

EARLY LITERACY & MATH PROGRAMS

Presenters

Michelle Pelliccino

Executive Director of Early Learning overseeing Commission's Early Literacy and Math Program at THINK Together. Previously she served as the Executive Director/Chief Executive Officer for Camp Fire USA Orange County Council. She began her career in child development at the Child Educational Center in La Canada, California, which provided direct services to families of the JPL and Caltech community. Michelle has more than 13 years of experience working in non-profit organizations serving children and families. She is president-elect of the California School Age Consortium and is also an elected member of the Orange County Child Care and Development Planning Council. She holds both a bachelor's and Master's degree in human development from Pacific Oaks College with dual specializations in social change and educational instruction.

Mark A. Colon, M.D., FAAP

Dr. Mark Colon is a general pediatrician at Children's Hospital of Orange County (CHOC), and the Program Director of Reach Out and Read at CHOC. He is also the Medical Director at Sunburst Youth Challenge Academy, a community high school run by the California National Guard in partnership with the Orange County Department of Education, in Los Alamitos. Dr. Colon received his medical degree from the University of California, Irvine and was the Chief Resident during his residency at CHOC Children's. He is a board member of the Boys and Girls Club of Santa Ana. In 2012 he was recognized by Castle Connolly Medical LTD as one of Southern California Top Doctors, and also received the CalOptima Circle of Care Physician Award.

School District Representatives Available for Questions Regarding Learning Link:

Debbi Keeler, Ed.D.

Director, Early Childhood Programs
Capistrano Unified School District

Early Literacy and Math Programs

According to literacy expert Andrew Biemiller, “Vocabulary at age 3 predicts first grade reading success; first grade vocabulary predicts eleventh grade reading level.” Further, six longitudinal studies showed that early math skills are the most powerful predictor of later school success. Developing children’s early literacy skills are also critical to providing health care access for adults and families where English is not the first language

In 2011-12 the management of the Early Literacy Program was successfully transitioned to THINK Together, which continued to implement countywide and community-based early literacy programs such as reading to children in pediatric waiting rooms (supporting the Reach Out and Read program); early literacy programs at school and community sites; collecting and distributing new and gently used books; leading the countywide book bag program called Raising a Reader; and organizing Orange County’s participating in the national one-day “Read for the Record” where over 21,000 children were read to in October. One-time, catalytic funding of \$5 million was allocated to THINK Together to sustain and build early literacy programs over the next 10 years and to expand early math as programs become available. Additionally, the Commission in partnership with THINK Together, are developing a strategic funding mechanism to support the implementation costs of early literacy Programs.

Reach Out and Read

The Commission funds a unique program where pediatricians provide a book and prescribe reading to young children at well-child checkups. In partnership with the Orange County Chapter of the American Academy of Pediatrics, over 110 pediatric medical providers at 63 medical offices participate in the program. The Commission’s Early Literacy Program, managed by THINK Together, provide readers in the waiting rooms of participating pediatric medical offices to read to children and model reading aloud techniques to parents. Over 40,000 children and families were reached last year through the Reach Out and Read program, and over 45,000 developmentally appropriate books were distributed.

Learning Links

Learning Links are “drop-in” early learning centers at school districts that use an interactive parent-child approach to learning. Parents and children can visit the Learning Link together on an as-needed basis, interacting with the professional staff that can include early education resource teachers and nurses, case managers, speech pathologists, and community liaisons. The Learning Links offers various hands-on academic learning opportunities, educational activities for children, and encourage parent-child interaction. The education activities align with the latest research on early care and education and with state educational standards. The first Learning Link was developed over 10 years ago as part of the School Readiness agreement with the Capistrano Unified School District. The model has been replicated and there are now 16 new Learning Links at school district sites, as well as two at community organizations.

THINK Together Catalytic Investment	
Proposed Catalytic Investment/Matching Fund Grant	<ul style="list-style-type: none"> One time \$5 million contribution to THINK Together to established 10 year partnership. Within three years this offsets approximately \$750,000 of THINK Together operating expenses converting into sustaining early literacy programs and improving quality to incorporate math curriculum. THINK Together secured a permanent facility and will eliminate current lease costs. Develop a strategic fund development plan in partnership between the Children and Families Commission and THINK Together.
Service Payback	<ul style="list-style-type: none"> THINK Together would commit to providing services for 10 years in exchange for one-time contribution of \$5 million in capital. Commission annual grant reduced to \$250,000 by year 3 to sustain services.

Early Literacy and Math Program



Michelle Pelliccino
Executive Director of Early Learning and School Age Care
THINK Together

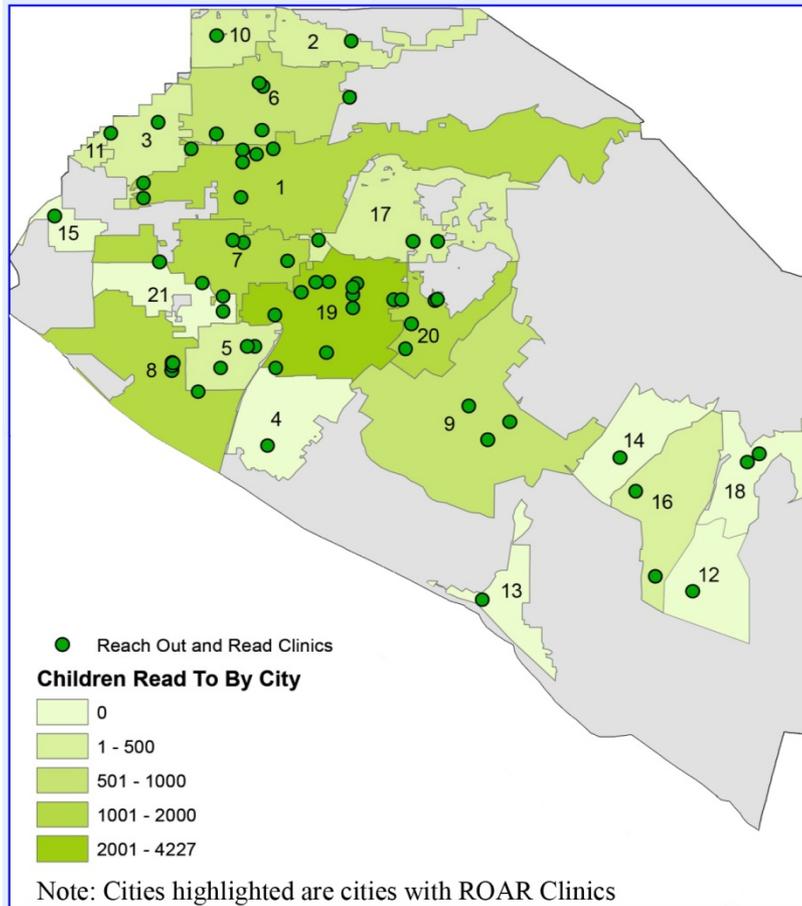
December 5, 2012

Early Literacy and Math Programs

Programs are delivered throughout Orange County and serve children 0 – 5 years of age.

- Reach Out and Read
- Read for the Record
- OC Children's Book Bank
- Raising a Reader
- Centered Based Early Literacy and Math

Reach Out and Read



#	City	# of Clinics Served
1	Anaheim	8
2	Brea	1
3	Buena Park	1
4	Costa Mesa	1
5	Fountain Valley	3
6	Fullerton	5
7	Garden Grove	5
8	Huntington Beach	5
9	Irvine	3
10	La Habra	1
11	La Palma	1
12	Ladera Ranch	1
13	Laguna Beach	1
14	Lake Forest	1
15	Los Alamitos	1
16	Mission Viejo	2
17	Orange	3
18	Rancho Santa Margarita	2
19	Santa Ana	12
20	Tustin	4
21	Westminster	2

Total of 63 Sites Supported with Readers

Read for the Record

National day of advocacy for children 0 – 5 to promote literacy and early childhood education.

Countywide participation as well as organized events.

2012 Partners:

- Orange County Early Learning Specialists
- Head Start and State Funded Preschools
- YMCA, Boys and Girls Clubs - Learning Links - Public Libraries
- Private and Faith Based Child Development Programs
- CHOC - Westfield Mall - Pretend City
- Barnes and Noble - CHASE Bank



THINK Together

Teaching, Helping, Inspiring & Nurturing Kids

OC Children's Book Bank Program

- Countywide collection and distribution of new and gently used books
- Monthly “Book Dr.” events, small and large employer group participation
- OC Fair designee for “We Care” Wednesday
 - 60,000 books collected and distributed immediately



Raising a Reader

- National program introducing literacy into the family home facilitated through a book bag rotation program
- Fully integrated component of the center based ELMP program
- Partnerships with several other OC early childhood programs for RAR implementation with their children and families

2012 Countywide Partners:

- Early Learning Specialists
- Boys and Girls Clubs and YMCAs
- Private Preschools and Faith Based Organizations
 - State Funded Preschools



THINK Together

Teaching, **H**elping, **I**nspiring & **N**urturing **K**ids

Center Based ELMP

- Currently serving children ages 3 – 5 years of age in Santa Ana and Tustin Unified School Districts with potential for expanding in Buena Park and Huntington Beach in early 2013
- Curriculum is focused on the foundational skills with an emphasis on literacy and math
- Grand Opening of the first year-round Early Literacy and Math Center was celebrated on November 9th. The center is located at Veeh Elementary school in the Tustin Unified School District.
 - Learning lab model approach
 - Technology and science woven into curriculum to complete a STEM programmatic model
 - Future plans to utilize facility as a Learning Link



THINK Together

Teaching, **H**elping, **I**nspiring & **N**urturing Kids

Countywide Math Efforts

- Although in its infancy stages, the ELMP program is working to integrate math and science into countywide efforts.

2012/2013 Efforts and Under Exploration

- Strategic partnerships
 - Curriculum integration into center based programs
- Strategies to integrate opportunities during large scale community events, such as Read for the Record
- Actively seeking professional development opportunities to grasp new innovative ideas



Catalytic Investment and the Future for ELMP

- After a year of successful partnership, July 1, 2012 kicked off year one of 10-year catalytic agreement
- Funding secures countywide ELMP efforts for 10 years
- ELMP fund development group to launch early 2013
- Efforts are focused on:
 - Developing strategic fund development plan in partnership with Commission
 - Formulating new partnerships
 - Sustaining and expanding long-term, countywide funding for ELMP



THINK Together

Teaching, **H**elping, **I**nspiring & **N**urturing **K**ids



Reach Out and Read

Reading is Doctor-Recommended

Mark A. Colon, M.D., FAAP



READING ALOUD

- “Reading aloud to children is the single most important activity to promote success in reading.”
 - *Anderson RC et al. Becoming a nation of readers: the report of the commission on reading. Washington DC: The National Institute of Education, 1985. Reconfirmed by National Reading Panel, 2000.*





IMPORTANCE OF READING ALOUD: Beyond Literacy

- Social and emotional aspects of reading aloud are equally, if not more, important as the language-stimulating benefits
- Reading aloud gives parents and children an opportunity for special time together and promotes parent-child attachment and bonding
- Activity promotes feeling of safety, happiness, warmth and excitement in both participants





WHY SHOULD WE BE CONCERNED?

- **We know that:** children who live in print-rich environments and are read to from an early age are much more likely to learn to read on schedule
- **However:** parents of children living in poverty may lack the money to buy books, may not have easy access to children's books, and may not themselves have been read to as children
- **A vicious cycle:** reading problems may mean school failure, which increases the risk of absenteeism, dropping out, and juvenile delinquency – all of which perpetuate the cycles of poverty and dependency.





REACH OUT AND READ

- Reach Out and Read promotes early literacy and school readiness to young children and their families through thousands of medical providers in all 50 states.
- Three components to the program:
 1. **Anticipatory Guidance:** advising parents about early literacy and importance of reading aloud to their child
 2. **Books:** during each well child visit from 6-months to 5-years of age, the medical provider gives the child a new, developmentally appropriate children's book to take home
 3. **Waiting Rooms:** volunteers reading to children, modeling for parents the pleasures and techniques of reading aloud





REACH OUT AND READ

- Each year, medical providers at nearly 5,000 Reach Out and Read program sites nationwide distribute 6.5 million books to children and invaluable literacy advice to parents.
- California:
 - **614** Reach Out and Read Programs
 - **600,001** Children Served Annually
 - **985,486** Books Distributed Annually





WHO BENEFITS FROM REACH OUT AND READ

- Medical providers use books as valuable developmental assessment tools and build bonds with families
- Parents are given essential information about reading aloud and suggestions for parent-child interactions
- Children get all the early literacy benefits of reading aloud and have 9 books of their own by age 5
- The building of a stronger bond between the local chapter of the American Academy of Pediatrics and medical providers in Orange County.

*Simply put. A true **WIN WIN** situation!!*



**Reach Out and Read Provider Sites
2012**

*Thank you for your ongoing support of Reach Out and Read,
Orange County*

- | | |
|---|--|
| CHOC Ambulatory Care Clinic | Kaiser Permanente, San Juan Capistrano |
| CHOC Clinic at Boys and Girls Club | Kaiser Permanente, Tustin-Santa Ana |
| CHOC Clinic at Costa Mesa | Kaiser Permanente, Yorba Linda |
| Clinica CHOC Para Niños | Pediatric Care Medical Group, Inc. |
| Garden Grove Health Center,
Children's Hospital of Orange County | Nhan Hoa Comprehensive Health Care Clinic, Inc. |
| Talbert Medical Group, Huntington Beach | Laguna Beach Community Clinic |
| Fountain Valley Talbert Medical Group | Friends of Family Health Center |
| Tustin Talbert Medical Group | St. Jude Medical Center |
| Santa Ana Talbert Medical Group | Mohan Kumaratne, M.D. |
| Anaheim Talbert Medical Group | UCI Medical Center, Anaheim |
| Kaiser Permanente Orange County Euclid | UCI Family Health Center, Santa Ana |
| Kaiser Permanente, Brea | Gottschalk Medical Center, UCI
Pediatric and Adult Medicine |
| Kaiser Permanente, Garden Grove | Southern Orange County Pediatrics,
Lake Forest |
| Kaiser Permanente, Harbor-MacArthur | Southern Orange County Pediatrics,
Rancho Santa Margarita |
| Kaiser Permanente, Huntington Beach | Southern Orange County Pediatrics,
Ladera Ranch |
| Kaiser Permanente, Barranca (Irvine) | Southern Orange County Pediatrics,
San Clemente |
| Kaiser Permanente, La Palma | |
| Kaiser Permanente, Lakeview | |
| Kaiser Permanente, Mission Viejo | |

Palm View Medical Center

Peter Vu, MD

Sierra Health Center

Kidiatrics Medical Group

Mussarat Abidi, M.D.

Constance S. Shih, M.D.

Hurtt Family Health Clinic

**HOPE Clinic / Newport Mesa Unified
School District**

**Primary Multi-Specialty Clinics of
Anaheim / Gateway Medical Group**

Si2-Kids Care

County of Orange Health Care Agency

TQ Pediatrics, Inc.

**AltaMed Health Services Corporation,
Huntington Beach Community Clinic**

**AltaMed Health Services, El Modena
Clinic**

AltaMed Health Services, Santa Ana

Orange County Pediatrics, Inc.

South Coast Pediatrics

Melissa R. Manalo, M.D., Inc.

**Health 4 Kidz Pediatrics, Annu Sharma
M.D., Inc.**

**St. Joseph Heritage Medical Group,
Santa Ana**

**St. Joseph Heritage Medical Group,
Orange**

**St. Joseph Heritage Medical Group,
Tustin**

Africa S. So, M.D.

**Sunshine Kids Medical Association,
Inc.**

Swapna Roy, M.D.

**Placentia Yorba Linda USD, Child
Health Clinic**

Santiago Pediatrics





The Impact:

Reach Out and Read Orange County

- 79 physician offices/clinics implementing Reach Out and Read in Orange County
- 2011: we provided over **72,000** Orange County children with over **100,000** new, developmentally appropriate books
- Partnership with the Children and Families Commission of Orange County, THINK Together, Early Literacy Program
 - Book support
 - Volunteer Readers
 - Community Outreach



reachoutandread.org

Our Mission

Reach Out and Read prepares America's youngest children to succeed in school by partnering with doctors to prescribe books and encourage families to read together.

The Reach Out and Read Model in Action

- Doctors, nurse practitioners, and other medical professionals incorporate **Reach Out and Read's** evidence-based model into regular pediatric checkups, by **advising parents about the importance of reading aloud** and giving developmentally-appropriate books to children.
- The program begins at the 6-month checkup and continues through age 5, with a special **emphasis on children growing up in low-income communities**.
- Families served by **Reach Out and Read** read together more often, and their children enter kindergarten with larger vocabularies, stronger language skills, and a **six-month developmental edge**.

The Impact as of April 2012

- **Reach Out and Read** Programs are located in more than **4,900 hospitals and health centers** in all 50 states, Washington, D.C., Puerto Rico, and the U.S. Virgin Islands, including 55 U.S. Military Bases.
- **Reach Out and Read** serves more than **4 million children** and their families annually.
- More than **6.5 million** new, developmentally-appropriate books are given to children annually.
- More than **28,000 medical providers** currently participate in **Reach Out and Read**.
- Community volunteers dedicate more than **270,000 hours** of service to **Reach Out and Read** annually.

The Challenge

- **More than one-third (34%) of American children** entering kindergarten today lack the basic language skills they will need to learn to read.
- Children who live in print-rich environments and who are read to during the first years of life are more likely to develop stronger reading abilities and **enter school prepared to succeed**.
- Fewer than half of parents (48%) in the United States read to their young children daily.
- Parents of children living in poverty may lack the money to buy books, may not have easy access to good children's books, and may not themselves have been read to as children.

The Research-Proven School Readiness Strategy

- **Reach Out and Read** is a national, nonprofit, school readiness organization founded in 1989 at Boston Medical Center, through a collaboration of pediatricians and early childhood educators.
- Supported by both public and private funding, the National Center provides training, technical assistance, and funding for books to **Reach Out and Read** Programs nationwide.
- The **Reach Out and Read** model is endorsed by the American Academy of Pediatrics and the National Association of Pediatric Nurse Practitioners.
- Fourteen published research studies confirm that the **Reach Out and Read** model works.

For more information, contact the Reach Out and Read National Center

56 Roland Street ■ Suite 100D ■ Boston, MA 02129-1243 ■ T 617-455-0600 ■ F 617-455-0601 ■ E info@reachoutandread.org
■ TW [@reachoutandread](https://twitter.com/reachoutandread) ■ FB facebook.com/reachoutandread



reachoutandread.org

Reach Out and Read: The Evidence

Research shows that when pediatricians promote early literacy according to the Reach Out and Read model, there is a significant effect on parental behavior, beliefs, and attitudes towards reading aloud, as well as improvements in the language scores of at-risk young children who participate. These effects have been found in ethnically diverse low-income families, in all areas of the country, regardless of parental literacy.

The body of published research supporting the efficacy of the Reach Out and Read model is more extensive than for any other psychosocial intervention in general pediatrics.

The following studies have been published in peer-reviewed medical journals:

STUDY	MAIN FINDINGS
Diener et al. 2012	This study showed that a sample of Latino children who participated in Reach Out and Read from six months of age had average or above average literacy skills by the end of kindergarten, as well as high-quality home literacy environments.
King et al. 2009	Successful implementation of the Reach Out and Read Program was related to the culture of the clinic. Staff at clinics that struggled to implement Reach Out and Read found their jobs burdensome and reported lacks in communication. Staff at successful Reach Out and Read sites worked as a team and expressed strong commitments to their communities.
Byington et al. 2008	This qualitative study examined the thank-you notes sent to staff at a Reach Out and Read clinic by Hispanic families. Families expressed thanks for the books received, as well as the literacy advice given by doctors and nurses. Many families believed that the books and advice promoted the habit of reading, and demonstrated respect the staff held for the families and their children.
Needman et al. 2005	In a multicenter study, families exposed to Reach Out and Read were more likely to report reading aloud at bedtime, to read aloud three or more days per week, mention reading aloud as a favorite parenting activity, and own 10 or more children's books.
Weitzman et al. 2004	In a study using direct observation of children's homes, parents were more likely to read aloud to their children and enjoy reading together when their families had more encounters with the Reach Out and Read program.
Theriot et al. 2003	Among children age 33 to 39 months attending a well-child clinic in Louisville, KY, expressive and receptive language scores were significantly associated with both the number of Reach Out and Read-enhanced well-child visits they had attended, and with the number of books purchased for them by their parents. This finding supports a "dose effect" for the Reach Out and Read intervention: the more Reach Out and Read, the higher the score.
Silverstein et al. 2002	English and non-English speaking families who participated in the Reach Out and Read model increased their weekly bedtime reading, and more parents reported reading as their own or their child's favorite activity. For non-English speaking families the number of children's books in the home also increased as a result of the Reach Out and Read model.
Sharif et al. 2002	Children participating in Reach Out and Read had higher receptive vocabulary scores (mean: 81.5 vs. 74.3). They also had higher scores on the Home Literacy Orientation (measured reading to child and number of books in the home) than children not participating in Reach Out and Read.
Mendelsohn et al. 2001	High-risk urban families participating in Reach Out and Read read more frequently to their children. Children exposed to Reach Out and Read had higher receptive language scores (mean: 94.5 vs. 84.8) and expressive language scores (mean: 84.3 vs. 81.6). Increased exposure to Reach Out and Read led to larger increases in language scores (receptive and expressive).
Jones et al. 2000	Parents participating in Reach Out and Read were more likely to rate their child's pediatrician as helpful than those not participating in Reach Out and Read. Pediatricians in the Reach Out and Read group were more likely to rate parents as receptive than those in the non-Reach Out and Read group. Mothers in the Reach Out and Read group were two times more likely to report enjoyment in reading together with their child than those in the non-Reach Out and Read group.

CONTINUED ON BACK

STUDY	MAIN FINDINGS
Sanders et al. 2000	Hispanic parents participating in Reach Out and Read were more likely to report reading to their children compared to non-Reach Out and Read parents. When parents read more frequently to their children, they were also more likely to read frequently themselves.
High et al. 2000	Families participating in the Reach Out and Read model were more likely to read to their children (4.3 vs. 3.8 days per week), and their toddlers' receptive and expressive vocabulary scores were higher , even when adjusting for parental education, foreign-born, and language proficiency.
Golova et al. 1999	Hispanic parents whose children had received bilingual books, educational materials, and literacy-promoting anticipatory guidance were more likely to report reading books with their child at least three days per week (66% vs. 24%) , and that reading books was one of their three favorite things to do with their child (43% vs. 13%) than parents in a control group. Parents participating in the Reach Out and Read-model intervention also tended to have more books in the home (for children and adults).
High et al. 1998	Parents whose children (under 3 years) had received books and educational materials during well-child visits were more likely than parents in a control group to report that they shared books with their children, and to cite sharing books as a favorite activity or a child's favorite activity.
Needman et al. 1991	Parents who had received a book as part of Reach Out and Read were more likely to report reading books with their children, or to say that reading was a favorite activity. The benefits of Reach Out and Read were larger for families receiving Aid to Families with Dependent Children.

References:

- Diener, ML, Hobson-Rohrer, W, Byington, CL. Kindergarten readiness and performance of Latino children participating in Reach Out and Read, *Journal of Community Medicine and Health Education* 2012; 2:133. Doi:10.4172/jcmhe.1000133.
- King T.M., Muzaffar S., George M. "The role of clinic culture in implementation of primary care interventions: The case of Reach Out and Read." *Academic Pediatrics* 2009; 9 (1), p. 40–46
- Byington C.L., Hobson W.L., Olson L., Torres-Nielsen G., Winter K., Ortiz K.A., Buchi K.F. "The good habit of reading (el buen habito de la lectura): Parental reactions to an enhanced Reach Out and Read program in a clinic for the underserved." *Journal of Health Care for the Poor and Underserved* 2008; 19, p. 363–368.
- Needman R., Toker K.H., Dreyer B.P., Klass P., Mendelsohn A.L. "Effectiveness of a primary care intervention to support reading aloud: a multicenter evaluation." *Ambulatory Pediatrics* 2005; 5, p. 209–215.
- Weitzman C.C., Roy L., Walls T., Tomlin R. "More evidence for Reach Out and Read: A home-based study." *Pediatrics* 2004; 113, p. 1248–1253.
- Theriot J.A., Franco S.M., Sisson B.A., Metcalf S.C., Kennedy M.A., Bada H.S. "The impact of early literacy guidance on language skills of 3-year-olds." *Clinical Pediatrics* 2003; 42, p. 165–172.
- Silverstein M., Iverson L., Lozano P. "An English-language clinic-based literacy program is effective for a multilingual population." *Pediatrics* 2002; 109, p. e76.
- Sharif I., Rieber S., Ozuah P.O. "Exposure to Reach Out and Read and vocabulary outcomes in inner city preschoolers." *Journal of the National Medical Association* 2002; 94, p. 171–177.
- Mendelsohn A.L., Mogiler L.N., Dreyer B.P., Forman J.A., Weinstein S.C., Broderick M., Cheng K.J., Magloire T., Moore T., Napier C. "The impact of a clinic-based literacy intervention on language development in inner-city preschool children." *Pediatrics* 2001; 107(1), p. 130–134.
- Jones V.F., Franco S.M., Metcalf S.C., Popp R., Staggs S., Thomas A.E. "The value of book distribution in a clinic-based literacy intervention program." *Clinical Pediatrics* 2000; 39, p. 535–541.
- Sanders L., Gershon T.D., Huffman L.C., Mendoza F.S. "Prescribing books for immigrant children." *Archives of Pediatrics and Adolescent Medicine* 2000; 154, p. 771–777.
- High P.C., LaGasse L., Becker S., Ahlgren I., Gardner A. "Literacy promotion in primary care pediatrics: can we make a difference?" *Pediatrics* 2000; 104, p. 927–934.
- Golova N., Alario A.J., Vivier P.M., Rodriguez M., High P.C. "Literacy promotion for Hispanic families in a primary care setting: A randomized controlled trial." *Pediatrics* 1998; 103, p. 993–997.
- High P., Hopmann M., LaGasse L., Linn H. "Evaluation of a clinic-based program to promote book sharing and bedtime routines among low-income urban families with young children." *Archives of Pediatrics and Adolescent Medicine* 1998; 15, p. 459–465.
- Needman R., Fried L.E., Morley D.S., Taylor S., Zuckerman B. "Clinic-based intervention to promote literacy. A pilot study." *American Journal of Diseases of Children* 1991; 145, p. 881–884.

For more information, contact the Reach Out and Read National Center

56 Roland Street ■ Suite 100D ■ Boston, MA 02129-1243 ■ T 617-455-0600 ■ F 617-455-0601 ■ E info@reachoutandread.org

2012-2013 Learning Link Locations

District	School	Days of Operation	Hours of Operation	Donation/Fee	Notes
Anaheim	Palm Lane Elementary	Tuesday-Friday	8:30-11:30, 12:30-2:30	No	
	Hermosa Village	Tuesday-Friday	8:30-11:30, 12:30-2:30	No	
Brea-Olinda	N/A				
Buena Park	Gilbert Elementary	Thursday	8:30-11:00	No	Looking to expand dates/hours
Capistrano	Hidden Hills Elementary	Monday/Wednesday	8:00-11:00	Yes	
	Las Palmas Elementary	Monday-Friday	9:00-2:00	Yes	1st Learning Link in OC. Established 2001
	San Juan Elementary	Monday-Friday	9:00-2:00	Yes	
	Viejo Elementary	Tuesday, Wednesday, Thursday	9:00-2:00	Yes	
Centralia	Knott Elementary	Tuesday/Thursday	8:00-12:00	Yes	
Cypress	King Elementary	Thursday/Friday	10:00-12:00	No	
Fountain Vly	N/A				Interested in starting a Learning Link
Fullerton	Richmond Elementary	Tuesday/Wednesday/Thursday	8:30-11:00	Yes	
Garden Grove	Newhope Elementary	Wednesday	8:30-10:00	No	
HB City	Perry Elementary	Wednesday	9:00-1:00	No	
Irvine	IUSD Early Learning Center	Wednesday	10:00-11:30	Yes	
Laguna Beach	N/A				Interested in starting a Learning Link
La Habra/Lowell Jnt	Los Lomas Elementary	Monday-Friday	9:00-11:45	No	
	La Habra PuBlic Library	Tuesday/Wednesday/Thursday	Various times	No	
Los Al					
Magnolia	Salk Elementary	Monday/Wednesday/Friday	8:30-11:00	No	
NMUSD	N/A				
Ocean View	Oak View Elementary	Friday	12:00-1:00	Yes	
Orange	Jordan Elementary	Monday/Wednesday	12:00-3:00	No	
PYLUSD	N/A				
Saddleback	Cielo Vista Elementary	Monday and Wednesday	9:00-11:00	Yes	
	Gates Elementary	Monday-Thursday	12:15-2:15	Yes	
	Glen Yermo Elementary	Monday-Thursday	12:15-2:15	Yes	
	Lomarena Elementary	Monday and Wednesday	12:00-2:00	Yes	
	Los Alisos Elementary	Monday-Thursday	9:00-11:00	Yes	
	Olivewood Elementary	Tuesday and Thursday	9:00-11:00, 12:00-2:00	Yes	
SAUSD	Lincoln Elementary	Wednesday	8:00-11:00, 1:00-4:00	No	
	Lowell Elementary	Thursday	9:00-12:00. 1:00-3:00	No	
	Martin	Tuesday	9:00-12:00. 1:00-3:00	No	
Savanna	N/A				
Tustin	Veeh Elementary	Friday	TBD	No	In conjunction with TT ELP
Westminster	N/A				
Boys and Girls Club GG	MOMS OC Location	Monday/Wednesday	11:30-3:00	Yes	
		Friday	9:30-1:30 pm	Yes	