

READ

A newsletter written by students and tutors.



IT'S A MATCH I

Yolanda's Story

By Learner Yolanda Gonzalez



Yolanda Gonzales & Rensi Ke

I decided to write this letter to the literacy program to say "thank you" for the opportunity they give me to participate. This program has been really helpful for myself and my children, because after I learn more, I can help my children do their homework, read with them, and talk to their teacher.

I stopped by the library six years ago and joined the Adult Literacy Program. The three tutors that I have had are all really helpful. They teach me in different ways. Raelynn was my second tutor. She helped me pass my exams and interview with Metro and the Class B test at the DMV. She was really creative. She helped me a lot with my verbs. She also taught me how to read more and learn more about grammar.

Rensi is my third tutor, my friend, and even a friend of my kids. She always tries new ways to teach me English. I like talking to her and asking her questions. When we meet at the library, we talk about what's going on in my life and learn new lessons. She emails me what I said, so I can learn to express myself in a better way. She taught me how to download apps and send emails. It was really helpful. She also helps my kids with their homework. She is a great person and a wonderful tutor. She is really passionate about helping me and always works around my schedule. I want to thank her for her time and patience.

Last year, I had an opportunity to participate in the Writer to Writer competition. Rensi helped me go through the whole process. This year, I am gonna participate again. She helped me choose a book that is really similar to my life and is so funny. Recently, we read a book with my daughter. The book is Alice in Wonderland. Part of it is in my Challenger 7 book, so the three of us read it together. It was really fun.

I know she is helping me to write and read more. I'm improving a lot. I feel that if I continue like this, I'm gonna be ready to take my classes for the CNA test.

That was the reason why I came to the library to learn. I get all the help I need from this wonderful program, thanks to Ms. Peggy Blow because she helped me enroll in this program, thanks to Richard for being part of this program, and thanks to my tutors. ♥

Inside

| | |
|--------------------------------|-----|
| <i>It's a Match I</i> | 1 |
| <i>Congratulations</i> | 2 |
| <i>Acknowledgements</i> | 2 |
| <i>It's a Match I & II</i> | 3 |
| <i>Classes</i> | 4 |
| <i>Creative Corner</i> | 5 |
| <i>Accomplishments</i> | 6-7 |
| <i>ALLI - Success Story</i> | 7 |
| <i>Odds & Ends</i> | 8 |
| <i>COHS Corner</i> | 9 |
| <i>Families for Literacy</i> | 10 |
| <i>Happy Holidays</i> | 11 |
| <i>Center Locations</i> | 12 |

From the Editor

Wintertime is a time of celebration and reflection: a time to look backwards and forwards, and to celebrate and remember with family and friends. This winter, Adult Literacy Services celebrates the achievements of our dedicated adult learners and volunteers, and the hours of hard work they put into building better lives for themselves, their families, and their communities. May our new year be as good as our last!

Randall Hinson
Adult Literacy Librarian



GRADUATES OF THE TUTOR TRAINING WORKSHOP

CONGRATULATIONS!

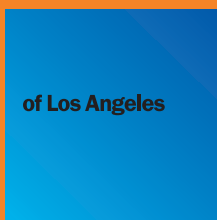
August - October 2017

Maribel Alaniz
Jonathan Anders
Meagan Asbridge
Melissa Augusta
Andrea Blake
Tracey Branch
Nathan Brin
Lisa Butters-Smith
Jessica Buxbaum
Richard Clark
Misty Crowe
Maria Isabel Cubillo
Jocelyn Cuevas
Lynn Deegan
Leesa Durst
Diana Gomez
Douglas Gould
Carol Harris
Jenna Hawkins
Emmanuel Herrera
Angela Jernigan
Dawn Joves

Aaron Ju
Lucy Kazanian
Robert Lapin
Sarah Lawrence
Jennifer Leber
Elaine LeBouef
Abraham Lebovici
Katherine Lewis
Carmen Linero-Lopez
Fatima Lopez
Philip Luu
Fatimata Ly
Cherie Magnus
Daniel Mainka
Miranda Marisela
Willaim Marmolejo
Mati Martin-Zeavy
Laural Meade
Jose Mendoza
Jennifer Midura
Rob Miller
Susan Miller
Eric Morse

Emily Ochoa
Dageana Oliver
JoeyAnne Pangilinan
Lee Pasternak
Maureen Payne
Eva Raimondi
Siray Rodgers
Michelle Schwab
Matthew Seagren
Terri Silverberg
Stuart Silverstein
Elaine Smuczynski
Marilyn Stein
Linda Truax
Dorothy Ungerleider
Christian Vanderhooft
Julia Vargas
Gianina Vescovi-Chiordi
Yajaira Villareal
Jeremy Wall
Billy Yates
Janine Zone
Carol Zuckerman

PROGRAM MADE POSSIBLE WITH GENEROUS SUPPORT FROM:



Caroline Singleton
Literacy Endowment

Literary
Feasts

California State Library
Literary Service

Flora L.
Thornton
Endowment

MUFG
Union Bank
Foundation

The Dean
Hansell
Fund

Venable
Foundation

and Individual supporters of the Library Foundation of Los Angeles

Rensi's Story

By Tutor Rensi Ke

If I were a working mother of four children and had siblings who often mock me for going to the weekly conversation class and tutoring sessions offered by the Adult Literacy Program, would I persevere as Yolanda did over the past six years? I don't know. The challenges facing Yolanda are by no means small, but she ignores the naysayers and aims for passing the CNA test. Her determination made me want to help her succeed.

Sometimes, Yolanda feels frustrated over her slow progress. One time, she lamented that she was too old to learn new things. I didn't want the stereotype about aging to affect her negatively, so I introduced her to the growth mindset. Later, we found more reading resources related to her everyday life and discussed child development, parenting, gender equality, etc.

Thanks to the recommendation of Richard, our Adult Literacy Coordinator, I adopted the Language Experience Approach in the tutoring sessions. At first, I dictated Yolanda's stories, but Yolanda has gradually learned to design writing topics for herself. Seeing her grow and growing with her are the best things about our collaboration. ♥



Sandra Hollowell & Franco Gulla

Franco's Story

By Learner Franco Gulla

My tutor is so funny, and very intelligent. Whith she I have god filling. She is name is Sandy help me so much. I am working whit Sandy maybe five week, I lern good. ♥

Sandra's Story

By Tutor Sandra Hollowell

I have enjoyed being matched with Franco. He is very intelligent and English is his fourth language. We are able to work consistently and with some humor as we progress. We have common ground in our professions. He is a massage therapist and I am a physical therapist. This gives us opportunities to learn anatomy words and use the context of client relations to problem-solve. I love his excitement at what he is learning and sometimes other library patrons have to shush us! ♥



New Americans Initiative



“Citizenship
gives us more opportunity.
The library made it easier.”

Trust · Opportunity · Community



LOS ANGELES
PUBLIC LIBRARY

213-228-7390

lapl.org/newamericans

CLASSES: WINTER 2018

Singleton Adult Literacy Center at the Central Library:

Book Club:
Monday 2-3:30pm

Citizenship & Financial Literacy:
Tuesday & Thursday 5-6:30pm

Critical Thinking:
Tuesday 12:30-2pm

Current Events:
Wednesday 3:30-5pm
Thursday 12:30-2pm

English Conversation:
Wednesday 12:30-2pm
Friday 1-2:30pm

English Grammar:
Monday 12:30-2pm

Pronunciation:
Thursday 3:30-5pm
Saturday 1-2:30pm

Reading Comprehension:
Monday 3:30-5pm

Reading Horizons Lab:
Monday 5-6:30pm
Tuesday 3:30-5pm
Wednesday 11am-12:30pm

Walk-In Tutoring:
Various times.
Please check at the front desk

Writing:
Wednesday & Thursday 2-3:30pm
Friday & Saturday 11:30am-1pm

At the Branches:

Book Club:

Echo Park
Tuesday 6-7pm

Pio Pico Koreatown
Saturday 10-11:30am

English Conversation Classes:

Ascot
Friday 12-1:30pm

Benjamin Franklin
Friday 1-2:15pm

Cahuenga
Thursday 4:30-6pm

Canoga Park
Saturday 1:30-2:30pm

Cypress Park
Monday 6-7pm (English Survival Vocabulary)
Wednesday 5:30-7:30pm

Echo Park
Monday & Thursday 6-7pm
Saturday 3-4pm (Grammar & Vocabulary)

El Sereno
Wednesday 6-7:30pm

Encino/Tarzana
Monday 10am-12pm
Thursday 1-2:30pm
Friday 1:30-3:30pm

Exposition Park
Wednesday 10:15-11:45am

Jefferson
Wednesday 5:30-7pm
Thursday 1-2pm
Friday 3-4:30pm (Reading & Conversation)

Lincoln Heights
Monday 10:30am-12pm (basic) & 2-3:30pm
(intermediate current events)

Mid-Valley Regional
Tuesday 6-7:30pm

North Hollywood
Wednesday 6:30-7:45pm

Pacoima
Monday 5-6:30pm (Intermediate)
Wednesday 1-2:30pm (Intermediate)
Saturdays 1-2:30pm (Beginners)

Pico Union
Monday 5-6:30 (Current Events)
Thursday 5-6:30pm
Thursday 6:30-8pm (Current Events)

Pio Pico Koreatown
Monday 6-7:30pm
Tuesday 1:30-3:30pm (Beginner w/ some Korean)
Wednesday 6:30-7:40pm (Current Events)
Friday 10:30am-12:30pm (Intermediate w/ some Korean)

Platt
Monday 12-1:15pm (Fun with Words)
Monday 1:15-2:30pm (Grammar Patterns)
Tuesday 2-3:30pm
Thursday 2-3:30pm (Fun with Words)
Thursday 3:30-4:30pm
Friday 10:30am-12pm
Friday 12:30-2pm
Friday 2-3:30pm (Fun with Words)

Robertson
Tuesday 1:30-3pm

San Pedro
Monday 6-7:30pm

Valley Plaza
Monday 6:30-7:45pm

Van Nuys
Wednesday 5-6:30pm

Venice
Monday 6-7:30pm

Washington Irving
Saturday 1-2:30pm (Beginning Conversation)

West Valley Regional
Tuesday & Wednesday 1:30-3pm

Wilmington
Tuesday 5-6pm

Woodland Hills
Wednesday 2-3:30pm
Thursday 1-2pm

Vocabulary Building:

Echo Park
Saturday 3-4pm (Grammar and Vocabulary)

El Sereno
Thursday 6-8pm (Basic English Vocabulary)

Pico Union
Wednesday 5-6:30pm

Walk-in Tutoring:

Ascott
Monday 10am-12pm

Baldwin Hills
Tuesday & Thursday 6-8pm

Benjamin Franklin
Thursday 2-4pm

Junipero Serra
Friday 2-3:30pm

Pacoima
Tuesday 4-6pm

Panorama City
Wednesday 10:30am-12:30pm

Pio Pico-Koreatown
Tuesday 6-7:30pm
Wednesday 11am-1pm
Thursday 6-7:40pm
Saturday 11:30am-1:30pm

Platt
Thursday 12:30-2:30pm

Playa Vista
Tuesday 5:30-7:30pm

Robertson
Monday 5:30-7:30pm
Tuesday 5:30-7:30pm
Thursday 5:30-7:30pm

Valley Plaza
Saturday 3-5pm

Van Nuys
Tuesday 6-8pm

Washington Irving
Monday & Friday 12:30-2pm

Watts
Wednesday 10am-12pm
Saturday 12-2pm
Saturday 1-3pm

Writing Classes:

Baldwin Hills
Saturday 3-4:30pm

Cahuenga
Tuesday 3-4:30pm

Echo Park
Saturday 4-5:30pm

Robertson
Wednesday 6-7:30 (Intermediate/Advanced)

Washington Irving
Thursday 3:30-5pm (Beginners)
1st Friday of each Month 1-2:30pm
(Creating Free-Writing)

Bilingual Reading Club

(Spanish/English for Parents and Children):
Cahuenga
Tuesdays 4-5pm

Dear Mr. Terry Barber,

By Learner Margarita Garcia

I read Cesar Chavez's book, it was very interesting and I learned a lot about Cesar's life.

I learned Cesar Chavez only spoke Spanish and I speak Spanish too. He encouraged me to learn to speak English to improve my education and I will find a good job and a good pay. I want to learn because in the book Cesar Chavez said that it was difficult to him to find a job because he had a poor education and he went to 30 schools because he needed to work to support his family.

Cesar Chavez worked long hours in the fields and he made little money, unfortunately he couldn't have a good job and a good pay because he didn't have a good education. I know that it is the same for me because I don't speak English and don't have a good education, I will not find a good job like in an office.

I have a dream like Cesar, it is that when I work I want to send money to my parents every month, and help my husband with the house expenses.

Also, if I have a good education, I can help my children with their homework and I can help people that don't speak English.

Cesar Chavez worked very hard to get his dream and he helped many people. Now, I am preparing by taking conversation English Classes and I am taking tutoring too with Kira my tutor to reach my dream like Cesar Chavez.

Sincerely,
- Margarita Garcia

Dear Charlotte,

by Learner Elaheh Kazempour

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 as 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 the 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

The Giving Tree

By Learner Mercedes Ramirez

Dear Shel Silverstein:

The Giving Tree really touched me because the love is there all the time giving the boy everything. The tree is happy when she provides all the kid wishes. The Apple Tree thinks only of one kid when she can give love to many kids. It might be nice if the tree shares all its gifts with everyone. Parents are reflected in that tree when they are raising them without teaching the value of things. I'm assuming this boy was never educated to work to satisfy his wishes by himself. My point of view is that you wrote this book telling the boy that the tree will always be there when he needs it. In real life we need to teach the kids how to get things by themselves.

Time goes by and now the boy is an adult, and he continues asking the tree for more and more.

The cycle of life of the tree is longer but unfortunately the boy and the tree come to the end together.

It make me sad that the tree's life was shorter because she gave the boy too much.

I like the book because it reminded me that when we are in love we can do wrong things.

Sincerely,
- Mercedes Ramirez

ACHIEVEMENTS



Learner Jacqueline Flores



Learner Maggie Song and tutor Amy Ossip



Tutor Alicia Esparza, Learner Martha Guzman

Tutor Alicia Esparza and Leamos learner **Martha Guzman** celebrated completion of the online Leamos program with Literacy Coordinator Bryan Bazalar. Well done Martha!

Learner **Maggie Song** and tutor Amy Ossip celebrated four years of working together. What a match!

Learner **Jacqueline Flores** and tutor Linda Wobbe are excited to share that they completed Challenger Book 6! Jackie recently renewed her library card and is exploring online classes through the library website. Linda is so proud of how hard Jackie has worked and her amazing improvement over the last 8 months!

Learner **Claudia Restrepo** passed her GED. Congratulations to her and tutor Alan Matuny! We are so proud of your accomplishment!

Tutor Gwen Berry and **O.T. Wallace** are celebrating success! O.T. recently finished Challenger 8 and graduated from the Adult Literacy Program!

Tutor Sharon Bart reports that **Nasrin Eshraghi** started classes at a local community college.

Tutor Jayallan Bennett wants to recognize **John Cordero**. She noted that when reviewing older material, she sees an improvement to a near conversational flow to his reading!

Tutor Gloria Burney says learner **Kimmy Chen** has greatly improved her pronunciation. Her vocabulary comprehension has also greatly improved. She also talks to friends and strangers more than before and is not afraid to express her thoughts and ideas in English.

Learner **Maria Lopez** is more confident when speaking in English with her tutor Maria Isabel Cubillo.

Tutor Lucy Kazanian notices that learner **Vickie Rivera** has improved in her reading fluency and comprehension. She reads faster and with more confidence!

Learner **Mario Fausto** worked with tutor Thomas Long to write a letter to a friend.

Learner **Yong Yi** is making her own appointments over the phone, a goal she set with tutor Faye Melton. Way to go!

Tutor Colleen O'Brien and learner **Sunhee Han** have been learning how to use phone apps and Sunhee was able to get a refund using an app!

Tutor Robert Saucedo says that learner **Tomas Bonilla** has improved a great deal! His grammar and speaking etiquette have improved the most!

Katrinna Supe tells us that learner **Jiyeon Lee** was able to translate into English for a friend and helped her open a bank account. She has also met her goal of communicating over the phone to get services from companies. Great accomplishment!

Learner **Maria Parvool** worked with Marian Westall to reach her goal of reading a book! Congratulations Maria!

Learner **Maria Anguiano** and Carol Camus-Niwa have been working on aural and reading comprehension. Carol is happy to report that she and Maria are now advancing to irregular verbs to expand her vocabulary and fluency for speaking, writing, and spelling!

Learner **Isais Bellow** reported to tutor Alice Chang that he passed his class at the Los Angeles City College. They say their focus on grammar has helped Isais improve his writing.

Tutor Alicia Esparza reports that learner **Martha Guzman** read a book and is now able to fill out job applications. She was even able to get a job! Great news!

Tutor JodiAnne Foster helped learner **Michael Roper** reach his goal of getting a library card. Michael can check books out and reads them at home and during tutoring sessions. They continue to work on spelling and grammar.

Learner **Frank Marfetan** told tutor Scott Hanson that he is doing well in school and was asked to travel to Sacramento with his school superintendent to meet with state lawmakers to discuss the importance of funding adult schools! Amazing work, Frank!

Learner **Evette Smith** and Patricia McCullough worked together to help Evette get a temporary position she learned about via email. Patricia is proud of Evette for not giving up on her goals and working so hard!

Tutor Stephen Moramarco says that learner **Aura Ortiz** was able to complete a complicated report for her job! Great news!

Learner **Frank Cambronero** and tutor Janice Safley report that Frank interviewed and received a promotion at work! He is already preparing for a future promotion.

Tutor Brad Vanderhoof reports that learner **Sarah Nik** has obtained a part-time job!

Learner **Yolanda Wren** has reported to tutor Michael Wadlington that she is working regularly at a new job.

Learner **Muhammad Shabbir** is celebrating success with tutor Christopher Groomes after completing Laubach 1 and scoring 97% on the check-up review. Way to go!

Tutor Rensi Ke notes that learner **Yolanda Gonzalez** is more confident when speaking to English-speaking relatives. Yolanda's two young children's reading levels are above average and she reports they are getting good grades at school!

Learner **Elli Kim** and tutor Pamela Merilus notice that Elli can better express herself and understand English speakers while at work!

Tutor Roberta Salin reports that learner **Veronika Nekletsova** is excelling in her college English reading and conversation course and will begin her final writing course in early 2018! Great news!

Adult Learner Leadership Institute

Success Story

By Veronica Torres



Tutor Melinda Ratliff & Learner Veronica Torres

I came to Los Angeles with my mother when I was 12 years old. Since I lived in a Latino neighborhood where everyone spoke Spanish, I never learned to speak or read well. I thought then that it wasn't important. When I got to be an adult, I realized that you need three things to live well in this country: to read, to speak and to drive, but at that time I could not read or write an email. I might recognize two words out of every sentence. I would have to ask my niece or a friend to read them to me and then I had no privacy. As an adult, I knew that this wasn't normal and I got sick of it. I felt depressed, low - on the floor.

I have been attending Adult Literacy Tutoring programs at the Washington Irving Library Branch, since 2016, where I had the

pleasure to meet Julie Christenson, the coordinator. When she suggested that I attend the ALLI leadership program, I didn't hesitate to submit the application. A few weeks after I applied, my application was approved, and in April 2017 I had the opportunity to attend the three-day weekend program in Carlsbad, Ca.

It was my first train ride. I was given a nice room at the Holiday Inn with other learners. Both learners and staff were surprised to see someone from LA as I was the first person from LA to attend. I met other adult learners from other regions and together we learned about the role of leadership in Adult literacy. We learned about goal setting, building self-esteem and how to get along with other people. These are important skills for leaders to have. The conference gave me the confidence that I need to accomplish my goals, to advocate for the literacy program, and to become a mentor in my community.

In October, I was invited to return to the ALLI conference in 2018 being held in the City of Redlands to make a presentation to this year's learners.

I'm excited and looking forward! None of this would be possible without Julie's love, encouragement and belief in my potential, and I also consider myself lucky to have Melinda Ratliff, my wonderful tutor.

FREE ONLINE TUTORING!



One-on-one tutoring is a core part of the Adult Literacy Program: being able to connect with a tutor individually is a great way to learn. But, what about those times when you can't visit your tutor at the library? What about when you're out of town, or it's late in the evening? Not to worry! As long as you have an internet connection and your library card, you're covered!

Through the Los Angeles Public Library's website, you can connect with an online tutor for free. Tutors are available every day from 11 a.m. to 11 p.m. for adult learners in both English and Spanish.

You can get online tutoring in math, science, English, social studies, and writing. Career tutors are also available to help you navigate a job search, work on your resumé, prepare for an interview, or apply for jobs online. At the online SkillsCenter Resource Library, you'll find local open jobs, resume and cover letter templates, and interview guidelines, as well as GED, financial and computer literacy, and citizenship help.

This service also has many other special features. For instance, all tutoring sessions are recorded, so if you forget something your tutor said or just want to review, you can replay your session as a video, or print out a transcript to record any files, websites, or resources used. You can also upload resumes, essays, and math questions for a tutor to review: they'll get back to you within 24 hours with feedback - all for free.

To log in, go to <http://www.lapl.org/onlinetutor> and have your library card ready. It's that easy!

Be an advocate for yourself and others in the community!

Attend the FREE Adult Learner Leadership Institute Weekend.

The Los Angeles Public Library is pleased to sponsor your application to attend ALLI at the A.K. Smiley Public Library in Redlands. Attendance is FREE of charge and will include food and all training materials courtesy of the California State Library. You must be able to attend and complete all three sessions in order to be accepted. If you are interested, please contact your Literacy Coordinator or literacy@lapl.org.

Applications are due March 15, 2018.

THESE SESSIONS ARE SCHEDULED FOR:

Friday, April 27
2:00 p.m. – 7:00 p.m.

Saturday, April 28
8:00 a.m. – 7:00 p.m.

Sunday, April 29
10:00 a.m. – 5:00 p.m.

COHS Corner: Graduate Brenda Trani



Interviewed by Randall Hinson.

Hi Brenda! Thanks so much for taking the time to share your experience with us. Can you tell us a little about your background before starting COHS?

I was a high school dropout and spent my early adulthood years jumping from one dead-end job to the next. I became a self-taught expert in bookkeeping, property management, web design, and graphic design amongst other things. The pay has always been entry level. Sometimes I knew more than my superiors and they received credit for the work I did. I have held approximately 12 positions, some with big corporations, but always earning no more than \$15 per hour.

That sounds really frustrating and unfair. Did that experience inspire you to go back to school?

Yes. I got fed up with being taken for granted. I've always known that what kept me from earning what I deserved was that I had no degree to back up what I knew. Real world experience taught me to handle business decisions much more effectively than anything I could have learned from any textbook, but the fact that I had no title, no degree, nothing to back up my knowledge would always hold me back. So I enrolled in community college. I took a couple of classes, but learned that I could never earn my degree without a high school diploma. There was no way around it. I needed that diploma. So, discouraged, I once again dropped out of school and got a full-time job only to repeat the cycle of hitting dead-end

jobs. When I tried to enroll back into college again a few years later the laws had changed. This time I couldn't even qualify for financial aid without my high school diploma. I was devastated. I had picked out my classes and attended an orientation by the time I found out.

That's all I told myself... "keep your eyes on the prize"... I was too close to finishing to allow this opportunity to slip by me.

I can imagine how discouraging that must have been. So when you decided to get your high school diploma, what attracted you to the Career Online High School program?

I spent about 9 years on a waiting list to attend the only adult high school program in my area. Budget cuts had forced the local middle schools that offered evening classes for adult high school students to close. The only school offering this program was Friedman Occupational Adult School and that's where I spent 9 years waiting. Belmont High School was offering evening courses at one point, but I had no transportation and traveling by bus that late in the evening was not an option since the classes were not offered in my area.

COHS made it easy for me to attend classes at any time I wanted. They had no waiting lists. They credited me for classes I already had taken. I was able to take classes whenever it was convenient for me. THAT was the best part. I could work at my own pace and around my schedule. When you have a life you have to deal with, a job, responsibilities

at home, it becomes almost impossible to commit to taking evening classes. Many things become obstacles. COHS provided me the opportunity to achieve my goal without dealing with these obstacles.

Yes, I remember the obstacles I faced when going to school and working full-time. It wasn't easy. What obstacles did you have to overcome to complete COHS and how did you do it?

The last month before I reached my deadline to graduate I relocated to Las Vegas. I was living out of boxes and had no internet. I was so close to finishing that I drove to Starbucks for three weeks straight and ordered one cup of coffee every day so I could sit in there and use their internet to complete my courses because I couldn't afford to start internet service at home. While we packed and moved and dealt with the moving company I used my cell phone to complete my courses and took notes on a small palm-sized notebook. I kept my eyes on the prize. That's all I told myself..." keep your eyes on the prize"...I was too close to finishing to allow this opportunity to slip by me.

Your story is so inspiring, Brenda! You overcame a lot to earn your high school diploma. What advice would you give someone who was thinking about starting COHS?

I would say stop thinking about it and just do it! It doesn't get any easier than this. You study at your own pace...and your coach is there praising you on every day. You have all the support you need and the rewards are priceless. Getting your high school diploma is an accomplishment that stays with you for life. You can lose your job any day...but your education stays with you until you die. And without your high school diploma, all doors to success are very hard to open.

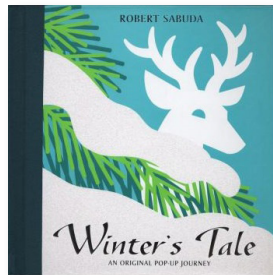




Families for Literacy

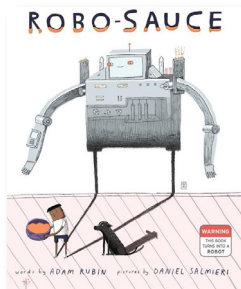
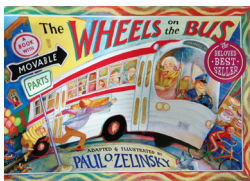
Families for Literacy (FFL) is a wonderful program aimed at adult learners already enrolled in the Adult Literacy Program (ALP) or Limited English Proficiency Program (LEP) of the Los Angeles Public Library. The purpose is to promote literacy in the home by showing adults

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:

Pop-up books are a great way to incorporate interactivity when reading to children. Illustrated pictures explode from every page, engaging even reluctant readers who will want to discover what is on each page. Here are some of our favorite interactive pop-up books available at the library that you will want to share over and over again with the child in your life!



One Red Dot

by David Carter (ages 4-8)

Wheels on the Bus

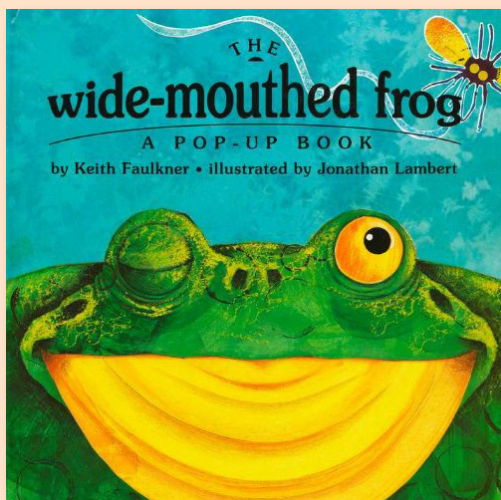
by Paul O. Zelinsky (ages 2-8)

Winter's Tale: An Original Pop-Up Journey

by Robert Sabuda (ages 5-8)

Robo-Sauce

by Adam Rubin (ages 4-8)



Wide-Mouthed Frog

by Keith Faulkner (Ages: 2-4 years)

This pop-up book has captivating, vibrant colors and provides comedic relief when the frog is puckering his lips. It has a cute storyline with a wide-mouthed frog visiting various animals along the way and asking each one what they eat until it meets an alligator. The “puppet-like” pop-ups add an element of surprise that makes it fun for this age group and encourages interactions. Using different voices and intonations can increase the child’s curiosity. Enjoy being a child again!

The staff of the Adult Literacy Program wish all of our volunteers and learners a magical holiday season and a Happy New Year.



Whatever is beautiful. Whatever is meaningful.
Whatever brings you happiness. May it be yours
this holiday season and throughout the coming year.

**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: Karen Chacon-Chale, Rinna Gomez & Yvette Cabrera
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

Benjamin Franklin Branch

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

Contact: Alicia Chavarin
franklinliteracy@lapl.org

Cahuenga Branch

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

Contact: Carolyn Barelli
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

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

3900 S. Western Ave.
Los Angeles, CA 90062
(213) 228-7037 x 106

Contact: Julie Christenson
expositionliteracy@lapl.org

Jefferson Branch

2211 W. Jefferson Blvd.
Los Angeles, CA 90018
(213) 228-7037 x 117

Contact: Beverly Pichardo
jeffersonliteracy@lapl.org

Junipero Serra Branch

4607 S. Main St.
Los Angeles, CA 90037
(213) 228-7037 x 107

juniroliteracy@lapl.org

Lincoln Heights Branch

2530 Workman St.
Los Angeles, CA 90031
(213) 228-7037 x 102

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

Pacoima Branch

13605 Van Nuys Blvd.
Pacoima, CA 91331
(213) 228-7037 x 153

pacoimaliteracy@lapl.org

Panorama City Branch

14345 Roscoe Blvd.
Panorama City, CA 91402
(213) 228-7037 x 139

Contact: Steffi Siebert
panoramaliteracy@lapl.org

Pico Union Branch

1030 S. Alvarado St.
Los Angeles, CA 90006
(213) 228-7037 x 170

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

Platt Branch

23600 Victory Blvd.
Woodland Hills, CA 91367
(213) 228-7037 x 165

Contact: Janis Risch
plattliteracy@lapl.org

Robertson Branch

1719 S. Robertson Blvd.
Los Angeles, CA 90035
(213) 228-7037 x 142

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

Venice Branch

501 S. Venice Blvd.
Venice, CA 90291
(213) 228-7037 x 140

Contact: Hal Bogotch
veniceliteracy@lapl.org

Washington Irving Branch

4117 W. Washington Blvd.
Los Angeles, CA 90018
(213) 228-7037 x 141

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

Wilmington Branch

1300 N. Avalon Blvd.
Wilmington, CA 90744
(213) 228-7037 x 110

Contact: Abel Santibañez
wilmingtonliteracy@lapl.org