



READ

A newsletter written by students and tutors.

Adult Literacy Services | Changing lives one chapter at a time.

WINTER 2013

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From the Editor

Help us break the cycle of illiteracy by joining us at our upcoming Tutor Information Meetings. In February/March the presenters will talk about "Family Literacy (Reading with Puppets)" and will give tutors an overview of how important reading to children is. You don't need to have a *Families for Literacy* student to participate, because everyone knows someone with children: cousins, friends, neighbors. In April-May the topic will be "Tutoring Non-native Speakers" and will give you some hints on how to deal with learners from foreign countries. We hope to see you there!

Ruth Gooley

It's a Match Part I

Kimberly's Story

BY TUTOR KIMBERLY SIZEMORE

I wanted to be able to help a person to learn about the power of reading. I saw a flyer about the Adult Literacy program and decided to attend the training.



Learner Charles White & Tutor Kimberly Sizemore

I had a chance to get a good deal of guidance about how to make the best of the time I would have to spend with my student, and how to utilize the wealth of

information that was contained in the Literacy Center at the Baldwin Hills Library.

I met my student Charles White in 2009, and he has accomplished so much in the time we have been privileged to spend together.

I am very proud of him and I know that he is very grateful to the program. ♥

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Creative Corner: Learners Write Essays

Music Under the Moonlight

BY LEARNER LETICIA BUENROSTRO

On Tuesday, July 27, 2012, all the students and parents of Harmony Project* went on a field trip. We went to the Hollywood Bowl to hear the Los Angeles Philharmonic. That day was an amazing experience for me because before I was imagining that I would see a big enclosed space, but I never thought the Hollywood Bowl is a place under the open sky.

When you see the stars and all the seats full of people listening together, you feel relaxed. The natural air and tiny insects passing by, and seeing only one house up on the hill with only one light made me think of when I was young at the ranch in Jalisco, with the moonlight over my head. [Except instead of coyotes I heard violins and violas!]

*Harmony Project is an organization that teaches young people how to play classical music. Please visit <http://www.harmony-project.org/> for more information. ♥

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Lorraine's Story

BY LEARNER LORRAINE DURAZO

All my life, I've been scared someone would find out my secret; I had a good "poker face." You could never tell I couldn't read. Every time I would pick up a paper, the letters on it would put me in a frozen state, almost like a panic attack. Some people think nonreaders are lazy and just don't try. It's as though you were standing on the ledge of a building and are going to jump; wouldn't you be scared?



Tutor Gary Swinhart & Learner Lorraine Durazo

My personal circle is very small. Only my children knew I couldn't read. They would read my mail to me, or I would ask my brother to re-read it to me so I could understand it better. If I didn't have them, I wouldn't know what to do. I had become so dependent on them; I felt inferior, less than a whole person, frustrated, and upset with myself. I knew I had to do something drastic to change my life!

In 2009, I shared my secret with my niece, who didn't believe me. A few days later, we went to the library to get a library card so I could check out books for my grandson. She saw a

flyer for the Adult Literacy Program and said, "Look, Aunt Lorraine, try this!" and shoved it in my face.

I was scared; what was I going to do with it? Not knowing, I stuck it on my refrigerator and

there it haunted me for a year. I ignored it because it scared me. One day, my grandson, Isaac, asked me to read him a book. I froze! How could I read to my grandson? I grabbed the flyer and Isaac and off we went to the library.

I met with Margaret, fearing the program wouldn't take me. To my surprise and relief, she said, "Yes!" She called me within a week and

told me she had the perfect tutor for me and he would call me to set up a time to meet. On the drive to my first meeting, I had not just butterflies, but the caterpillars, too. I was afraid someone else would find out my secret.

It has been a year since I've been in the program. My tutor, Gary, has made it a good year. He's patient with me and guides me through my lessons. I have learned to break down the words into syllables and sounds; I think consonant blends are my favorite.

I'm so grateful for this program and Gary. Together, we have worked on my reading and writing. Thanks to the Families For Literacy program, I have started a small library for Isaac and we read almost every night. I have even read a book for myself.

Knowing the words are quiet little triumphs for me that say, "You've done it!" It makes me feel better about myself. Now I am free from the secret; I can read! ♥

If you are a tutor or student and wish to write something for the newsletter, please contact your coordinator or email Ruth Gooley at rgooley@lapl.org.

Creative Corner *Continued from page 1*

The Woodpecker

BY LEARNER ALFREDO ORANTES

The first born is blind. After 12 days they open their eyes. The smooth plumage covers them in many places, but not completely. At one month and a half they can fly and feed themselves. The relatives are feeding the first born if it returns to the nest. ♥



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Gary's Story

BY TUTOR GARY SWINHART

Lorraine Durazo is the fourth learner I have worked with. When I first met her in August 2011, I wondered why she was in the program. She was well spoken, articulate, and, from all outward appearances, did not need to be there. However, soon, she told me secrets she had not told many people: she could not read or write, and she was afraid others would find out.

When I asked Lorraine how she managed to do so well in her life without knowing how to read, she told me she listened to those around her and tried to mimic them. After reading John Corcoran's book, *The Teacher Who Could Not Read*, I discovered this is not uncommon with non-readers. Through the development of her listening skills, she had excelled in applying her experiences to different situations in which she found herself; she was a "mistress of deception."

When we sat down to complete the "Roles and Goals" form, Lorraine told me she wanted to do all the tasks her family was now doing for her. These included doing her personal finances, reading and writing e-mails, and other correspondence, using the Internet, preparing a shopping list, reading health information, etc. She also wanted to pass the GED tests, since this would prove to herself she was as "smart" as others were. All these goals, of course, were great, but paled in comparison to the one thing she wanted most: to read a book to her grandson.

After a few months together, Lorraine called to ask if I received the e-mail she sent me. I said, "I thought you

didn't do e-mails." She replied, "I decided to read the directions and learn." Let me tell you, I was bowled over! As you discovered from reading her story, she is a highly motivated person.

The next surprise came a bit later when Lorraine announced she had gone to Mission College to inquire about GED classes, and that she planned to enroll in a GED preparation class the following semester. She has completed the class and will soon take the tests. I know she has the ability and tools to pass them.

Lorraine has completed the Families For Literacy program and has read many books to her grandson. With the help of this terrific program, she has created a library for him.

Recently, Lorraine completed reading her first book for herself, *The House on Mango Street* by Sandra Cisneros, a book she had had since childhood. She is now reading her second book, *Cool Cat*, a story about growing up in Los Angeles in the 1970s. Her writing skills have improved also; she recently wrote a letter to her supervisor giving him her thoughts about certain changes at her job.

Along with her improvements in reading skills, I have seen positive changes in Lorraine's feelings about herself: self-esteem, self-image, self-worth, and self-confidence. She no longer is a person who cannot read; she no longer has a secret. ♥

TUTOR TIP

Help Your Student Get a Library Card!

Make sure your learner has something interesting to read at home. Go with him to get a library card and show him how to choose books he can read successfully. The Adult Literacy Centers have a good selection of easy readers. Check them out!

from National Adult Literacy Database (NALD) <http://www.nald.ca/library/learning/demyst/chapter6.htm>, retrieved 8.23.12)



Facebook

- Find out what's new in the literacy world.
- Meet your fellow tutors.
- Ask questions about your student.
- Get hints about how to deal with reading issues.
- Join us on Facebook at <http://www.facebook.com/LAPLAdultLiteracyServices>

Charles' Story

BY LEARNER CHARLES WHITE

When I start going to the library I couldn't read that was bad. In 1999 I met my first tutor, she was teaches me how to read and write. My second tutor we did a lots of talking, he was teaches me about vowels aeiou + y read a book, and talking about how did I on about the literacy school, when I went to school I was eight year old, I miss first, second. I went to the third, and didn't know how to read I was a bad kid. I was mad all time. I was scared, I didn't want nobody to know I couldn't read, I allway was "fight," that made me

feel good. Now I go to the library and I have a tutor teaches me how to read write, vowels. Kimberly is my new tutor 2012, she make me like my self, she make me, very comfortable, she allway tell me to take time for my self, and read a book I like. I like history, she make me, write, story about what I read, I am write sentence. and I like myself. Kimbely is a very hard straigth tutor, I need that to. I like Kimberly she make me like myself. She make me want to learn. ■



Achievements

Soni Abdel completed her program and was accepted to Antioch University's Bridges Program.

Letitia Buenrostro, who won in the 1st Runner Up Award for a Beginning Writer in the Writer-to-Writer Contest in 2010 sponsored by the California State Library, continues to grow in her achievements. She has become a citizen and has voted for the first time. Letitia's tutor is Ramona Cash who has devoted considerable time to working with Letitia.

Magdalena Deleon has succeeded in obtaining permanent residency at Los Angeles Downtown Women's Center.

L'Tanya Luckie, who has also been accepted to the Antioch Bridges program, continues to improve her reading comprehension and other skills while she waits for the program to begin.

Deborah Osborne is writing a book report. ■



Learner Leticia Buenrostro & Tutor Ramona Cash

Notes from a Coordinator

One of the greatest rewards of being a literacy center coordinator is learning about the achievements of our students and tutors.

Long time LAPL Literacy Tutor, Mary Anne Nelson, has been involved with literacy for

over 40 years. We are fortunate to have Mary Anne as one of our tutors at the Cahuenga Library Literacy Center.

Recently, she showed me a photo of herself standing in the doorway of the "Mary Anne Nelson" room at the Pro Literacy America Headquarters in Syracuse, New York. Mary Anne supervised the

tutor-trainers for Pro Literacy in California.

I am grateful to the LAPL Literacy Program and to all the wonderful people I have encountered who believe in the cause of literacy.

Carolyn Barelli
Literacy Center Coordinator
Cahuenga Library

Q&A

Question:

How do I motivate my student to do homework/reading/study on her own?

Tutors Answer the Question:

Jo Ann Dawson:

I try to relate everything to my student's interests and/or goals. Any extra reading or assignment is connected to a specific goal or dream of his.

Office Manager Jim Kennington:

Whenever possible, show the connection between the lesson or homework with one of the student's specific goals. Remind the student that the homework and at home study help increase her/his comprehension. Involve the student's personal experiences in the context of the lessons.

Molly MacDonald:

I would suggest doing a couple of the questions with them just to get them started. Some students need confidence that they can do the work, and a little support helps them.

Alan Matuny:

Choose writing assignments on subjects your student is interested in: Sports, his Job, what he does for fun ...

Call him two days before you meet to remind him of assignments & ask if he needs any help ...

Give only praise—no criticism, the first few months of homework; plenty of time to correct errors later on ...

Your student needs to understand that face to face meetings are fine BUT homework is necessary to achieve his / her goals ...

Wanda Piekarski:

Reading out of class... I ask my students what they would like to read. For instance, it may be that they want to read the Bible or their children's school books. If they are interested in current events I might bring in the "Daily News." For example, my student once asked me about high fructose corn syrup. I asked her to bring in the article she was reading. It was a good opportunity to go over the technical language and then she took it home to go over it because there wasn't enough time in class. Sometimes there just isn't enough time at home for the student so I stress this isn't "homework" due at the next meeting. Then I ask the next time, "Did you have time to do any of the work?"

Danielle Valdivia:

I told my learner from Day One that if she hasn't done the reading or the homework, we'll do it when we meet in the library. It will take more time to get through the units, but that's her choice. But I promised to stick it out to the last book in the series.

Carole Weinman:

One student always does any homework assigned, and does extra work because of her self motivation. The other student usually does homework, and he knows that if he doesn't, it will only take away time in class to do it, since I don't let him off the hook until it is completed—he knows that only delays moving forward to the next lesson in his workbook and supplementary books.

If you have a Question you would like Answered, please email Ruth at rgooley@lapl.org

The Majestic Endeavor

BY LEARNER ROLAND JUAREZ

Endeavor it's one of the greatest machines I have ever seen in my life. The experience to be so close to this giant masterpiece was tremendous.

On Saturday afternoon my brother-in-law and my children decided to go see Endeavour. We drove a while trying to get a good spot to watch Endeavour. Everybody was so eager asking where Endeavour was traveling. The streets were very crowded and jammed but who cared about that. Everyone wanted to be part of the history and for that reason the crowds were moving in complete disorder.

We fortunately found parking and then we walk for about two miles. We were plowing through the crowds and struggling to make our way to see the spaceship. Finally Endeavour was looming in front of us. I could distinguish it from six or seven blocks away from us. I don't like to exaggerate but the crowd were very enthusiastic and everybody put their differences aside. In this kind of events it is where the men and the caterpillar smile and join their hands. It's amazing what Endeavour did. Endeavour is our pride and had been so close to it an unforgettable experience. The mission 26th was the most exciting event of the history and I felt so lucky because I was part of this magnificent adventure! ♥

Dream of a Better Life

BY LEARNER MIRIAM ACOSTA

When I was 16 years old, I met a little boy. He was crying and unhappy. I asked him "What happened?" and he sad, "My mom died and I don't know where my dad is." I was surprised to hear that because it is difficult to lose family. I said to him, "you can go to live with my family and you could have a very good life with us." Right now he is 17 years old and he is almost finishing high school and he wants to be an auto mechanic in his future. ♥

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TUTOR TRAINING

If you are interested in becoming a tutor, you have two options. You may either attend a Tutor Training Workshop in person or you may do it online. Talk to an Adult Literacy Coordinator for details.

In-person tutor training workshops will be held on the following dates at the following locations:

Singleton Adult Literacy Center at the Central Library
Saturday, January 26, 2013 from 10:30 AM to 3:30 PM

Mid-Valley Branch Library
Saturday, March 2, 2013 from 10 AM to 3 PM

Pio Pico Branch Library
Wednesday, April 10, 2013 from 10 AM to 3 PM

Singleton Adult Literacy Center at the Central Library
Saturday, May 18, 2013 from 10:30 AM to 3:30 PM

Singleton Adult Literacy Center at the Central Library
Saturday, June 22, 2013 from 10:30 AM to 3:30 PM

Schedule subject to change. Please check with an Adult Literacy Coordinator for more information.

Classes:

Adult Literacy Services are proud to offer the following classes. Please call the appropriate center for more information.

Singleton Adult Literacy Center at the Central Library:

English Conversation:	Monday–Wednesday 3:30–5 PM & Fri 2–3:30 PM
Writing:	Mon 2–3:30 PM; Tues & Thurs 5–6:30 PM ; Fri 12:30–2 PM
Pronunciation:	Tuesday 12:30–2 PM, Thursday 3:30–5 PM
Leadership/Life Skills:	Tuesday 2–3:30 PM
Current Events:	Thursday 12:30–2 PM
Advanced Math:	Monday 12:30–2 PM
Pre-GED Writing:	Wednesday 2–3:30 PM
Pre-GED Math:	Wednesday 12:30–2 PM
Changing Topics:	Thursday 2–3:30 PM
Drop-in Tutoring:	Monday 2:30–5:30 PM; Tuesday 5–7 PM; Wednesday 2–4 PM; Thursday 3–6 PM.

At the branches:

Writing Classes:

Baldwin Hills:	Tuesday 7–8 PM
San Pedro:	Monday 5:30–7 PM
Washington Irving:	Tuesday 4–5:30 PM
Downtown Women’s Center:	Thursday 2:30–4 PM (except first Thursday of the month). Schedule subject to change. E-mail khall@lapl.org for information.

English Conversation Classes:

Benjamin Franklin:	Friday 1–2:30 PM
Cahuenga:	Wednesday 11:00–12:30 PM
Felipe de Neve:	Wednesday 2–3:30 PM
Harbor City:	Saturday 10:15–11:15 AM
Lincoln Heights:	Monday 4–5:30 PM
Mid-Valley Regional:	Wednesday 3–4:30 PM & Thursday 12:30–2 PM
Panorama City:	Thursday 6–7 PM
Pio Pico Koreatown:	Thursday 6:00–8 PM
Robertson:	Thursday 5:30–7 PM starting Nov 29, 2012 Monday 6–7:30 PM starting Jan 7, 2013
Washington Irving:	Saturday 1–2:30 PM
Wilmington:	Saturday 10:30–11:30 AM
Watts:	Wednesday 3:30–5 PM & Friday 4–5:30 PM

Math:

Pacoima:	Tuesday 4–5:30 pm
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ESL & Citizenship through LAUSD’s Distance Learning:

The Singleton Adult Literacy Center:	Tuesday & Thursday 3:30–6 PM
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The United States of America's Soldiers of War

BY LEARNER JENNY MACK

There are too many homeless veterans in the United States. The soldiers from the Vietnam and later wars are often seen in wheelchairs with signs begging for food and money by freeways and subways. They are also more likely to commit suicide.

There are millions of soldiers from three wars that are in need of many things like housing and hospitals that are created mainly for their medical needs. They need therapy because they lost limbs due to fighting during the wars and they need to learn how to use artificial limbs. Statistics show that twenty-three percent of the homeless population are veterans. Forty-five percent of veterans suffer from mental illness and half have substance abuse problems. What can we do to solve this problem?

The Department of Veteran's Affairs offers the largest programs in the country that help homeless vets with transitional housing grants and per diem programs. There are 3,000 one stop centers across the country for employment and The Veteran's Hospital provides a wide array of services for them. Long term care is offered through the Domiciliary Care for Homeless Veterans, Skills program, and the Compensated Work Therapy/Veterans' Industries Program.

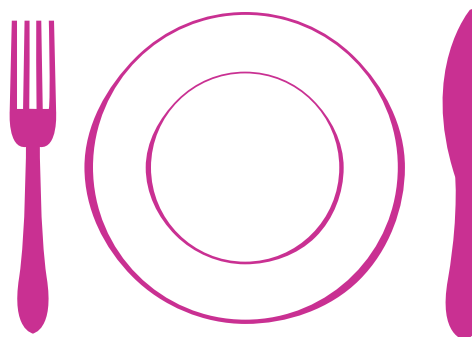
Asking the general public to donate to different organizations that help veterans recover from drug addiction and homelessness to get back to a normal life is also a solution. There should also be a program to help against army suicides. Veterans account for 20% of service related suicide and the veterans who seek help are treated too briefly. There's not enough money for long term care. People like Kim Ruoco direct suicide prevention programs at non-profit tragedy assistance programs for survivors because they know what suicidal veterans go through.

The number of homeless veterans and veterans that commit suicide is a serious program that needs everyone's help. ■

Eating in an American Restaurant

BY LEARNER MOISES IXQUIACTAP

I went to my first American restaurant and it was so confusing! Just as I sat down a lady put ice water and bread and butter on the table. I had not ordered that so I immediately sent it back. When she explained that there was no charge for water or bread, I felt so embarrassed. Then the waitress came and was smiling and she was very friendly. She said, Hi, my name is Nataly, and I will be your server tonight. She asked me what I would like to order, and I ordered chicken with salad. The service was fantastic. I've never forgotten that day. ■



My Box of Memories

BY LEARNER ESTELLA JUAREZ

In my box of memories for sure I'm going to put pictures of my father, my mother, and pictures of me when I was little, young, and old. So they can see if one of their kids look like me or somebody else in my family. Second I'm going to put pictures of my town, my house (where I grew up) my school etc. Third, I'm going to put a bag of coffee, my favorite one, so they can see that I loved coffee. Fourth, I'm going to put their clothes when they were babies and all the papers that I got from the hospital when they born. That is going to be my box of memories. ■

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TUTOR TIP

Visualize Success! Winning Olympic athletes visualize what they need to do to succeed, and you and your student can do the same. Start by creating your own mental picture of where your learner is going, a strategy that will help you create meaningful plan lessons that match your student's goals. Then help her "see" all the steps in between; the process of visualization can be very helpful in achieving these goals.

(Project Read, retrieved November 19, 2012 from <http://us4.campaign-archive1.com/?u=2882cd4010e1efef2b65ad9a5&id=bf92321171>)

Congratulations

GRADUATES OF THE TUTOR TRAINING WORKSHOP

Online

August, September &
October, 2012

Adrian Arellano
Alejandra Arreola
Daniel Barkulis
Luis Basurto
Boniface Boateng
Jackie Bocian
Gregory Bristol
Benjamin Britton
Sharon Burns
Joan Citron
April Dela Cruz
Mary De Young
Danielle Dublinski
Elke Escher
Bridget Fagan
Irene George
Maureen Gold
Holly Goldstein
Francine Gray
Rachel Grayson
Susan Gunter
Sadia Gurmani
Hiyam Hamaed
Jessica Harville
Dana Hensarling
Felipe Hernandez
Lisette Hernandez
Phyllis Hirsch
Jackson Huang
Andrew Keiler
James Kelly
Barrie Kosberg

Nathan Lee
Bonnie Leland
Paul Lessler
Sarah Lowing
Charlene MacKinnon
Dean Malilay
Yancy Martinez
Debbie MasseyAlan
Matuny
Adu Moorthy
Gladys Morales
Michelle Morgan
Megan Mostyn-Brown
Marvin Orellana
Bridgett Patterson-Felder
Lisa Payant
Anna Raguindin
Armando Rangel
Jessica Reyes
Gail Robillard
Carol Ross
Gilbert Saucedo
Toby Settle
Beverly Slaughter
Richard Stephan
Tara Sterling
Judy Sterne
Gregory Thompkins
Mikayla Turkewitz
Erika Vallejo
Afeshia Vincent
Deanna Weakly
Parker Williams
Ruth Zaray-Mizrahi
Max Zellman

In person

September 15, 2012,
at the Pacoima Branch
Library

Peter Killeen
Jeffrey Sadsad
Parker Williams

October 20, 2012 at the
Lincoln Heights Branch
Library

Jackie Cole
Deborah Frutkin
Marianna Jimenez
Agnes Kamalnath
Kumiko Kashii
Gerald Miller
Katherine Winder

November 17, 2012 at
the Baldwin Hills Branch
Library

Antonio Garcia
Anthea Kamalnath
Antonio Messina
Janet Perkins
Toby Settle
Felicia Spivey Omakwu
Melanie Williams

Families for Literacy

Families for Literacy (FFL) is a wonderful program aimed at Adult Learners who are already students enrolled in the Adult Literacy Program (ALP) or Limited English Program (LEP) of the Los Angeles Public Library. The purpose is to promote literacy in the home by



providing adults with the tools to read to their children. Any student who is a parent, grandparent, or caregiver for a child under 5 years of age can qualify for the program. Students receive tips on how to read to their child and in addition earn up to six free new children's books that become part of the home library. ♥

Valentine's Day: Special Event

Storytime for Families for Literacy participants and tutors:

- Meet other parents!
- Eat a cookie!
- Take home a free book, valentine and gift puppet!
- Have fun!

How does it work? It's easy? **IN JANUARY** learn to read one of these books:



IN FEBRUARY bring your child to our special Valentine's Day story time. Read your book, eat a cookie, and create a valentine. Make some new friends. Take your book and valentine to enjoy at home. Receive a puppet as a gift. Days and times to be announced. Ask your literacy coordinator for details.

Atlanta

BY LEARNER MICHIKO KAWAGIRI

On Labor Day weekend, my husband and I went to Atlanta for a vacation. When I first arrived in Atlanta, I felt it was very humid compared to Los Angeles. We first went to Stone Mountain Park which is famous for the enormous relief carving of three generals of the confederate states of America; Stonewall Jackson, Robert E. Lee and Jefferson Davis. Moreover, there were a lot of statues of confederate states. I felt the pride of the confederacy.

The other places we visited on the same day were Atlanta History Center and Margaret Mitchell House Museum. Atlanta History

Center was located in the wealthy district of Atlanta and was a beautiful museum. I got to know a lot about Atlanta Olympic, American Civil War, the great golfer called Bobby Jones, and the Civil Right Movements. Margaret Mitchell was an author of the American Civil War era novel, "Gone with the Wind". That is one of the most successful novels in the world. Her museum was her own house where she lived with her second husband who helped her write the novel. I saw her typewriter and her hand writing. It took her about 10 years to finish up the novel.



Learner Michiko Kawagiri & Tutor Ruth Stoch

On the next day, we went to Coca Cola Museum. There was a vault of the secret formula there, but we were not allowed to see the inside. Of course, unlimited coke was complimentary there. I watched the Coca Cola television advertising throughout the years and from around the world. At there, it was announced that coke is the most popular beverage of all times.

The following day, we headed to Martin Luther King Jr. Museum. I can't believe he fought for civil rights only 50 years ago. It feels like it happened in an earlier period of history. I think he would be very happy to see African American president right now. I wish

that it had happened while he was still alive. He died at the age of 39, but he succeeded in bringing about changes during his life time. I was happy to see his birthplace, his tomb and the church where he worked as a minister.

Atlanta is famous for many things; Martin Luther King Jr., Margaret Mitchell, Gone with the Wind, Delta Air Line, Coca Cola, Jimmy Carter former president, the Confederacy, Cable News Network(CNN) and Atlanta Olympic. It was an interesting and fascinating city to visit. I recommend it for your next trip. ♥

CALL FOR VOLUNTEERS

Help an Adult Learn to Read. Become a Volunteer Reading Tutor!

Help others reach their goals! Share your love of reading! Make a difference! Volunteer tutors work one-on-one, helping adults improve basic reading and writing skills. Tutors receive free training and tutor two to three hours a week.

FOR INFORMATION PLEASE CALL (213) 228-7037 OR VISIT WWW.LAPL.ORG/LITERACY

Adult Literacy Services
Los Angeles Public Library

630 W. Fifth St.
Los Angeles, CA 90071

PRESORTED
FIRST CLASS 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:
Ailana Aguirre, aaguirre@lapl.org Beverly Pichardo, bpichard@lapl.org
Rinna Gomez, rgomez@lapl.org Maria Vargas, mvargas@lapl.org

Baldwin Hills Branch
2906 S. La Brea Ave.
Los Angeles, CA 90016
(213) 623-4078 x14690
Contact: Gemini Spencer
gspencer@lapl.org

Benjamin Franklin Branch
2200 E. First St.
Los Angeles, CA 90033
(213) 623-4078 x10190
Contact: Alicia Chavarin
achavari@lapl.org

Cahuenga Branch
4591 Santa Monica Blvd.
Los Angeles, CA 90029
(213) 623-4078 x12090
Contact: Carolyn Barelli
cbarelli@lapl.org

Echo Park Branch
1410 W. Temple St.
Los Angeles, CA 90026
(213) 623-4078 x10890
Contact: Peggy Blow
pblow@lapl.org

Exposition Park - Dr. Mary McLeod Bethune Regional Branch
3900 S. Western Ave.
Los Angeles, CA 90062
(213) 623-4078 x10690
Contact: June Brandon
jbrandon@lapl.org

Jefferson Branch
2211 W. Jefferson Blvd.
Los Angeles, CA 90018
(213) 623-4078 x11790
Contact: June Brandon
jbrandon@lapl.org

Junipero Serra Branch
4607 S. Main St.
Los Angeles, CA 90037
(213) 623-4078 x10790
Contact: Gemini Spencer
gspencer@lapl.org

Lincoln Heights Branch
2530 Workman St.
Los Angeles, CA 90031
(323) 226-1696
Contact: Kathy Hall
khall@lapl.org

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