High Impact P-3 Strategies (HIPS) For Oregon Communities
Primary Goal: K-3 Outcomes & Skills

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) **Children's Kindergarten-Grade 3 Skills** and outcomes. Two other compilations are available, including resources for improving (2) **Children's Kindergarten Readiness and Transition** to kindergarten; and (3) **Improving Family Engagement and Support** for children's learning.

> ## We Need Your Input!
>
> **HELP US KEEP THIS LIST UP-TO-DATE!**
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> If you have corrections, additions, or suggestions, please send them to the PSU P3 Team: lbp@pdx.edu.

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.

(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	School/Orgs	
PROGRAMS													
Develop positive school policies for behavior management – **Positive Behavior Intervention Supports (PBIS)** tiered support model that uses universal, targeted, and individual strategies to reduce needs for disciplinary action, increases academic, social, emotional, and behavioral outcomes for students [6] http://www.pbis.org Also available for early childhood settings, see www.pbis.org/community/early-childhood.	X					English	$$	★★★	K-3 0-5	X	X	X	Multiple locations
Leveled Literacy Intervention – implement a small group design focused on literacy intervention for the lowest performing students. Assessments provided for finding "low" performing students. Sessions run for 14-18 weeks. Lessons focus on sounds, letters and words and expanding vocabulary. Resources needed: $2,320. [8] http://www.heinemann.com/fountasandpinnell/lli_Overview.aspx	X		X			English	$$	★★★	K-3		X		
Raising a Reader – implement a training for professionals and families on how to support book sharing at home. High quality book sharing program where children are encouraged to share books with their family members. Connects families to libraries. $100/child to launch. http://www.raisingareader.org/site/PageNavigator/HomepageNew.html	X					English	$	★★★	K-3 0-5	X	X		Multiple locations
Raising Healthy Children - implement a social development approach to positive youth development. The approach incorporates school, family and individual programs to promote key elements that research has shown are critical for creating strong connections and bonds that children need to succeed in	X	X				English	$$	★★	K-3	X	X	X	

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	School/Orgs	
school and life; opportunities, skills, and recognition http://www.sdrg.org/rhcsummary.asp													
Early Reading Intervention - implement a small group instruction focused on a few explicit reading skills 5 days a week for 30 min by school based personnel[8] http://www.pearsonschool.com/		X				English	$	★★	K-3	X	X		
Teachers Involving Parents in Schoolwork (TIPS) – implement a program focused on interactive homework. Demonstrate an activity for parents, engaging in role-play. Provide materials for families and advice for their use. Instruct parents how to assess progress and guide children to next steps. Lend out materials to be used at home. Training materials cost between $20-$50 per teacher http://www.csos.jhu.edu/tips/OVERVIEW.htm		X				English	$	★	K-3	X	X		
Response to Intervention (RTI) - implement a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. http://www.rtinetwork.org/learn/what/whatisrti		X			X	English	$/$$	●	0-5 K-3	X	X		Multiple locations
Participate/provide trainings through **National Center for Families' Learning** that include topics related to comprehensive family literacy, children's literacy, adult education, parent involvement and English language learners http://www.familieslearning.org/		X				English	$/$$	●	K-3 0-5	X	X	X	
Start Making A Reader Today (SMART). Volunteers read to children during the school day and promote literacy and excitement about books. Implemented in partnerships with schools for children with identified reading concerns.		X				English & Spanish	C	**	0-5 K-3	X			Statewide

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http://www.getsmartoregon.org Also 0-5 model.													
STRATEGIES/ACTIVITES													
Family Mathematics Curriculum – effective with African American and Latino families. Sessions occur across eight Saturdays where parent-child pairs attend workshops led by teachers. Teachers demonstrate math activities and have parents try with guidance from the teacher. Math learning kits are available for parents to check out from the library to bring home and practice. Sessions are taught by a teacher with a similar cultural background as parent participants. A teacher liaison contacts families prior to the session to identify barriers to attendance and works to provide child care, carpools, etc. Each facilitator kit costs $400, three day trainings on the curriculum are also available[8] http://ap-od.org/home		X		X		English Spanish	$$	★★	K-3	X	X		
School-wide attendance teams – schools work in partnership with families and community organizations to make sure basic needs are being met[1]	X	X	X		X	N/A	$	●	K-3	X		X	Multiple locations
Utilize the **Attendance Works** key strategies for reducing chronic absence in school sites and key ingredients for system change across the school district and broader community http://www.attendanceworks.org/what-works/	X	X	X			English Spanish	c/$	●	K-3 0-5	X		X	
Help Set College Goals: Establish and make regular contributions (even if small) to a college savings account https://www.oregoncollegesavings.com/					X	English	c	●	K-3 0-5	X			
ONLINE/SOCIAL MEDIA/RESOURCES													

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	School/Orgs	
Success for All – develops and disseminates research-proven educational programs to ensure that all students, from all backgrounds, achieve the highest academic levels http://www.successforall.org/		X				English	$/$$	★★★	K-3 0-5	X	X	X	
Utilize resources provided on the **Targeted Reading Intervention website** http://www.targetedreadingintervention.org/links		X				English	c	●	K-3 0-5	X	X		
PBIS Kids Lab – Online games and activities that build math and reading skills for children ages 3-8 http://pbskids.org/lab/		X				English Spanish	c	●	K-3 0-5	X			
PBSParents – innovative ways to provide math, science, technology, and engineering opportunities outside of the classroom http://www.pbs.org/parents/education/science/		X				English Spanish	c	●	K-3 0-5	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