

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

Primary Goal: School Readiness/Kindergarten Transition

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

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	School	
PROGRAMS													
HIPPY (Home Instruction Program for Preschool Youngsters) - implement home visits focused on developing early literacy. Targeted towards low-income and immigrant families of four- and five-year old children. Biweekly home visits from community member who reflects the community of the target population http://www.hippyusa.org/		X				English	\$\$\$	★★★	0-5	X			
Parent-Child Home Program (PCHP) - implement a home visiting program aimed at creating language and literacy-rich home environments through activity instruction using books and educational toys. Visits are 30 minutes, twice a week for two years http://www.parent-child.org/		X	X			Adapt to families Native language	\$\$\$	★★★	K-3 0-5	X			
Kids in Transition to School (KITS) – implement a 24-session school readiness group focused on promoting social-emotional skills and early literacy skills in children and a 12-session parent workshop focused on promoting parent involvement in early literacy and the use of positive parenting practices. Delivered two months before kindergarten and the first two months of kindergarten http://www.kidsintransitiontoschool.org/		X				English Spanish	\$\$/\$\$ \$	★★★	K-3	X			Lane County
Ready! for Kindergarten – implement a 3 or more, 90 minute classes over the span of a year. Targeted towards parents of children from birth to age five. Parents learn age appropriate activities using the toys and materials provided. Materials include age level development and learning targets to guide parents. Parents have reported that the materials are useful for supporting “purposeful play”. Research shows Ready! children have the skills needed to enter school with age appropriate language and reading		X	X			English Spanish	\$\$	★★★	0-5	X			Many OR communities

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skills. Parents have been known to report that Ready! changed their perception on parenting. Costs include a \$300 registration fee per site and \$60 per family per session. http://www.readyforkindergarten.org/													
DARE to be you – implement a parent education program with related child program component focused on decision-making and problem-solving skills; assertiveness in communication and conflict management; responsibility for one’s behavior; and esteem for oneself http://www.colostate.edu/Depts/CoopExt/DTBY/Preschool%20families/Preschool%20families.shtml		X				English	\$\$	★★★	0-5	X			
The Story Talk – Interactive Book Reading – teachers and/or parents are trained to use a specific book reading and oral language strategies. Children whose teacher is involved in this training score significantly higher on measures of vocabulary. Trainings for up to 50 teachers and coaches cost \$25,000 plus travel costs. Train the trainer option for 50 participants is \$37,000. http://www.blueprintsprograms.com/factSheet.php?pid=40e0ce8abc662ad8d6a7b5f1d1a0e297b3036980		X				English	\$\$\$	★★	K-3 0-5	X	X		
Mind in the Making Learning Modules for educators and families – implement a 11 part facilitated learning process on how young children learn best, examples of topics include: Social, Emotional, and Intellectual Learning; Encouraging Curiosity, Scientific Problem-Solving and Math; Memory and Engaged Learning. Resources needed: \$35,000 for up to 30 participants including all materials and two national master facilitators. Earl Boyles used this as a platform for parents and educators to participate in a combined educational experience		X				English	\$\$	★	K-3 0-5	X	X		Earl Boyles Elem.

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http://www.mindinthemaking.org/learning-modules/													
Community Education Worker model – implement a program where individuals with existing relationships within the community are trained to foster peers in early childhood development and encouraging “protective factors”		X	X	X		English Spanish	\$\$	●	K-3 0-5	X		X	Mult. County
The Companion Curriculum (TCC) – implement monthly teacher led workshops where parents observe teacher demonstrated early learning activities and then practice the activities with their children. Topics were on social competence; reading and literacy; and math. Parents are encouraged to bring other children and/or family members. Dinner and transportation assistance is provided. Curriculum resources are distributed to families who cannot attend.		X	X			English	\$\$	●	K-3	X	X		
The Incredible Years Parent and Child Training Curricula – improve parenting interactions and reduce childhood aggression through a parent program for parents of children ages 0-12 http://incredibleyears.com/ ⁸		X				English	\$\$	●	K-3 0-5	X			
Abriendo Puertos/Opening Doors – implement a program designed for Latino parents of children birth to age 5. Trained community educators deliver 10 sessions where groups discuss social emotional learning, language and literacy, parent problem-solving and advocacy, and parent wellness. http://ap-od.org/ ⁸		X	X	X		Spanish English	\$\$	●	0-5	X			
Kindergarten Counts Early Kindergarten Transitions – implement a 2-3 week program aimed at acquainting soon-to-be classmates with their teachers and the school in the hopes of reducing anxiety and easing school entry with separate child and family sessions ¹		X				English	\$	●	K-3	X			Mult. County
Early Childhood Positive Behavior Intervention Supports		X				English	\$\$	★★★	K-3	X	X	X	Mult.

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(PBIS) tiered support model that uses universal, targeted, and individual strategies to reduce needs for disciplinary action and improve social, emotional, and behavioral outcomes for young children. www.pbis.org/community/early-childhood . Also available as a school aged model, see: http://www.pbis.org/ ⁶									0-5				County
Start Making A Reader Today (SMART). Volunteers read to children during the school day and promote early literacy and excitement about books. Implemented in preschool and kindergarten for all children in a school or classroom. http://www.getsmartoregon.org Also K-8 model.		X				English & Spanish	C	**	0-5 K-3	X			Statewide
STRATEGIES/ACTIVITES													
Growth Mindset Shared Professional Development – implement Prenatal to Third grade planning teams at multiple levels (regional, district, and school-based) focused on specific goals and strategies based on local needs. Using a shared framework to create opportunities for early learning, parents, and K-12 staff to learn about Growth Mindset and learn from each other ⁴		X				English	\$\$	★	K-3 0-5		X		Central Oregon
Implement Dialogic Reading training for parents and teachers– A reading technique that encourages adults to prompt children with questions and engage them in discussions. Videos describing the technique: http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/dialogic-reading-video-series		X				English	c	★★★	K-3 0-5	X	X		Multiple Sites
Transition Timelines - Create a timeline of activities that begins six months prior to the first day of school and 90 days into the school year. Activities could include building relationships with expected families, getting all kinder students registered for school	X		X			English	c/\$/\$\$	●	K-3			X	Mult. County

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by June, a couple weeks of a focused kinder transition program, a welcome to school event for kindergartners only, kinder only parent groups, and much more. For an example of a timeline, a toolkit outlining the activities, and a data plan from the Ready for Kindergarten Collaborative – http://www.socialventurepartners.org/portland/2014/06/04/whos-ready-for-kindergarten/													
Sound Foundations – Helps with letter recognition and letter sounds. Books for parents come with instructions on how to use them. Books have been proven to increase phonemic awareness. Packets range anywhere from \$80-140 for five books. http://www.soundfoundations.co.uk/		X				English	\$	•	K-3 0-5	X			
Parent Transition Mentoring - Create peer/parent mentor/support groups for current kindergarten families and incoming kindergarten families ³		X	X			N/A	\$	•	K-3	X			
Pocket Full of Feelings – PFF will help you identify the feelings causing your child’s behavior and Poffer, the problem solving owl gives kids solutions to deal with it! Includes storybooks and classroom lessons http://www.pocketfulloffeelings.com/pages/how-it-works		X				English	c/\$	•	0-5 K-3	X	X		X
Preschool-family partnerships – Hosting kindergarten panels to prepare families for the transition. Panel for parents in early spring with presentations from principals and teachers to give families the opportunity to learn about the logistics of school enrollment. Two parent workshops where families hear kindergarten teachers and parents describe a typical elementary school day and social and academic expectations for children in kindergarten. http://www.hfrp.org/complementary-learning/publications-	X		X			N/A	c/\$	•	K-3 0-5	X		X	

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resources/ready-for-success-creating-collaborative-and-thoughtful-transitions-into-kindergarten													
Invite preschool children to visit Kindergarten classrooms, meet Kindergarten teachers, learn expectations and routines		X	X			N/A	c	●	K-3	X		X	
ONLINE/SOCIAL MEDIA/RESOURCES													
Choose a parenting curricula using the Compendium of Evidence-Based Parenting Interventions http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/family/docs/compendium-of-parenting.pdf		X				English	c	Varies	0-5			X	
The Curiosity Machine – create lessons that practice building hands-on engineering design challenges https://www.curiositymachine.org/challenges/		X				English	c/\$	●	K-3		X		
Center for Early Literacy Learning’s Practice Guides - Parents may use these products to provide their infants, toddlers, or preschoolers with fun and exciting literacy learning experiences. Practitioners working with parents may also find these helpful. http://www.earlyliteracylearning.org/pgparents.php	X	X	X			English	c	●	0-5	X	X		
PBS Kids Island – Reading games with PBS KIDS characters where preschool students can earn tickets and win prizes. Parents/teachers can track child’s progress and find reading activities to do with their child every day http://pbskids.org/island/		X				English Spanish	c	●	K-3 0-5	X	X		
StORy Time – Turn every day moments into learning activities, watch some videos on the website, read stories from other Oregon families, download activities parents can do with children http://storytimeoregon.com/		X				English	c	●	K-3 0-5	X			
Let’s Play! – free parenting app from ZERO TO THREE with fun activities, organized by age and routine, for parents to use to		X				English	c	●	0-5	X			

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support their young child’s early learning http://main.zerotothree.org/site/MessageViewer?dlv_id=33702&em_id=13243.1													
Use activities suggested by age on the Reading Rockets website: http://www.readingrockets.org/article/activities-encourage-speech-and-language-development		X				English	c	●	K-3 0-5	X			
Vroom - access developmentally appropriate resources and activities to do with your young one via a SmartPhone or the internet http://www.joinvroom.org/		X				English	c	●	0-5	X			X
Oregon Parenting Education Collaborative – access high quality, proven parenting education programs that support families as their child’s first and most important teacher http://orparenting.org/		X				English Spanish	c	●	K-3 0-5	X			X
Wonderopolis – daily tweets, Facebook posts and links to videos about the “wonder of the day” designed to inspire conversation, vocabulary building and further exploration http://wonderopolis.org/		X				English	c	●	K-3 0-5	X			
Family Time Machine – online resource with a collection of family activities that turn moments of family togetherness into family time by learning, imagining, and playing together http://familytimemachine.com/		X				English Spanish	c	●	K-3 0-5	X			
Text 4 Baby – app for parents from pregnancy through one year old that provides free text messages to keep you and your baby healthy. https://text4baby.org/		X				English Spanish	c	●	K-3 0-5	X			
National Literacy Directory – find local literacy and education programs that can help you or your family improve important skills http://nationalliteracydirectory.org/		X				English Spanish	c	●	K-3 0-5	X			
Videos on fostering early brain development – short videos		X				English	c	●	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>