

High Impact P-3 Strategies (HIPS) For Oregon Communities

Primary Goal: Family Engagement & Support

Introduction

The purpose of this document is to provide information and resources to schools, early childhood programs, and others who are seeking to improve school readiness, family engagement, and school success within a Prenatal-Grade 3 framework. While the information presented is not a comprehensive list of programs and strategies, the list reflects resources that have been identified as potentially useful within Oregon and/or strategies that have been used in Oregon to strengthen child and family outcomes. This document is one of three compilations of programs, activities, and resources. This document includes resources related to (1) **Improving Family Engagement and Support** for children's learning. Two other compilations are available, including resources for improving (2) **Children's Kindergarten Readiness and Transition** to kindergarten; and (3) **Children's Kindergarten-Grade 3 Skills** and outcomes.

Within each of these three documents, information is categorized according to: (1) Type of activity (Programs vs. Strategies/Activities vs. Resources); (2) Evidence for Impact; (3) Estimated Costs to Implement; (4) Primary Domain of Expected Impact; (5) and Target Population. When available, information about availability of materials in Spanish and/or other languages, as well as whether the strategy has been used in Oregon is also noted. Target Population refers to the population that is expected to be the primary beneficiary of the strategy. These five categories are described in more detail below.

(1) Type of Activity:

1. *Programs*: Defined sets of strategies and activities that have been implemented as a unified approach to changing outcomes. Programs include materials, curriculum, and (usually) guidelines for implementation. Often, programs have a higher level of evidence for effectiveness compared to what is categorized here as “strategies and activities”, and offer a more structured set of activities.
2. *Strategies & Activities*: Approaches and ideas that have been tried and/or suggested as being important to strengthening P3 outcomes, but often do not have clear guidelines for implementation. These include practice changes, activities, and resources that can be provided to parents or staff in a variety of settings. Evidence for the effectiveness of strategies and activities is mixed, although there is generally less evidence of impact compared to “Programs.”
3. *Online, Social Media & Other Resources*: These are resources, links, social media applications, tip sheets, and other information-based resources that may be useful as an overall part of a P3 strategy. These tend to take fewer resources to implement, but also to have less evidence of effectiveness as “stand alone” interventions.

We Need Your Input!

HELP US KEEP THIS LIST UP-TO-DATE!

If you have corrections, additions, or suggestions, please send them to the PSU P3 Team: lbp@pdx.edu.

(2) Evidence for Impact:

- ★★★ = *Strong Evidence*: Randomized or other strong research designs, adequate sample size, statistically significant outcomes.
- ★★ = *Moderate Evidence*: Documented positive results on targeted outcomes, use of comparison or longitudinal designs, at least one evaluation with evidence of effectiveness.
- ★ = *Some/Preliminary Evidence*: Documented positive changes, but no comparison group or experimental design, evidence based on small samples or limited data, primarily self-reported data
- = *No Evidence Available*: May have anecdotal or practice-based reports of effectiveness.

(3) Estimated Costs:

- \$\$\$ = *Expensive*: \$3000 or more per child (typically associated with high intensity programs such as home visiting, preschool, etc.)
- \$\$ = *Moderate*: \$500-2999 per child (typically involve trained intervenors, materials, etc.)
- \$ = *Limited investments*: Not more than \$500 per child (typically larger-group or training related investments, materials, staff time etc.)
- c = *Very low cost*: Strategies that can be attempted for few dollars and reasonable staff time as part of ongoing work.

(4) Domains of Expected Impact/Outcome:

1. *Improved Communication*: Efforts to promote, enhance, and strengthen the frequency and quality of communication about student learning between and among parents/caregivers, schools and school staff, and/or early learning providers.
2. *Improve skills, abilities, knowledge, and beliefs*: Efforts to help children and families be ready and successful in school that focus on changing knowledge, skills, and behavior of families, children, school staff, and early learning providers. These also include efforts to build self-efficacy and leadership skills among parents/family members.
3. *Build Positive Relationships*: Efforts to build positive relationships between and among parents/caregivers, schools and school staff, and early learning providers.
4. *Focus on Diversity & inclusion*: Efforts and strategies that include a specific, proactive focus on addressing the needs of children and families from diverse cultural/linguistic backgrounds.

5. *Access to resources:* Efforts to help address basic family needs by connecting families and children to other (non-educational) resources in the community.

(5) Target Population:

1. *Child/Family:* The program, strategy or activity is aimed most directly at changing the knowledge, skills, attitudes, or behavior of children or families directly.
2. *Teacher/Staff:* The program, strategy or activity is aimed most directly at changing the knowledge, skills, attitudes, or behavior of teachers or other professionals (e.g., professional development or training interventions).
3. *Schools or Organizations:* The program, strategy, or activity is aimed most directly at changing the policies, programs, activities, or context of organizations.

Program, strategy, activity, or resource	Targeted Outcomes					Language(s)	Cost	Evidence	Age	Target Pop.			Used in Oregon
	Communication	Increase skills	Relationships	Diversity & inclusion	Access to resources					Child/ Family	Teacher/Staff	Schools/Orgs	
PROGRAMS													
Implement Academic Parent-Teacher Teams – parents and teachers meet in groups three times throughout the year to review aggregate and individual student data. Each parent receives a folder with their student’s data and is trained on how to interpret the contents of the folder. Parents then set parent-student academic goals. Teachers demonstrate reading and math skills then parents practice in the group before attempting at home. These meetings happen in addition to one individual parent-teacher meeting per year. See the following website for more information about cost of training - https://www.wested.org/service/academic-parent-teacher-teams-aptt-family-engagement-in-education/	X	X	X			English	\$\$	★★	K-3	X	X		
Implement an innovative program from Harvard Family Research Project ’s list of Family, School, and Community Engagement innovative projects http://hfrp.org/publications-resources/publications-series/human-centered-design/taking-leadership-innovating-change-profiles-in-family-school-and-community-engagement	X	X	X	X		English	c/\$	Varies	K-3 0-5	X	X	X	
Supporting School Success – a research-based parent involvement program for parents of children in grades K-3. Parents learn how to support their child's academic achievement, improve communication at home, and reduce misbehavior http://www.channing-bete.com/prevention-programs/supporting-school-success/supporting-school-success.html		X				English Spanish	\$\$	★	K-3	X			
Commonwealth Institute for Parent Leadership (CIPL) – a parent leadership training program used to help parents understand the education system http://www.prichardcommittee.org/our-		X				English	\$\$	★	K-3	X			

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initiatives/gcipl													
Parent-Teacher Home Visit Project – a professional development opportunity and curriculum for teacher. Three teacher home visits occurring during the school year. Trainings cost between \$3,000-\$5,000, home visits cost about \$50 per visit. http://www.pthvp.org/	X		X			English	\$\$\$	★★	K-3 0-5	X	X		Multiple locations
ASPIRA Parents for Excellence (APEX) – increase the involvement of Hispanic/Latino parents in their children’s education by helping them learn about the intricacies of negotiating change and improving education in their communities. www.aspira.org		X		X		English Spanish	\$\$	●	K-3	X			
STRATEGIES/ACTIVITIES													
Create a Family Engagement Coordinator/Family Resource Navigator position which is responsible for family outreach, education, and engagement. FEC/FRN is there for listening to families, communicating bilingually, and doing personal, one-on-one outreach. Connect families to resources in the community ³ .	X		X	X	X	English Spanish Others	\$\$\$	★	K-3	X			Mult. County
Facilitate/support a Parent Leadership Group – Provide support for parent leadership through an organized, facilitated parent group with decision making roles and responsibilities.		X	X			Spanish English	\$	★	K-3 0-5	X		X	Multiple locations
Create a Neighborhood Center where families can access resources, parent education courses, etc. in one central location. Coordinate with service organizations (e.g., DHS, health department, etc.) to provide avenues for service providers to connect with families in a safe and convenient space ³	X		X		X	N/A	\$\$\$	●	K-3	X		X	Earl Boyles Elem.
Parents as Teaching Assistants. Hire parents as preschool assistants for school-based preschool classrooms to help teaching		X	X	X		N/A	\$\$\$	●	0-5	X	X		Multiple models,

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staff better reflect the student and neighborhood population http://www.childinst.org/news/blog/696-connecting-with-the-community-earl-boyles-hires-parents-as-preschool-assistants													incl. Head Start
Implement “ Building Family Engagement Capacity at the School Level ” training – (re)designing family engagement and engaging families in learning throughout the year. Designed for families and professionals to form learning partnerships to enhance student performance and enable systemic school achievement http://teacher.scholastic.com/products/face/face-workshop.html		X	X			English	\$\$	•	K-3	X	X	X	
Parent Learning Communities – A family engagement strategy implemented last year by David Douglas School District. A parent Engagement Coordinator reaches out to a diverse set of families with children not yet connected with the school (i.e., no children in school). Events are held at the school throughout the school year focused on supporting children’s learning, relationship building with other parents, child socialization with peers, and building familiarity with schools. Specific content areas were developed from family’s interests ⁴	X	X	X	X	X	English Spanish Russian Korean Others	\$\$/\$\$	•	0-5	X		X	David Douglas School District
Conduct a Parent Survey. Create and collect a survey to gather input/ideas from parents. What they would like to do at the school? What do they want for their child? Examples of survey questions are available: http://www.naeyc.org/familyengagement/resources/conducting-family-survey ; http://www.oregoncf.org/grants-scholarships/grants/p3-alignment follow up with parents who respond with specific opportunities for engagement ³	X		X	X		Spanish English	\$	•	K-3 0-5	X	X	X	X
Host a book study for Beyond the Bake Sale: The Essential	X	X	X	X		English	\$	•	K-3	X	X	X	Earl

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Guide to Family-School Partnerships for teachers, administrators, early learning staff, and parents/caregivers – included are self-evaluations of school climate and communication, suggested steps for action and activities, how to build a “partnership” school, best practices for developing relationships with families, best practices for involving families in their child’s education and school, addressing race and cultural differences, supporting family advocacy, and involving parents/caregivers in decision making ⁵													Boyles Elem.
Host Parent cafes – Train teachers/staff to use the World Café model to engage parents and develop leadership skills, build stronger partnerships, and build protective factors. http://www.beststrongfamilies.net/build-protective-factors/training/parent-cafe-training/ptci-using-world-cafe-process-to-advance-the-strengthening-families/	X		X			English	\$	•	K-3 0-5	X	X		
Share assessment data with preschool families in preparation for kindergarten – monthly group classroom meetings, where teachers share data and school readiness goals with families on a regular basis http://www.hfrp.org/complementary-learning/publications-resources/sharing-assessment-data-with-preschool-families-in-preparation-for-kindergarten	X	X	X			English	c/\$	•	0-5	X	X		
Adopt the National Standards for Family-School Partnerships http://www.pta.org/nationalstandards	X	X	X			English	c/\$	•	K-3 0-5			X	
On-Site Family Resource Centers. Schools make resources available to parents on site (e.g., school library, computer resources, on-site food bank, clothes closet, community bulletin board, etc.)	X				X	N/A	c/\$	•	K-3	X	X		SUN schools program (Mult County)

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Cultural Festivals and Celebrations. Support parents to coordinate festivals or activities that are centered around cultural traditions		X	X	X		N/A	c	•	K-3	X		X	
Build a Diverse Workforce. Proactively hire and retain staff who reflect cultures/languages of children				X		N/A	c	•	K-3	X		X	
Restructure Parent-Teacher Conferences. Conduct parent-teacher conferences with alternative scheduling, childcare, refreshments, and translators http://blogs.edweek.org/teachers/teacher_in_a_strange_land/2012/10/seven_ideas_for_meaningful_parent-teacher_conferences.html	X		X	X		N/A	c	•	K-3	X		X	
ONLINE, SOCIAL MEDIA, & OTHER RESOURCES													
Send Texts to Parents. Brief texts, messages sent weekly through Smartphone apps, and/or in-class pictures sent to parents (Class Messenger is a texting application being used at Earl Boyles https://www.classmessenger.com/)	X		X			English	c	•	K-3 0-5	X	X		Earl Boyles Elem.
Use the Harvard Family Research Project Parent-Teacher Conference Tip Sheet http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf		X	X			English	c	•	K-3 0-5	X	X		
Complete the National Association for the Education of Young Children’s (NAEYC) Family Engagement Family Checklist to help track and analyze the effectiveness of engaging individual families http://www.naeyc.org/familyengagement/resources/family-checklist Program’s Self-Assessment Checklist http://www.naeyc.org/familyengagement/resources/self-	X	X	X			English	c	•	0-5			X	X

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assessment-checklist													
National Center for Families Learning provides interactive tools for families. Topics include educational resources that support Spanish-speaking families, early literacy, money management, etc. http://www.familieslearning.org/interactive-tools.htm		X		X		English Spanish	c	•	K-3 0-5	X			
211 Info – Free hotline, website, and mobile app to connect to nonprofits that support family health. For anyone in Multnomah, Washington, Clackamas, Lane and Polk counties caring for children, birth to 8 years old, 211’s in-house child development specialist works with families to support child development, school readiness, family stress, parent support groups, etc. http://211info.org/					X	English	c	•	K-3 0-5	X			X
Families and Communities Together (FACT) offers peer-delivered family support for families whose children experience disability through trainings, events, support groups, list servs, blogs, etc. http://factoregon.org/		X	X			English	c	•	K-3 0-5	X			X

Key Resources:

1. Children's Institute. (2014). *Showing up, staying in: How Oregon schools partner with students, families and communities to beat chronic absence*. Portland, Or: Katia Riddle.
2. Holloway, M. (2014, June 4). *Who's ready for kindergarten?* Retrieved from: <http://www.socialventurepartners.org/portland/2014/06/04/whos-ready-for-kindergarten/>
3. Center for Improvement of Child and Family Services. (2014). *Early Works at Earl Boyles: Year End Report 2013-2014*. Portland, OR: Beth L. Green, Ph.D. and Lindsey Patterson, Ph.D.
4. Center for Improvement of Child and Family Services. (2015). *Oregon Early Learning Division Kindergarten Readiness Partnership & Innovation Grants Year 1 Evaluation Report*. Portland, OR: Beth L. Green, Ph.D., Lindsey Patterson, Ph.D., Mackenzie Morris, MSW, Lindsey Cochran, B.A., and Callie Lambarth, MSW.
5. Henderson, A.T., Mapp, K.L., Johnson, V.R., and Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York: The New Press.
6. U.S. Department of Education, *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*, Washington, D.C., 2014.
7. Simmons, D.C., Coyne, M.D., Haga-Burke, S., Kwok, O., Simmons, L.E., Johnson, C., Zou, Y., Taylor, A.B., Lentini McAlenney, A., Ruby M., and Crevecoeur, Y. (2011). Effects of Supplemental Reading Interventions in Authentic Contexts: A Comparison of Kindergarteners' Response. *Exceptional Children*, 77(2), 207-229.
8. Burton, E. (2013). *Parent Involvement in Early Literacy*. Retrieved from: <http://www.edutopia.org/blog/parent-involvement-in-early-literacy-erika-burton>