The First 5 Years
A Guide to Early Learning
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Welcome

The other day, my 4-year-old son came bounding into the house from the school and begged me to write down a new word for him: galumphing. “It means to go slowly!” he informed me.

I was thrilled. We’ve been reading to him since the day he came home from the hospital, and here he was, noticing the joy and power of one amazing word. He wanted to see the way the letters lined up, and how they might sound when pressed together. I wrote down “galumphing” on a piece of construction paper with delight. My son, the reader-in-training.

It’s never too early to instill a love for reading. Books foster imagination and open portals to new worlds beyond what a child can fathom. Books can be silly. They can be sad. They can bounce off the tongue in a syncopated rhyme.

Building a foundation for literacy can help children expand their vocabulary, confidence and understanding of the world. The journey starts on day one, as they soak in the voices around them and begin to make their own gurgles and cries. Reading board books, singing silly songs and engaging in imaginative play can help build a strong foundation for reading as little ones learn sound and develop language.

Engaging with the written word doesn’t have to be restrictive. Read them cereal boxes, signs and lyrics. Read stories in other languages. Create silly voices for different characters or take time to stop for a second and admire a picture. Read them the books they love over and over again or find a new treasure at the library. Create a sense of joy and play.

Since 1998, Reading by 9 has brought resources and book recommendations to parents as they’ve embarked on this journey with their young learners. Available in English and Spanish, with generous support from the Ballmer Group, this year’s literacy guide is filled with advice from experts along with a range of book recommendations for parents and educators. Find research-based tips from local organizations, including the Los Angeles Public Library, First 5 LA, Raising a Reader, Zero to Three, Sprout Speech and Language Therapy and Read to a Child.

We hope these resources will help build a lifelong love of reading and literacy skills for the child in your life, as we go galumphing through parenthood together.

Jenny Gold, Times Staff Writer,
Early Childhood Education Initiative,
with Kate Sequeira, Audience Engagement editor with the initiative.
Pre-reading skills
From our friends at the Los Angeles Public Library

Literacy is built on the below pre-reading skills. These are the foundations of your child’s path to becoming fluent readers.

These skills are supported when you, as a parent, use the five early literacy practices: Talk, Sing, Write, Play and Read, found on the next page.

Help your little develop their reading skills with the activities found on the next two pages.

**Vocabulary**

Multiple Readings of picture books provide children with repeated exposure to new words.

**Print Awareness**

Point out letters and words in text found in the child’s environment.

**Narrative Skills**

Talk about your day together and the series of events that happened.

**Print Motivation**

Read all types of books that a child might enjoy, including pop-ups, wordless fiction books, fiction and non-fiction.

**Letter Knowledge**

Encourage children to practice making lines, curves and circles. This will later help them to write letters on purpose.

**Phonological Awareness**

Sing nursery rhymes to your child at every opportunity.
Learning through play includes imaginative, cognitive and physical play. Play enables children to develop their language, social-emotional and cognitive skills. It also encourages imagination and creativity.

Writing helps children develop motor skills and understand that written words represent ideas. At the pre-writing stage, they do not need to write legibly — being able to scribble or trace is a good start. Through writing, children express themselves, learn the conventions of written language and learn how to read.

Talking helps a child develop early literacy skills, specifically their narrative skills which help with reading as they get older. Not sure what to talk about? Narrate your day or initiate conversations about read-aloud stories by asking, “What do you see on this page?” or “What do you think will happen next?”

Singing (even off key) helps your child learn how to hear smaller sounds in words. Learning to hear and break down parts of words help your child develop phonological awareness, which will, in turn, help them learn to read.

Reading with children develops their language and literacy skills. Words can be found all around us, even on cereal boxes and advertisements. Recognizing such environmental print allows children to differentiate text from pictures at an early age by reading the words in their immediate surroundings.
Pre-reading activities based on literacy practices

From our friends at the Los Angeles Public Library

The activities below are based on literary practices and can help build pre-reading skills. Try them out with your littles to set them up for reading success!

As you prepare family dinner, talk to your child about things that are happening and utensils found in the kitchen. When your child “helps” by taking out all the plates and cups, talk about them. You may ask, “Which one is the biggest?” “What do we use a cup for?” or “What color is this one?”

Let your child doodle in soft substances, such as sandboxes at the park or yogurt at mealtime! This simple activity will help strengthen eye-hand coordination that will help them with writing later on.

Using flashlights with older babies and toddlers is a fun sensory activity. Sensory activities help to build cognitive skills. In addition, babies will learn to visually track the light. Visual tracking is a skill children will use when they have to follow words on a page.

Use an empty container or toy box and place a few of your child’s toys in it. Fill up the container or toy box with sand and bury the toys. Get your child to close their eyes and pretend to go on a “treasure hunt.” As you and the children take turns pulling toys out of the box, encourage them to create a story from what they find. This activity helps to develop your child’s narrative skills which is one of the essential pre-reading skills.
A TED Talk from Molly Wright, one of the youngest-ever TED speakers.

How every child can thrive by five

Molly Wright, now 9 years old, was just 7 when she gave this amazing TED talk in Sydney Australia in 2021. She attributes her success to the power of five things her parents provided for her: connecting, talking, playing, a healthy home and community.

Click on the link above to see her adorable TED talk and find out how to foster these things with your own child.
Book recommendations:

Let's Imagine: What Will We Build Today? / ¿Qué construiremos hoy?
Pretend play is key for these characters who show readers how easy it is to turn everyday household objects into fantastic, creative playscapes.

*Katherine Durgin-Bruce, Mike Byrne*

Green Is a Chile Pepper / El chile es verde
Cultural traditions can be joyful, delicious, and colorful! Join the party with this Mexican family and learn how all the colors of the rainbow fit into their lives.

*Roseanne Greenfield Thong, John Parra*

My Heart Fills With Happiness / Mi corazón se llena de alegría
A bilingual celebration of the moments and tender connections that bring people of all ages joy.

*Monique Gray Smith, Julie Flett*

Oaxacan Folk Arts: Opuestos
Beautiful and whimsical authentic hand-painted animals from Oaxaca teach kids about opposites in Spanish and English!

*Cynthia Weill, Quirino & Martin Santiago*
Book recommendations:

¡Vámonos! Let’s Go!
With this wonderful adaptation of "The Wheels on the Bus," kids can sing out vehicle names in both English and Spanish!

Rene Colato Lainez, Joe Cepeda

If You Give a Mouse a Cookie /
Si le das una galletita a un ratón
When a generous boy shares a cookie with a hungry mouse, it is the beginning of a chain of events that keeps the boy busy all day long, and might keep him busy for days to come.

Laura Joffe Numeroff, Felicia Bond

Los animales no se dormían / The Animals Would Not Sleep
At bedtime, Marco’s stuffed animals don’t want to go to sleep. They swim, slither and fly out of their bins! Will Marco calm the animals and make everyone happy? This Spanish bilingual story offers a fun exploration of sorting and classifying.

Sara Levine, Marta Alvarez Miguens

We Laugh Alike / Juntos nos reímos
Three kids play at the park and when three more arrive, they struggle to understand each other. Three only speak English, and the other only Spanish, but they learn they are more alike than different and make new friends.

Carmen T. Bernier-Grand, Alyssa Bermudez
Book recommendations:

Marisol McDonald Doesn’t Match / Marisol McDonald no combina

Marisol is unique in all her own ways. As a Peruvian Scottish American girl, she doesn’t match in a world trying to put her in a box. She prefers peanut butter and jelly burritos and matching polka dots and stripes.

*Monica Brown, Sara Palacios*

Cerca / Close

A young girl walks from her kitchen to her yard to the house next door, learning about the things that are close to her. In this colorful and simple book, children learn more about the concepts of close and far.

*Juan Felipe Herrera, Blanca Gómez*

What Can You Do With a Rebozo? / ¿Qué puedes hacer con un rebozo?

Young readers learn about rebozos (traditional Mexican shawls) and all the things you can do with them, like use them as a blanket or as a superhero’s cape.

*Carmen Tafolla, Amy Cordova*

Quinito, Day and Night / Quinto, día y noche

How does Quintino spend his days? If it’s sunny, he goes to the park. If it’s rainy, he stays inside. When he’s tired, he goes to sleep. Early readers learn all about opposites and how to find them in everyday life.

*Ina Cumpiano, José Ramirez*
Reading app recommendations

Duo ABC’s

Learning to read is easy and fun with this free app. The earliest levels start by teaching children their names and range from just starting out with letters up to 2nd grade comprehension tests. It adjusts to your child’s ability, making things easier if needed. You can start at your child’s current reading level and the games are self-motivating.

Teach your Monster to Read

Create your own monster and complete little funny games to earn money for clothes and physically progress your monster through levels. The animations are adorable and the narration is funny enough for parents to listen, too. This app is free on PC and requires a one-time payment on mobile.

EPIC

Recommended for a variety of reading materials, this app has great hands-off parental monitoring and control. Your child may be able to access this for free through school or pre-school, but if not, it is $11.99 monthly for instant access to tons of books, audiobooks, and educational videos, all appropriately leveled with quizzes. Parents get a report on their child’s reading and can set goals.
Instilling a love for reading: early, consistently and creatively

By Jessica Ko
Children’s Librarian, Malabar Branch Library

As a children’s librarian, I couldn’t wait to read to my first child when she was born. I wanted to instill in her a lifelong love of reading, and I knew how important it was to start early to create positive associations with books and develop pre-reading skills like how to turn a page.

As a newborn, she slept all the time, but every day I made a point to read to her during the brief moments she was alert. She especially liked books with chants or songs, such as April Pulley Sayre’s “Go Go Grapes” or Raffi’s “Baby Beluga,” and she would bounce to the beat. Reading together was a comforting end to the day, and she would insist on no less than five books at bedtime.

Now, at 8 years old, she devours chapter books, often under the covers with a flashlight well past her bedtime. With my second child, I also started reading to her at birth. However, she was less interested and would often close the book or crawl away. I worried that maybe she just wasn’t born a reader. But I kept it consistent and read to her every day. I found success reading to her in the high chair while she was already a “captive audience” and couldn’t escape. Over time, she developed her own love of reading, and now she begs us to read to her every night.
When my daughters were 7 and 4, their baby brother was born. I definitely didn’t have much time for reading, and our schedule was busy with work, school, extracurricular activities, etc. He had little interest in reading, preferring to play with or chew on the books. I had to get creative and try different types of board books, eventually discovering that he loves books with flaps, like Amelia Hepworth’s “Little Hen, Little Hen, What Do You See?” or Ingela P. Arrhenius’s “Where’s the Digger?” Sometimes we only get through a page or two, but we try to get some reading in every day.

Having multiple children at different ages with different needs, I’ve learned to do some creative multitasking. Sometimes that looks like reading to a three year old while nursing a newborn or having your eldest child read to their sibling. Start early, and be creative and consistent. Just a few minutes with books each day will blossom into a love of reading.
How to read books with your child

Tips for building comprehension at an early age

From Raising a Reader

Building Vocabulary through Storytime

Click on the images to watch these great videos!

Scan here to watch this video

Tips for Families: Recalling the story together

Scan here to watch this video
Three reasons why language is your child’s secret superpower:

Why speaking a second language at home makes your child super

Fun fact: Your child was born with superpowers.

It’s true. According to researchers, babies are born with a special gift: their developing brains can tell the difference between the approximately 800 sounds that make up all the languages in the world. As a result, they can learn languages quickly and more easily than grownups.

This unique ability can help unleash your child’s full potential. When a child grows up in a household where speaking more than one language is encouraged, they develop new abilities that help them succeed in life.

Here are the top three ways that multilingualism helps kids:

• Brain power: Learning more than one language gives developing brains a workout that strengthens the cognitive muscles. Children learn when to activate one language versus another and how one thing can have lots of different names — for example, madre, muqīn and niām tsev all mean mother. As a result, they can solve problems better, remember things more efficiently and are better at handling more than one task at the same time.

• People power: Language is social — it’s one of the main ways we create and build relationships with everyone around us. When your child learns a second language, they instantly increase the number of people they can communicate with. That means more extensive social networks that your child can tap into for support and resources when needed.
But that’s not all. New research indicates that children who are exposed to more than one language become better communicators. They learn to be more observant in social settings, picking up social cues and patterns based on how multiple languages are used. As a result, multilingual children are better at interpreting what a speaker’s words mean compared to children who are exposed to only one language. Multilingual children also have an advantage over their peers in terms of social flexibility. As a result, they can switch easily and adapt to different people in different social environments.

• Earning power: Every parent wants their child to thrive and succeed later in life. Mastering more than one language can help with that. Studies show that bilingual education has a direct effect on future earnings, with one year of bilingual education raising income by an estimated 1.4% on average.

If your family already speaks a second language at home, there’s a lot you can do to help your child build their language power. Make it a point to use your home language frequently. Praise and encourage your child when they make an effort to talk and read books in your home language. And make sure to ask your child’s teachers to support their efforts to speak in the home language.

To discover more ways you can help your budding superhero soar, visit qualitystartla.org/dual-language-learners-initiative.

The Quality Start Los Angeles Dual Language Learner Initiative helps nurture multilingualism in L.A. County’s young children by connecting with families and educators to create an environment where multilingual children feel safe and valued. It is supported by First 5 LA, the Los Angeles County Office of Education, and the Child Care Alliance of LA.
Questions from Parents

Answers from Experts

Are screen time books and stories bad for the kids?

Screen time books and e-readers both offer a convenient way for parents and children to engage with books and each other. Because of their relatively recent advent, however, there is still a lack of knowledge and data about their long-term effects on child development and language acquisition.

Many experts still consider e-reading to be screen time. The W.H.O. recommends that children under one year of age should not be exposed to electronic screens and children from ages 2-4 should be limited to one hour of screen time per day at most.

How do you get a kid to enjoy reading?

You need to like reading. Theory tells us that creating a routine, letting them choose the books and re-reading their favorite books should help them enjoy reading, but if you’re not enjoying reading books to them — they won’t like reading either. By age 5, my daughter had picked out every book with snowflakes that she saw. The books she actually wanted me to read to her? Mine. The ones with funny voices, the ones that had me tickling at the word “belly” and the rhyming ones that we made into songs. They may struggle to learn to read, but enthusiasm is contagious.
What are the differences in the Montessori and Reggio preschool styles?

When deciding between Montessori and Reggio, they’re both great choices if your child is naturally curious and interested in learning. They do differ in subtle ways, with Reggio being more collaborative in nature, and Montessori having more structure.

**Child-based learning**  
Sensitive to inherent curiosity  
Aimed at simultaneous psychological and educational development

<table>
<thead>
<tr>
<th>Reggio</th>
<th>Montessori</th>
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<tbody>
<tr>
<td><strong>Classroom</strong></td>
<td><strong>Classroom</strong></td>
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<tr>
<td>✦ Collaborative, long-term projects</td>
<td>✦ Self-paced</td>
</tr>
<tr>
<td>✦ Projects are usually artistic in nature</td>
<td>✦ Structured into stations so that children can work independently but simultaneously</td>
</tr>
<tr>
<td>✦ Open, creative environments</td>
<td></td>
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<tr>
<td><strong>Teachers</strong></td>
<td><strong>Teachers</strong></td>
</tr>
<tr>
<td>✦ Required to research and engage themselves in the interests of the children to shape group projects</td>
<td>✦ Unobstructive Directors</td>
</tr>
<tr>
<td>✦ Usually two per class</td>
<td>✦ Show children how to use materials and perform activities</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td><strong>Curriculum</strong></td>
</tr>
<tr>
<td>✦ Chosen by the class based on collective interests</td>
<td>5 subjects:</td>
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<tr>
<td>✦ Children are the central creators of knowledge</td>
<td>✦ Practical Life</td>
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<td></td>
<td>✦ Mathematics</td>
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<td>✦ Culture</td>
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<td></td>
<td>✦ Sensorial</td>
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<td>✦ Language</td>
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The power of reading together

From Raising a Reader

Reading books with your young child and telling stories together can reduce stress, strengthen family bonds and support your child’s social-emotional development. Reading together also helps your child develop vocabulary and learning skills necessary to thrive in school.

Infants whose mothers speak frequently to them learn almost 300 more words by age 2

Sharing a book and stories with your child often involves snuggling, laughing and moments of one-on-one time, which gives you and your child both a chance to slow down and connect with each other. The predictability of a shared reading routine can provide a source of comfort during stressful periods in your lives. The warmth of your lap and hearing your voice helps build a healthy, secure bond which, in turn, develops your child’s self-confidence, self-regulation and self-respect.

Reading together also engages your child’s brain in a way that nurtures the skills they need to articulate and manage their emotions, often called, social-emotional development.

You can also use books and stories to help you and your child talk about difficult experiences or emotions. Seeing characters that have similar experiences and emotions is a positive way for your child to learn more about how to cope and manage their own feelings.
From the perspective of a speech language pathologist
By Sherri Elkaim

As an early intervention speech language pathologist, I work with very young children (ages 18 months - 5 years) with delays or differences in their communication development. There are three main areas of focus in therapy with young children: what children understand; what children can express verbally or nonverbally, including vocabulary, word knowledge, grammar and sentence structure; and how children use language — including for example, requesting, refusing, greeting, asking/answering questions, conversation and narrative.

Sharing books with toddlers is a wonderful activity that targets many goals. No matter how old the child is, it is important to meet them where they are, in terms of their language abilities and interests. Simply listening to stories develops the capacity to attend to auditory information, sharing books in a more conversational way opens the door to so much more. In addition to pre-literacy skills, sharing books builds relationships and reciprocity, as well as expanding receptive and expressive language. Book sharing grows vocabulary, models grammar and encourages conversation as children begin talking.

When reading a book with young children, choose simple stories or picture books. Parents or caregivers don’t need to read the exact words; rather tell the story from what is pictured. Go slowly, and keep your language simple. With very young children, point to pictures and label what you see. This encourages children to point as well, in response to the picture labeled.
Single word labels can expand to full sentences, more descriptive explanations, and then to beginning conversations. Pointing and labeling “bear” becomes “Here is a bear” becomes “Look at this brown cuddly bear” becomes “Look, here is a teddy bear. You have a teddy bear that is brown and cuddly, just like this one.”

Repeating books is enjoyable and provides an opportunity for children to choose their favorites. Stories can be told in the present tense, and then reviewed using past tense forms. Caregivers can use books to encourage talking about other experiences; this begins to develop narrative skills. “This is an elephant. See his big ears? Remember when we saw the elephant at the zoo? It was sooo big!”

As children become preschool age, caregivers can start to introduce the main idea and begin to ask comprehension questions. “Who, what, and where” are the easiest (as they are often evident in the pictures). “When, why, and how” are more sophisticated. Inferencing and predicting are other important language skills that children can practice with books.

The most important benefit of all is to have fun together by sharing a love of books and stories!
What you can do
By Zero to Three

Notice and build on your child’s interests.
Your child will let you know what interests and excites them by using their actions, facial expressions and speech. When they point out the window or give you a questioning look, put their actions into words: Yes, that’s a squirrel. Look at him running along the fence.

Use new words when you talk with your toddler.
A snack can be many things: good, healthy, yummy, crunchy, round, etc. Talk about what you are doing (“I have to wipe the crumbs off the table”) and about what you see your child doing (“You are knocking down your block tower. Watch it go boom!”).

Name pictures in books
Point out connections between books and your child’s “real” life. For example, after you see the picture of a school bus in a story, you can watch one chug down the street later that afternoon. Help them make the connection.

Ask questions as you read.
Where is the caterpillar? You can also begin to ask your child questions like: Would you like to read a book? What book do you want to read? Soon your child will toddle off to pick up a book and bring it back to you.

Don’t make a big deal about speech mistakes.
There is no need to correct your child. Simply repeat the correct pronunciation. If your child says, “Gamma,” you might respond by saying, “I see that Grandma gave you a cookie, yum yum!” to give your child a chance to hear how the word sounds. Correcting your child can make him less likely to try saying new words.
Be a translator.
If other adults have difficulty understanding your child’s speech, you can “translate” what they are saying. Give your child a chance to speak first, and then explain: “Ben is telling you that this is his new truck.”

Repeat.
Choose books with stories that repeat words or phrases. Children learn new words and pronunciations through repetition. One good choice for this age group is “Brown Bear, Brown Bear, What Do You See?” by Bill Martin, Jr. Other good choices include books that encourage your child to speak, such as books that pose simple questions like “Where Is Baby’s Belly Button?” by Karen Katz, books with clear pictures of common objects (name the pictures for your child), and simple stories with predictable plots.

Recognize that not all books are winners.
Toddlers have strong likes and dislikes. Follow your child’s lead and let them decide which books to read. Forcing a child to hear a story does not build a love of literacy.

Let them move.
Keep reading. Children are often still listening even as they move around. In fact, some kids, who have a strong need to be on the move, listen better when they are in motion! For example, you can ask them to jump like the frog in the book or act out the story you are reading.

Follow your child’s lead and do some active play for a while.
Come back to the book later. Forcing children to read can lead to negative feelings about books.
Parent-child activities to promote language and literacy

By Zero to Three

Go on a name safari.
Walk around your house or neighborhood with your toddler. Point out and name different objects. Encourage your child to repeat the words after you. Ask your child where they want to go next and follow their lead. See if they point to “ask” you what an object is.

Make an animal book.
Cut pictures of animals from magazines or take photos of animals in your neighborhood (cats, dogs, birds, etc.). Glue these pictures to sturdy 4×6 index cards. Punch a hole in the upper left corner of each card and tie them together with a short piece of yarn. Show your toddler each page, name the animal, and make its sound. Which animal is your child’s favorite? Which animal sound can he make first?

Play “can you find…”
Toddlers enjoy helping out. Give your child a simple task: Go get your shoe. Make sure the object is in sight. As their receptive language (the words they understand) grows, you can ask your child to get a familiar object that is not in sight: Can you find your dump truck. This is a great way to help your toddler learn new words and to listen and follow directions.
List of programs and community organizations

Literacy Services

Access Books
(310) 284-3452
accessbooks.net

Common Sense Media
1100 Glendon Ave. 17th Floor
Los Angeles, CA 90024
commonsense.org

Parentis Foundation
24012 Calle de la Plata, Suite 400
Lauguna Hills, CA 92653
(949) 305-2716
parentisfoundation.org

Raising a Reader
Sobrato Center for Nonprofits
489 Valley Way
Milpitas, CA 95035
(650) 489-0550
Raisingareader.org

Reach out and Read
119 providers in LA County
(617) 455-0600
reachoutandread.org

Reading is Fundamental
7250 Bandalini Blvd., Suite 209
Commerce, CA 90040
(323) 890-0876
Rifsocal.org

Reading Partners
5350 Wilshire Blvd. #36216
Los Angeles, CA 90036
(213) 399-8599
Readingpartners.org/location/los-angeles

Reading to Kids
1600 Sawtellle Boulevard, Suite 210
Los Angeles, California 90025
(310) 479-7455
readingtokids.org

Read to a Child
10940 Wilshire Blvd., Suite 100
Los Angeles, CA 90024
(310) 208-5300
readtoachild.org/los-angeles

Ready, Set, Read!
1000 N. Alameda St. No. 240
Los Angeles, CA 90012
(818) 986-9867
readysetread.org

The Book Foundation
5429 W. Washington Blvd.
Los Angeles, CA 90016
(323) 746-5800
makegoodinc.org/the-book-foundation

Libraries

Little Free Library
150,000 pop-ups throughout the U.S.
(715) 690-2488
littlefreelibrary.org

Los Angeles Public Library
73 branches throughout the city
(213) 228-7000
lapl.org/branches

Los Angeles County Library
86 branches throughout the county
(323) 264-7715
lacountylibrary.org/library-locator

Orange County Public Libraries
33 branches throughout the county
(714) 566-3000
ocpl.org/libraries
List of programs and community organizations (continued)

Support Services

Abriendo Puertas/Opening Doors
1000 N Alameda St, No 240
Los Angeles, CA 90012
(213) 346-3216
ap-od.org

Families Forward Learning Center
980 N. Fair Oaks Ave.
Pasadena, CA 91103
(626) 792-2687
Familiesforwardlc.org

First 5 LA
750 North Alameda
Los Angeles, CA, 90012
(213) 482-5902
first5la.org

Hands Together
201 Civic Center Drive
Santa Ana, CA 92701
(714) 479-0294
handstogether-sa.org

Koreatown Youth and Community Center
3727 W. 6th St. No.300
Los Angeles, CA 90020
(213) 365-7400
Kyccla.org

Mar Vista Family Center Preschool
5075 S. Slauson Ave.
Culver City, CA 90230
(310) 390-9607
marvistafc.org

Mexican American Opportunity Foundation
6113 Clara St.
Bell Gardens, CA 90201
(323) 890-1555
maof.org

Pathways LA
3325 Wilshire Blvd. Suite 1100
Los Angeles, CA 90010
(213) 427-2700
pathwaysla.org

Proyecto Pastoral Centro de Algeria
420 N. Soto St.
Los Angeles, CA 90033
(323) 685-8501
Proyectopastoral.org

Quality Start Los Angeles
815 Colorado Blvd. 4th Floor
Los Angeles, CA 90041
(855) 507-4443
qualitystartla.org

South Central LAMP
892 E. 48th St.
Los Angeles, CA 90011
(323) 234-1471
Southcentralamp.org