LITTLE BY LITTLE SCHOOL READINESS PROGRAM: A PRIMER FOR SCALING AND EXPANDING THE PROGRAM



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The Little-by-Little School Readiness Program Primer

The Little by Little (LBL) School Readiness Program Primer has been created as a resource for individuals and organizations who are interested in learning more about the program and understanding more about how to potentially bring the program to Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)¹ centers located in their region/community. This program guide covers background information about the mission and history of the program as well as sections on program costs, theory of change and the evidence base demonstrating the impact of the program. This guidebook also provides a road map for organizations and public agencies that would like to bring the LBL program to new WIC centers. It includes general 'funding estimate' information as well as sustainability strategies for ongoing funding. This guidebook also contains an overview of the organizations in Los Angeles County that currently support the program and would be willing to partner and collaborate with interested parties looking to bring the LBL program to WIC families in their area.

The LBL School Readiness Program

The LBL program is designed to create a literacy-rich home environment and a family culture that encourages early reading in the homes of WIC families long before the child enters kindergarten. The program was designed to address the challenges of school readiness for children in lower-income families at risk for literacy failure and is intended to be a 'practice change' in that it is woven into the already established and highly effective WIC platform. Across the current ten LBL locations in Los Angeles County WIC centers, LBL serves around 60,000 WIC participants annually for a cost of approximately \$52 per participant, per year (annual cost: \$3.2 million).

The LBL intervention begins in the second trimester of pregnancy and continues through the child's fifth birthday when they are no longer eligible for WIC services. During their visit to WIC, LBL participants receive the following:

- Age-level, high-quality children's books.
- Age-level handouts on reading, development, household safety and family engagement.
- Parental guidance tied to child development milestones; and,
- Connections to important community services—childcare, developmental screening resources, preschool and others.

¹ The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is a federal assistance program of the Food and Nutrition Service (FNS) of the United States Department of Agriculture (USDA). The WIC program provides free supplemental foods, nutrition education, breastfeeding support and education and other support services to low-income pregnant women, breastfeeding women, and children under the age of five. WIC's mission is to be a partner with other services that are key to childhood and family well-being. The basic eligibility requirement is family income below 185% of the federal poverty level. Currently, WIC serves about half of all infants born in the United States.

The WIC/LBL program staff are supported by a web-based software program, referred to internally as the 'LBL database,' that guides them during the LBL interaction and provides prompts for issuing handouts and books, as well as suggested talking points with families. Staff from the lead agency in Los Angeles - PHFE WIC (described below) also provide ongoing training and technical support to all LBL sites to ensure the LBL program is delivered consistently across WIC centers and to fidelity in keeping with the evidence-based outcomes of the LBL program model.

Each family may have up to four LBL contacts annually, and through LBL the whole family is engaged in supporting a literacy-rich home environment. Creating a literacy environment that engages the whole family is critical in supporting a child's early reading and language skills. A 2017 finding from LA County WIC data analysis suggests that when WIC families utilize childcare, it is most often in their own home (35%) or the home of another person (49%) rather than being center based childcare (31%)². A key outcome of the LBL program, as demonstrated by program evaluation findings, is that children enter school with more literacy and language skills and are better prepared to thrive, learn and succeed.

Overview of Organizations Supporting the LBL Program

The LBL program is supported by several organizations within Los Angeles County, each of which play an important role in the ongoing success of the program.

Heluna Health (Formerly Public Health Foundation Enterprises Inc./PHFE)

LBL Program Management – Heluna Health is the home of the LBL program. Heluna Health oversees all aspects of LBL fiscal and contracting operations as well as program expansion and sustainability. Heluna Health staff work in tandem with staff from PHFE WIC (below) in the oversight and management of the ten local LBL sites in Los Angeles County.

Heluna Health (formerly Public Health Foundation Enterprises, Inc./PHFE) is a leading provider of program services and fiscal sponsorship for over 500 public health projects. Heluna Health empowers public health agencies, academic researchers, public/private consortia, and nonprofits by providing the infrastructure and support such organizations need to ensure that population health resources reach more people. Heluna Health is the largest non-profit WIC provider in the nation, serving 180,000 participants each month. It has been a long-term recipient of federal WIC funds and as such created PHFE WIC to oversee in the management of its network of WIC centers.

PHFE WIC

Lead Agency - PHFE (Public Health Foundation Enterprises, Inc.) WIC serves as the lead agency for the LBL program in Los Angeles County. Staff from PHFE WIC were responsible for launching all local LBL sites and continue to provide comprehensive ongoing training a technical assistance. Staff from PHFE

² <u>https://lawicdata.org</u>

WIC also manage the LBL database and the procurement and distribution of all books and parental handouts for the program. Quality assurance and local research activities are also coordinated through PHFE WIC. The PHFE WIC team also provides in-person and remote training and technical assistance to partner LBL programs in other regions.

As noted earlier, PHFE WIC is the largest local agency WIC program in the United States and serves approximately 4% of the nation's total and 20% of California's total WIC participants. WIC centers overseen by PHFE WIC serve Los Angeles, Orange and San Bernardino counties and are strategically located in high-density areas of need.

First 5 LA

Principal Funder – First 5 LA has provided funding for the LBL program since its inception in 2002.

First 5 LA is an independent public agency with a mission to support the safe and healthy development of young children so that by 2028, all children in L.A. County will enter kindergarten ready to succeed in school and life. First 5 LA was created by voters in 1998 to invest L.A. County's allocation of funds from California's voter-approved Proposition 10 tobacco tax revenues. First 5 LA recognizes that changing the life trajectory of children involves changing systems and policies to prioritize them at the earliest days in their lives giving them the best start possible in life. Since its inception just over 20 years ago First 5 LA has committed more than \$2.2 billion to improve outcomes for Los Angeles county's 650,000 children, prenatal to age five, and their families.

History of the Little-by-Little Program

Little by Little grew out of the recognition that, with appropriate funding, WIC centers could expand their role beyond a focus on nutrition to become places where staff embraced a broader educational role, providing guidance to mothers regarding early literacy and learning and specific information on prenatal, infant and child development. Parents and caregivers, who were attending centers for nutrition information and support, frequently asked for information regarding their children's developmental progress and for recommendations about how they could help their children learn and thrive. These requests inspired the development of the Little-by-Little program. Prior to introducing LBL, a survey of literary practices of families served in ten WIC centers found:

- 46% had fewer than ten books in the home
- 70% rarely or never visited a library
- 22% received a daily or monthly newspaper or magazine
- Fewer than a quarter of the children attended preschool
- The average level of maternal education was tenth grade

Spanish-speaking households had even fewer resources than English-speaking households, reporting:

- Significantly fewer books in the home
- Reading to children less often
- Starting to read to children significantly later in their children's lifetime
- Significantly fewer years of maternal education

Phase I - The First Little by Little Program

In 2002, First 5 LA funded PHFE WIC with a 5-year, \$4.7M grant to develop and conduct the LBL program to improve the school readiness of low-income children. The first year of funding for LBL supported planning activities; hiring personnel; selecting and ordering large quantities of age-appropriate books; creating handouts in both Spanish and English to help parents implement easy home activities designed to promote school readiness; and, developing the infrastructure – including establishing distribution channels and a state-of-the-art database that enabled effective implementation of the LBL program in 2003 across five PHFE WIC centers in Los Angeles County. In these centers, four times per year, pregnant mothers, infants, and children up to age five received brief individual counseling about child development and were presented with the developmental tools by WIC staff and each child chose a new book. A sixth WIC center began a modified model of the program in 2004 due to a philanthropic donation from Majestic Realty Foundation.

Phase II - The Current LBL Program

The effectiveness of the LBL program in significantly improving the school readiness for underserved children was established via evaluation work carried out during the first phase of the LBL program (described above) and later published in the February 2011 issue of *Pediatrics*. Today, the LBL Program is provided at ten WIC centers across Los Angeles County as a result of an additional commitment of \$30,000,000 by First 5 LA, in 2011, to support a further expansion of the LBL program. The program serves approximately 60,000 unduplicated WIC participants annually in these ten locations.

LBL Program Adaption in the time of COVID-19

The COVID-19 health pandemic has resulted in the temporary closure of many WIC centers to their participants. WIC center staff have continued to provide core services via the telephone or video conferencing platforms like Zoom for Skype, along with electronic receipt of WIC benefits via the e-WIC card. The LBL program has also adapted its program model to allow for continuation of program services. Specifically, the all-important early literacy/developmental guidance interaction with parents is occurring via telephone or video conferencing. Age-appropriate books and handouts are then mailed to the parent after the LBL interaction. This adaptation has allowed families to continue to receive critical child development information and books during a stressful time when parents and children are spending more time at home. This has added some unanticipated costs to the program in terms of postage and supplies required to mail books and handouts to family's homes. With the recent introduction of the e-WIC card nationally this adaptation may however prove to be a useful addition to the program model if the use of e-WIC cards reduces the frequency of families' visits to the WIC center. With this adaptation, the LBL program may continue to serve families up to 4 times per year using a combination of in-person and virtual interactions.

The LBL Program and the Importance of Parental Engagement

Multiple peer-reviewed research projects and comprehensive data analyses have shown that 85 percent of a person's brain is developed by the time they are five years old. As a result, the first five years of life are critical to healthy early childhood development. As with physical development, cognitive milestones represent important steps forward in a child's development. By taking an active role in the early childhood education process, parents can help ensure that their child has all the support and encouragement they need to develop to their full potential. Optimal parent engagement is mutual, respectful, and responsive to a family's language and culture, practices engrained in the WIC setting. Activities that parents conduct at home are known to support their child's learning directly or indirectly with parent engagement at the preschool level having a number of lifelong benefits, such as establishing the importance of education and developing a network of helpful connections (The Global Family Research Project, formerly Harvard Family Research Project, 2017). Parental involvement at this critical period provides the child with a springboard that makes entry into kindergarten more successful. For the LBL program, parent engagement is established through their initial interaction with the WIC center and their subsequent enrollment into the LBL program. WIC is grounded in a strength-based approach to working with families. Over four decades of research into the effectiveness of the WIC program tells us that WIC participants are provided supports that lead to healthier births, a more nutritious diet for their families and a host of other key child and family health outcomes. These results are achievable, as over time the WIC counselor becomes a valued source of information and a trusted partner through repeated WIC visits and often through repeat pregnancies. The LBL program leverages this partnership through its seamless integration into the families' WIC visit.

LBL Program Costs

An important consideration when constructing the LBL budget is recognizing that no federal funds can be used to cover the costs of administering the LBL program. Federal funds provided to WIC centers can only be used to provide services and pay for activities that are part of the core federal WIC program. Thus, the budget required to serve LBL participants per year includes:

- the cost of the staff, space and storage materials needed within the WIC centers to deliver the LBL program (program delivery costs).
- program support costs, i.e., the costs for the PHFE WIC team to provide the initial trainings and information technology (IT) support to set up the program software, costs for ongoing technical assistance to WIC staff, and IT support from PHFE WIC.
- program support costs also include the cost of the actual books and handouts needed for each site.

Through a centralized purchasing model, the PHFE WIC team take responsibility for selecting and purchasing books and for procurement of LBL handouts from established vendors. This "bulk purchasing" of books allows LBL t buy new, high quality books at an average cost of \$3.00 per book, keeping book cost relatively low. These program materials are then delivered directly to the new WIC/LBL partners.

The distinct advantage the LBL program has in terms of both initial set up costs and later achieving scale is that the program does not require the building out of a complex and costly infrastructure to deliver the program. Instead, the program is neatly absorbed into the existing WIC center infrastructure,

requiring only a few minor site level changes to allow for the storage of program materials and the installation of the online LBL program delivery software. These savings result in low annual 'per participant' costs.

LBL's current budget model in Los Angeles County generates an average annual intervention cost of approximately \$52 per participant per year. To determine the annual intervention cost for new partners, the cost model uses average WIC salaries and fringe benefit rate for the local or regional WIC agency interested in offering LBL at their WIC centers, combined with average WIC monthly caseload to generate an accurate intervention cost for the project. It should be noted that Year 1 startup is more expensive than Year 2 and outwards due to the costs of training and technical assistance needed to launch the program plus modest site supply costs (i.e., storage items for books and handouts). For the average cost of \$52 per year, participants are served up to 4 times annually by the LBL program, receiving books and handouts at each visit. The cost of providing LBL services varies somewhat due to regional or organizational factors (e.g., salaries, benefit rates, cost of office space). However, in all instances, the LBL program represents a low-cost program relative to other comparable services because of its ability to leverage the existing infrastructure of the WIC program which greatly reduces start up, outreach and ongoing program delivery time and costs. A sample budget is provided in the appendices for illustration purposes only.

Costs associated with COVID -19 adaptations

The LBL program is currently mailing all books and handouts to families during the temporary closure of WIC centers to the public. The LBL program is currently averaging approximately \$1.26 per mailing to families. This is inclusive of the non-profit mailing rate obtained by Heluna Health, as well as sundry supplies such as envelopes, address labels and printer toner. Heluna Health also contracted with a mailing meter company to simplify preparation of envelopes for mailing, at a cost of approximately \$720 annually per meter. These costs are not factored into the \$52 per participant per year as discussed above.

LBL Theory of Change

The LBL program has demonstrated its ability to increase the school readiness of low-income children, particularly children in Spanish-speaking households. It builds towards its overarching objective of school readiness by introducing parents to the topic of literacy and the importance of reading to children as early as possible – during pregnancy and early infancy. Through regular interactions with their WIC counselor, over successive years and pregnancies, the LBL program can change behaviors, skills and attitudes towards early literacy with parents, resulting in increased parental engagement, parental knowledge and the fostering of a culture of early literacy within the home environment. Results from both informal process evaluation work and formal outcome evaluation work have shown that families who participate in the LBL program report having more books in the home, reading to their child with increased frequency and having more child development knowledge than parents who did not participate in LBL. This can be attributed to the high-quality handouts and age-appropriate books that are gifted to parents during each LBL interaction.

Given that the WIC program serves low-income families, who are known to have an increased risk of low literacy among their children, the expectation is that the program could work for all families who are

eligible to receive WIC benefits. In terms of children's neural development, the LBL program engages families at the most critical period of their language development, between the ages of birth and 5. Research tells us that by age 3, children in low-income families have heard approximately 30 million fewer words than their more affluent peers (Hart & Risley, 1995). A family's financial circumstances have a profound effect of how much language exposure a child has in their most formative years with the effects of this '30-million-word gap' persisting through the school years in terms of decreased oral language, vocabulary and reading comprehension. The LBL program works to close the word gap by helping families to increase the quantity and quality of their verbal interactions with their children. Specifically, LBL teaches parents about the need to engage their child early and regularly in meaningful conversations and interactions that increase their exposure to new words and reinforces their emerging vocabulary through talking, singing, playing and, especially, reading.

LBL Program's Evidence Based Outcomes

During the first phase of the LBL program a rigorous evaluation study was conducted that measured the school readiness skills of children who had received WIC services only or had received WIC services and had participated in the LBL program for either two years or four years. The evaluation included a home visit where a series of validated, standardized measures were used to assess the child's school readiness, parent literacy resources as well as an observation of home literacy activities. The results showed that children who received four years of LBL services had higher school readiness scores than children with no LBL exposure (averaging 23.5 compared to 19.7 as measured by the Bracken School Readiness Scale), and better receptive language scores (as measured by the Peabody Picture Vocabulary Test). Children benefited from LBL/WIC services regardless of the primary language in the home; however, children in Spanish-speaking homes showed the most significant gains from the program. These were particularly exciting and important findings given that LBL is a low dose, low-cost intervention and the parent behavior and child school readiness changes seen were achievable with as few as four LBL contacts per year. The results of the evaluation were published in the February 2011 edition of the journal *Pediatrics* (abstract included in the Appendices)

Expanding the LBL Program

LBL is a Cost Effective and Scalable Program

Because the WIC program serves over 6 million participants across the country (2019 data), it is the ideal platform for providing literacy resources to lower-income, underserved families while scaling Little by Little at a very low cost. As mentioned earlier, a critical advantage that the LBL program has in its potential for achieving scale locally, regionally, and nationally is that the program does not require the building out of a complex infrastructure to reach the targeted population and deliver the program. As such, the program has the potential to scale to all WIC centers across a given geography that have the capacity and affinity to deliver the program.

The ability to scale the program statewide has been greatly informed by the expansion of the program currently being implemented in Tulsa, Oklahoma. As described below, over the past four years, LBL has had a very positive impact on the early literacy skills of over 25,000 (?) WIC children in the Tulsa region.

The Tulsa LBL Pilot Program

A 2016 telephone call from the George Kaiser Family Foundation (GKFF) prompted Heluna Health and PHFE WIC to revisit the LBL expansion idea and set into motion our current work to execute a social enterprise strategy to further support the long-term sustainability of the LBL program. The impetus for GKFF to reach out to PHFE WIC was grounded in the evaluation findings published in the February 2011 edition of *Pediatrics,* and a recognition of the strength of the LBL program's outcomes. PHFE WIC staff were able to introduce the GKFF team to senior WIC staff within the Tulsa Health Department to begin meaningful conversations about a potential pilot of the LBL program. After several phone calls and site visits by staff from the GKFF and the Tulsa Health Department, a decision was made to move forward, with the GKFF board voting to fund a pilot of the LBL program in three WIC centers. On June 12, 2017, LBL was officially launched at those three WIC centers. Funding for two additional WIC centers was later provided bringing the total number of LBL program sites in Tulsa to five.

LBL staff first visited Tulsa in January 2017 to provide a collective pre-training for all staff members from the three original WIC centers. The pre-training included an assessment of each site, staff introductions and an overview of the LBL program. The same LBL staff arrived back in Tulsa in June 2017 to provide a follow up training and 'hands-on' technical assistance to ensure that the LBL program launch went smoothly. This five-day training included visits to all three LBL sites and focused on training staff to navigate through the web based LBL program delivery system, modeling the LBL staff/participant LBL interaction, providing tips on counseling families using the developmental handouts, and sharing insights and guidelines on how to choose books (content and costs) for the program. At the conclusion of the training, the trainers provided LBL services to WIC participants while the Tulsa staff observed. Once the Tulsa staff became familiar with the program delivery procedure, they began to practice and gradually took over providing LBL services to WIC participants. The Tulsa LBL Team Lead received additional training on inventory procedures for books and handouts.

As mentioned earlier, the expansion of the pilot effort into 2 additional sites revealed the need to tailor the program to the large Burmese/Zomi-speaking WIC population served by one of the WIC centers. The handouts were professionally translated and then transcreated by Burmese/Zomi-speaking staff within the Tulsa location before being distributed to LBL participants. Feedback on the handouts has been extremely positive from both the Burmese/Zomi-speaking WIC population and the staff who serve them at the WIC center.

Estimating the Funding Needed to Provide the LBL Program

Much like in the pilot expansion project in Tulsa OK, any additional expansion of the LBL program to new WIC centers will require a commitment from a local WIC agency and a regional or state funder, who will cover the cost of bringing LBL to the WIC centers. Identifying a funder is essential as without them even the most capable and enthusiastic WIC agency will not have the resources to provide LBL services. Furthermore, the larger challenge lies with matching interested local WIC agencies with a funder willing and able to support the program, ideally for a minimum of three years and at multiple WIC centers overseen by that agency.

Deploying LBL at multiple WIC centers over several years is the best way to ensure that the program is given sufficient time to make an impact and to a large enough WIC population that the cost per participant can be kept as low as possible. More specifically, funding for just a single year would not allow enough time for the benefits of the program to be experienced by participants and would be very costly in terms of the initial investment of time and resources needed to launch the program. Deploying the LBL program within just a single WIC center would increase the cost of the program due to both set up costs and ongoing operating expenses not being shared across a larger number of centers.

Heluna Health suggests, at a minimum, a 3x3 model (3 WIC centers over 3 years) to ensure enough WIC participants are served to keep program costs within an acceptable range. This is based on making comparisons to WIC caseload data for WIC centers in Los Angeles and identifying the "sweet spot" for ensuring reasonable program implementation costs and for maintaining the typical annual cost per participant in the long term.

The average cost per participant/overall program costs will of course vary by region reflective of areas with higher or low WIC salaries, benefit rates and space costs when compared to the estimates generated using Los Angeles-based WIC center data. A simplified budget planning tool is provided in the appendices to aid WIC agencies in determining the likely range of funds needed to become LBL program partners.

Funders may also wish to consider that additional funds may be required during the current COVID-19 health crisis to allow for mailing of program materials to families.

Sustaining Program Outcomes - Quality Assurance

Another requirement for becoming a LBL partner is a commitment to delivering the program in the same manner as Los Angeles, in terms of the quality of the books provided to families, the frequency with which they receive them, and the way WIC staff interact with families. A rigorous and ongoing quality assurance protocol is embedded into the model to protect the integrity of the program and to help new LBL partners successfully deliver the LBL program.

More details on the quality assurance process, as well as a detailed program implementation overview are contained in the LBL Program Implementation Guide which is available upon request.

Learning from Heluna Health's Sustainability Model

Heluna Health has a clear vision and commitment to the long-term sustainability and scalability of the Little by Little (LBL) School Readiness program within the ten existing LBL sites. Historically, Heluna Health had approached the challenge of financially sustaining these centers in Los Angeles by primarily implementing traditional fundraising strategies that include three main pillars: general fundraising, policy and advocacy and social enterprise. These strategies are outlined in more detail below to serve as an example of a robust and effective sustainability model for the LBL program.

- **General Fundraising:** Refers to all traditional fundraising activities in addition to more targeted efforts to raise funds in support of the first two strategies. General fundraising LBL activities include direct mail appeals, fundraising events, major gift solicitations, a corporate/foundation program and ongoing donor prospect development and stewardship. Within the general fundraising approach, Heluna Health includes the solicitation of both public and private grants as well as opportunities for corporate sponsorship.
- **Policy and Advocacy**: Focuses on identifying and pursuing opportunities to align with local, state and national early childhood education funding initiatives as a primary means of securing ongoing and long-term LBL funding.
- Social Enterprise: Heluna Health is developing a comprehensive set of "fee for service" activities related to providing: training and technical assistance to WIC centers who wish to replicate LBL in their communities; IT support for the use of the LBL program delivery system; access to LBL handouts that help parents understand their child's developmental milestones; operational support such a LBL budgeting, buying, tracking, and storing books; and supplemental support around sustainability efforts such as philanthropic fund raising and policy/advocacy initiatives. This last pillar represents Heluna Health's shift from traditional fund raising to a reimagining of LBL as a scalable and replicable program with revenue generating assets that can help support existing LBL sites and lead to further program expansion within Los Angeles County and beyond.

Social Enterprise as a Pathway to Securing Public Funding

Social enterprise is an important step to help build the footprint of the LBL program beyond Los Angeles County to a regionally, and nationally recognized program. With such momentum, the LBL program is more likely to become successful in its policy and advocacy goals related to attracting public funding at the state and national level. A broad coalition of LBL partnerships in multiple regions and states is key for establishing the worth of the program and building awareness of its role in supporting national early childhood education initiatives.

In terms of LBL's ability to achieve the social enterprise objectives, Heluna Health successfully launched three new LBL sites in June 2017 in Tulsa, Oklahoma funded by the George Kaiser Family Foundation (GKFF). The number of centers has recently grown to five after additional funding was provided by the GKFF. The Tulsa expansion has been an important opportunity to pilot a social enterprise model for LBL both in terms of developing all resources necessary to scale the program and testing the ability to replicate the model to fidelity outside of Los Angeles County.

Appendices

Simplified LBL Budget Example

The following simplified program costs are provided for sample budget purposes only and do not represent the actual costs for establishing the LBL program within a given WIC center. Costs will vary depending on several local factors, such as WIC agency personnel costs (including benefit rates), local space costs and typical WIC caseload for the WIC center. These examples are provided to allow for preliminary cost estimates to be generated that can be shared with prospective funders or prospective WIC agency staff.

All costs below include the following services provided by the PHFE WIC team in Los Angeles:

- Initial start-up training and technical assistance (TA) activities (includes all travel)
- Ongoing training and TA (includes some travel)
- Initial start-up IT database installation and support (data sharing/data upload)
- Ongoing IT support
- Centralized book purchasing with distribution and inventory/logistics support to WIC sites
- Initial quality assurance (QA) monitoring and training
- Ongoing QA monitoring support
- Start-up year funds to purchase furniture/office accessories necessary for the storage of LBL books and handouts

Small WIC Center	Medium WIC Center	Large WIC Center
(Approx. 2,000 WIC monthly	(Approx. 3,000 WIC monthly	(Approx. 4,500 WIC monthly
case load)	case load)	case load)
Year 1 – Includes all start-up co	sts (approximately \$66,500)	
\$256,000	\$303,000	\$412,000
Year 2		
\$190,000	\$237,000	\$345,000
Estimated cost per participant Y	'ear 2	
\$65	\$54	\$52
Years 3 and onwards	·	•
Heluna Health recommends a 3% a	nnual increase is applied for each su	bsequent year of programming

Annual Cost Breakdown

These estimated costs do not include funds for book/handout mailing during the COVID-19 health crisis.

Examples of LBL Books and Handouts

The most popular books have a lot of vibrant colors and stories. Samples from each book category offered by the LBL program are shown below. The book images are sourced from the provided title hyperlinks.

Prenatal Category

Title: Read To Your Bunny



Mary Wells (1997) Scholastic, Inc.

Title: Leale a su conejito



Mary Wells (1997) Scholastic, Inc.

Title: Rock-A-Bye Baby Reader



Carole Olson & Cheryl Schneider (2000) Third Week Books



Title: Despertar a la lectura

Carole Olson & Cheryl Schneider (2002) Third Week Books

Newborn Category

Title: Black & White Farm



Charles Reasoner (2011) Rouke Publishing

Title: Black & White Ocean



Charles Reasoner (2011) Rouke Publishing

Title: Jungle / La jungla



Charles Reasoner (2011) Rouke Publishing

Title: Pets / Las mascotas



Charles Reasoner (2011) Rouke Publishing

Infant/Toddler Category – Cloth Books

Title: Animals



Flying Frog Publishing (2016) Flying Frog Publishing



Flying Frog Publishing (2016) Flying Frog Publishing

Title: Numbers/Números

Title: Baby Babble



Kate Merritt (2012) Workman Publishing Company

Title: iBebé, vamos a comer! / Baby, Let's Eat!



Stephan Lomp (2018) Workman Publishing Company

Infant/Toddler Category – Board Books English

Title: Old MacDonald Had a Farm and Other Favorite Children's Songs



Hannah Wood (2010) Tiger Tales

Title: My First Shapes Book



Flower Pot Press (2016) Flower Pot Press

Title: But Not the Armadillo



Sandra Boynton (2018) Simon & Schuster

Title: Team Numbers (Nickelodeon Paw Patrol)



Random House (2016) Random House Disney

Title: Are You My Mother



P.D. Eastman (1998) Random House, Inc.

Infant/Toddler Category – Board Books Spanish/bilingual

Tile: The Life of - La vida de Selena



Patty Rodriguez & Ariana Stein (2018) Lil' Libros

Title: Inesectos/ Insects



Charles Reasoner (2014) Rourke Publishing

Bounds - Sonidos Chappulinguo Art big of econtratopoetas Personatopoetas Personatopoetas

Patty Rodriguez & Ariana Stein (2020) Lil' Libros

Title: Chapulin Colorado

Title: My First Colors Book / Mi primer libro de colores



Flower Pot Press (2016) Flower Pot Press



Title: Goodnight Moon/ Buenas noches luna

Margaret Wise Brown (2014) HarperCollins Publishers

Child Category – Paperback/Hardcover books English

Title: Curious George and the Puppies



H.A. & Margret Rey (1998) Houghton Mifflin Harcourt

Title: Clifford Goes To Dog School



Norman Bridewell (2010) Scholastic, Inc.

Title: Pout Pout Fish Far Far from Home



Deborah Diesen (2017) Straus & Giroux Farrar

Title: Great Big Dinosaur Treasury: Tales of Adventure and Discovery



Various (2014) Houghton Mifflin Harcourt

Title: Oh the Places You'll Go!



Dr. Seuss (1990) Random House, Inc.

Child Category – Paperback/Hardcover books Spanish/Bilingual

Title: La primera fiesta de pijamas de Peppa



Neville Astley (2016) Scholastic, Inc.

Title: Chancho la estrella



Aaron Blabey (2019) Scholastic, Inc.

Title: <u>Hombre mosca y los extraterrestrezz</u>



Tedd Arnold (2018) Scholastic, Inc.

Title: Diez monitos saltaban en la cama



Tina Freeman (2013) Child's Play International



Title: La mascota perfecta

Carl Nino (2018) Rourke Publishing

Handout samples from each language are shown below:



Published Evaluation Findings

Literacy Promotion for Families Participating in the Women, Infants and Children Program

Shannon E. Whaley, Lu Jiang, Judy Gomez and Eloise Jenks

Pediatrics March 2011, 127 (3) 454-461; DOI: https://doi.org/10.1542/peds.2009-3572

Abstract

OBJECTIVE: This article describes the impact of a bilingual literacy intervention conducted with nearly 118 000 children in Special Supplemental Nutrition Program for Women, Infants and Children (WIC) sites in Los Angeles County, California.

METHODS: All WIC participants at 6 WIC sites in Los Angeles County participated in the literacy intervention. Three cohorts of participants were selected to participate in the evaluation of the intervention. A control group of 200 families received no intervention, 103 families received 2 years of intervention, and 102 families received 4 years of intervention. Participants were predominantly Hispanic (92%), 3- to 4-year-old children and their parents. All families had low-income levels, and more than one-half were Spanish-speaking. School readiness assessments were conducted with the children; parent literacy resources and activities at home were observed. Structural equation modeling was used to allow for simultaneous testing of relationships between variables.

RESULTS: The Spanish-speaking subset showed a strong intervention effect. Among Spanish speakers, the 4-year intervention group (P < .001) and the 2-year intervention group (P < .05) had significantly higher school readiness scores, compared with the control group. The structural equation model revealed that exposure to the intervention significantly enhanced literacy resources and activities at home, which in turn led to greater school readiness.

CONCLUSION: WIC-based literacy intervention significantly increased low-income, Spanish-speaking children's school readiness.