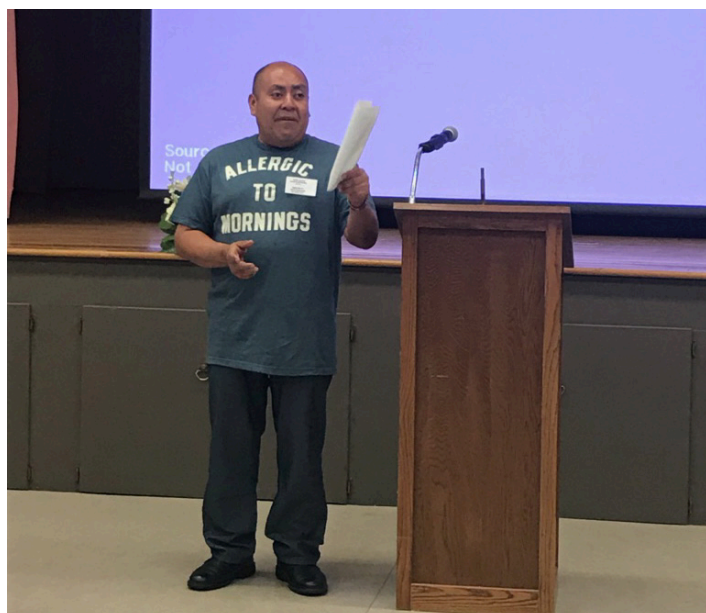
By Veronika Nekletsova

Couple weekends ago I visited ALLI Boot Camp.

I want to thank you for your trust in representing Platt Branch Library at this event. In these few days I got a lot of useful information, participated in different activities. I met with new interesting people and practiced English conversation that is very important to me. Also, I achieved my first small goal: for the first time in my life I gave a oral presentation in English to the audience!

Now I realized how important the Adult Literacy Program is for immigrants, people who study English and people for whom English is a second language. Events like this help people raise their self-esteem, confidence and achieve their goals.

I'm proud to be a student of this program and the trust that you have given me.



Valentin Valdez



Juan Calderon

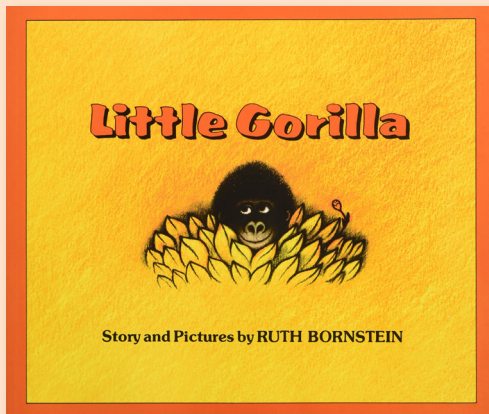
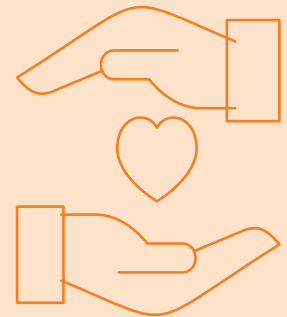


### Families for Literacy

Families for Literacy is a wonderful program aimed at adult learners already enrolled in the Adult Literacy Program (ALP) or Limited English Proficiency Program (LEP) of the Los Angeles Public Library. The purpose is to promote literacy in the home by showing adults how to read to children. Any student who is a parent, grandparent, or caregiver for a child under 5 years of age qualifies. Students receive tips on how to read to the child and earn free books that become part of the home library.

### Tips for Caregivers:

Little Gorilla is a timeless story of unconditional love. Reading this book together is a great way for caregivers and children to affirm their love for each other no matter what. It can also be fun to sing “Happy Birthday” to Little Gorilla and practice counting. How old is Little Gorilla? How old is the child being read to? How old are you?! Don’t forget to tell the child that you love them more each year!

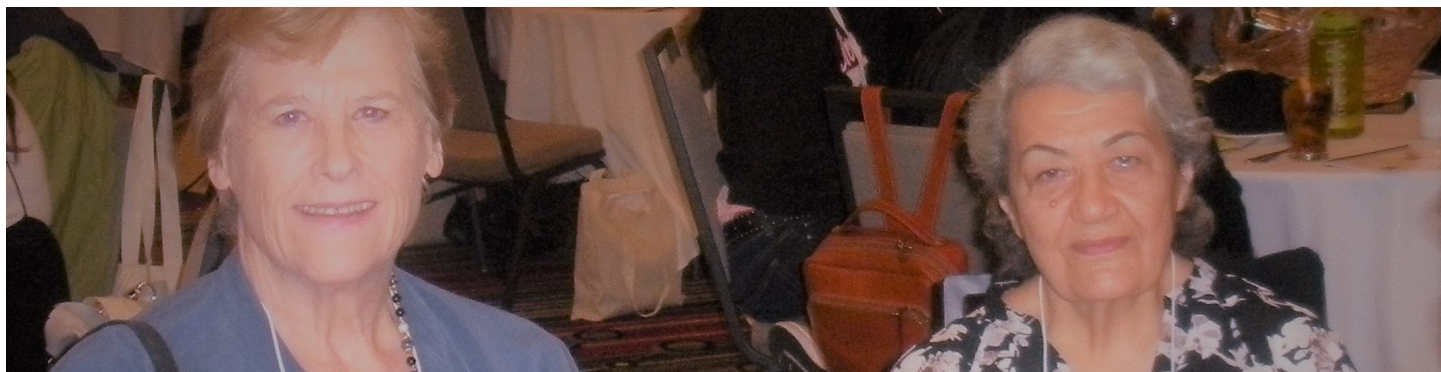


### *Little Gorilla*

by Ruth Bornstein (Ages: 0-4 years)

A sturdy board book with color illustrations that tells the story of a new baby gorilla. Everybody in the great, green forest loves Little Gorilla, even when he grows and grows and grows.





Cathie & Elaheh

### Cathie's Story

By Tutor Cathie Sherman

When I retired, I wanted to help people read English because I enjoy reading so much. I found the LAPL program, and was matched with Elaheh Kazempour three years ago. Elaheh was studying to become a citizen when we met, and we worked on that a little together. She passed the citizenship test with flying colors.

Last year, Elaheh entered the Writer to Writer challenge. She won the prize in the Intermediate category after reading "Jane Eyre" and writing a letter to Charlotte Brontë.

Now Elaheh is working to improve her English conversation skills, as well as tutoring. She takes two English conversation classes a week, and rides the bus to two different libraries to do all this. She recently finished the Challenger 6 book, and is now working on Challenger 7.

Elaheh has two adult children, a daughter and a son, who are proud of their mother's hard work.

Elaheh keeps working on her goal of learning English, and I admire her persistence. I look forward to continuing to help her reach her goal. ♥

### Elaheh's Story

By Learner Elaheh Kazempour

For more than a year, I had been waiting for a teacher on Mary Ann's waiting list. Every time I spoke to Mary Ann, she said she had no teachers yet. Finally, Cathie came after a long time. I remember well on the first day of meeting I did not understand what time the start of my class was. I was late for about an hour. I was so embarrassed. She waited patiently for me.

In the past, I lived alone and my two children lived in Iran. Whenever I was sad or when I missed my children or when my landlord annoyed me, I spoke with Cathie or wrote it as a story. One day I saw she had tears in her eyes. I understood that behind her beautiful and serious face she has a heart of gold. She has a very beautiful voice too and when she has a concert she gets ticket for my daughter and me.

Now I've finished Challenger 6 and I've started Challenger 7. I often think to myself I am very lucky to have a teacher like Cathie. She has always helped me, and has always notified me of all useful programs like writer to writer, that I won last time.

I have learned a lot from Cathie, about American idioms, American beliefs, the elections, voting and all the things that I need. I am grateful to her for being the best and loveliest teacher ever. ♥



LOS ANGELES PUBLIC LIBRARY

# Adult Literacy Classes

View the full class list on our website:  
[lapl.org/literacy](http://lapl.org/literacy)

**Adult Literacy Services**  
**Los Angeles Public Library**  
630 W. Fifth St.  
Los Angeles, CA 90071

**PRESORTED**  
**STANDARD MAIL**  
**US POSTAGE**  
**PAID**  
**LOS ANGELES, CA**  
**PERMIT # 12932**



## Los Angeles Public Library

### Adult Literacy Center Locations

#### Central Library – Singleton Adult Literacy Center

630 W. Fifth St., Los Angeles, CA 90071  
(213) 228-7037 / FAX (213) 228-7138

**Contacts:** Karen Hernandez-Chacon, Rinna Gomez & Yvette Cabrera  
[literacy@lapl.org](mailto:literacy@lapl.org)

#### Baldwin Hills Branch

2906 S. La Brea Ave.  
Los Angeles, CA 90016  
(213) 228-7037 x 146

**Contact:** Gemini Spencer  
[baldwinhillsliteracy@lapl.org](mailto:baldwinhillsliteracy@lapl.org)

#### Benjamin Franklin Branch

2200 E. First St.  
Los Angeles, CA 90033  
(213) 228-7037 x 101

**Contact:** Alicia Chavarin  
[franklinliteracy@lapl.org](mailto:franklinliteracy@lapl.org)

#### Cahuenga Branch

4591 Santa Monica Blvd.  
Los Angeles, CA 90029  
(213) 228-7037 x 120

**Contact:** Carolyn Barelli  
[cahuengaliteracy@lapl.org](mailto:cahuengaliteracy@lapl.org)

#### Echo Park Branch

1410 W. Temple St.  
Los Angeles, CA 90026  
(213) 228-7037 x 108

**Contact:** Richard Risemberg  
[echoparkliteracy@lapl.org](mailto:echoparkliteracy@lapl.org)

#### Exposition Park - Dr. Mary McLeod Bethune Regional Branch

3900 S. Western Ave.  
Los Angeles, CA 90062  
(213) 228-7037 x 106  
[expositionliteracy@lapl.org](mailto:expositionliteracy@lapl.org)

#### Jefferson Branch

2211 W. Jefferson Blvd.  
Los Angeles, CA 90018  
(213) 228-7037 x 117  
**Contact:** Beverly Pichardo  
[jeffersonliteracy@lapl.org](mailto:jeffersonliteracy@lapl.org)

#### Junipero Serra Branch

4607 S. Main St.  
Los Angeles, CA 90037  
(213) 228-7037 x 107  
[juniperoliteracy@lapl.org](mailto:juniperoliteracy@lapl.org)

#### Lincoln Heights Branch

2530 Workman St.  
Los Angeles, CA 90031  
(213) 228-7037 x 102  
[lincolnliteracy@lapl.org](mailto:lincolnliteracy@lapl.org)

#### Mid-Valley Regional Branch

16244 Nordhoff St.  
North Hills, CA 91343  
(213) 228-7037 x 166  
**Contact:** Lynne German  
[midvalleyliteracy@lapl.org](mailto:midvalleyliteracy@lapl.org)

#### Pacoima Branch

13605 Van Nuys Blvd.  
Pacoima, CA 91331  
(213) 228-7037 x 153  
[pacoimaliteracy@lapl.org](mailto:pacoimaliteracy@lapl.org)

#### Panorama City Branch

14345 Roscoe Blvd.  
Panorama City, CA 91402  
(213) 228-7037 x 139  
**Contact:** Steffi Siebert  
[panoramaliteracy@lapl.org](mailto:panoramaliteracy@lapl.org)

#### Pico Union Branch

1030 S. Alvarado St.  
Los Angeles, CA 90006  
(213) 228-7037 x 170  
[picounionliteracy@lapl.org](mailto:picounionliteracy@lapl.org)

#### Pio Pico - Koreatown Branch

694 S. Oxford Ave.  
Los Angeles, CA 90005  
(213) 228-7037 x 103  
**Contact:** Ashley Binning  
[piopicoliteracy@lapl.org](mailto:piopicoliteracy@lapl.org)

#### Platt Branch

23600 Victory Blvd.  
Woodland Hills, CA 91367  
(213) 228-7037 x 165  
**Contact:** Janis Risch  
[plattliteracy@lapl.org](mailto:plattliteracy@lapl.org)

#### Robertson Branch

1719 S. Robertson Blvd.  
Los Angeles, CA 90035  
(213) 228-7037 x 142  
[robertsonliteracy@lapl.org](mailto:robertsonliteracy@lapl.org)

#### Robert Louis Stevenson Branch

803 Spence St.  
Los Angeles, CA 90023  
(213) 228-7037 x 119  
**Contact:** Alicia Chavarin  
[stevensonliteracy@lapl.org](mailto:stevensonliteracy@lapl.org)

#### Venice Branch

501 S. Venice Blvd.  
Venice, CA 90291  
(213) 228-7037 x 140  
[veniceliteracy@lapl.org](mailto:veniceliteracy@lapl.org)

#### Washington Irving Branch

4117 W. Washington Blvd.  
Los Angeles, CA 90018  
(213) 228-7037 x 141  
[washingtonliteracy@lapl.org](mailto:washingtonliteracy@lapl.org)

#### Watts - Alma Reaves Woods Branch

10205 Compton Ave.  
Los Angeles, CA 90002  
(213) 228-7037 x 143  
**Contact:** Ulises Chavez  
[wattsliteracy@lapl.org](mailto:wattsliteracy@lapl.org)

#### Wilmington Branch

1300 N. Avalon Blvd.  
Wilmington, CA 90744  
(213) 228-7037 x 110  
**Contact:** Abel Santibañez  
[wilmingtonliteracy@lapl.org](mailto:wilmingtonliteracy@lapl.org)