

While you are taking your seats...

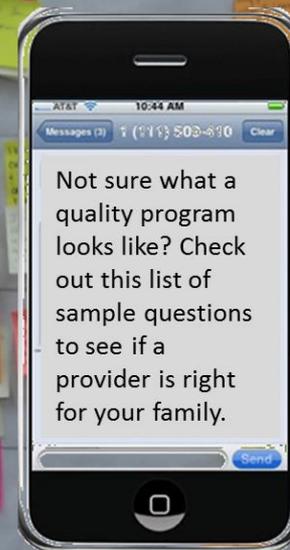
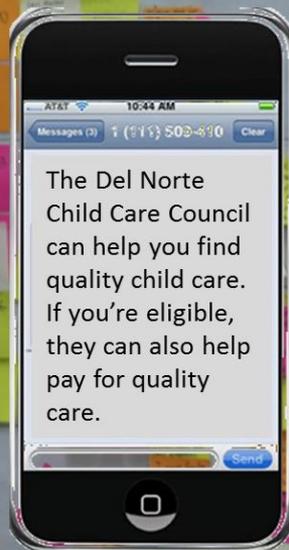
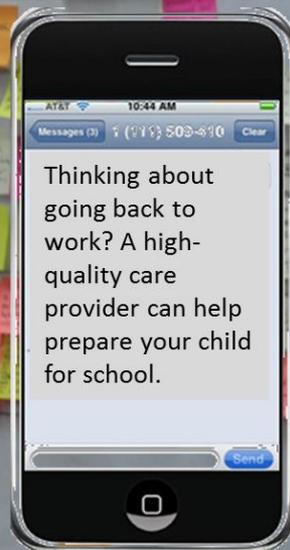
Think about families you know and work with.

Take two post-it notes. On each of them, write a word or phrase that describes the lives of families in your community.

Talk to people near you...are there common themes?

Learning from the Experts

Using Empathy Interviews with Families to Guide Programs and Policy Change

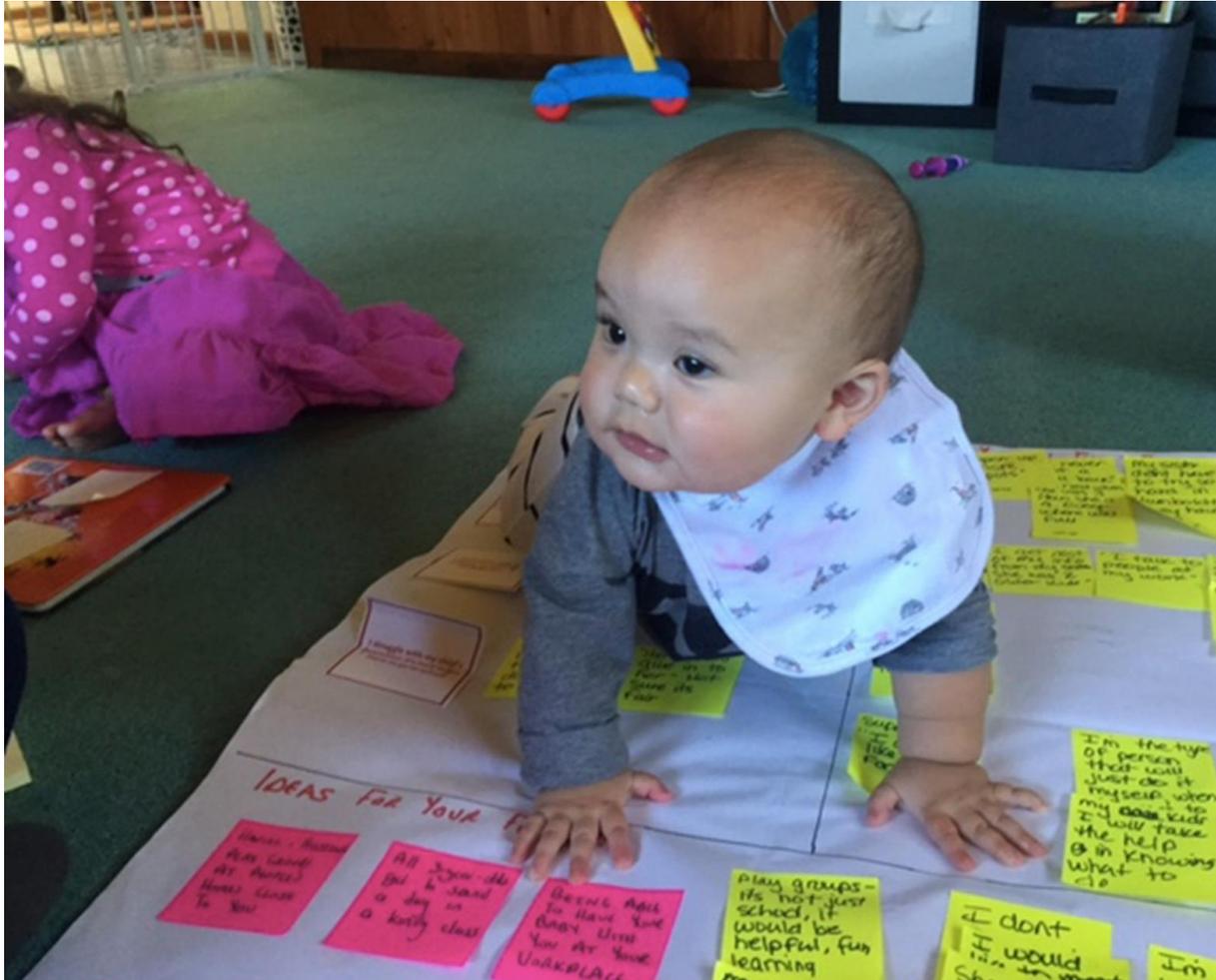


Angela Glore, First 5 Del Norte and Benjamin N. York, ParentPowered

Who We Are



Meet Marcus



IDEAS FOR YOUR...

All you do
is to sand
a day in
a kushy class

Beats Able
to have your
Baby love
you at home
UNDERPLACE

play groups -
its not just
school, it
would be
helpful, fun
learning

I dont
I would
Sh...

I'm the type
of person
that will
just do it
myself, when
my ~~dad~~ kids
I will take
the help
& in knowing
what to
do

sure
I like
you

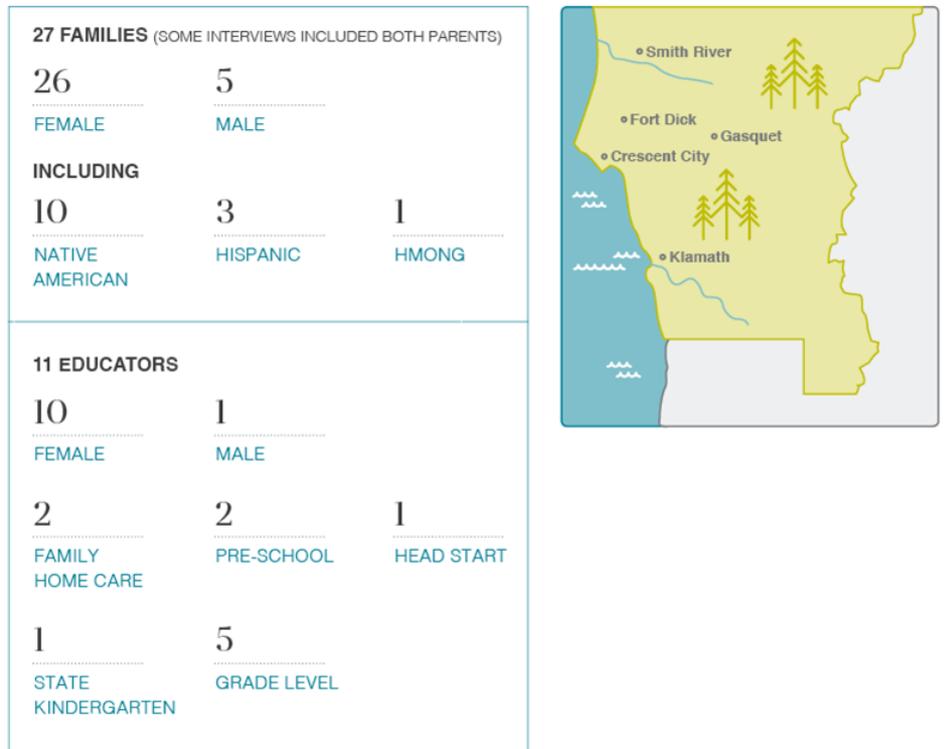
How do you
feel about
your life
now?

I struggle with my
life...

the only
thing that
I want to
do is to
be a
parent...

I have to
be a parent
and
be a parent...

Our Research



This research was conducted by a Core Design Team:

Susan Presba-Morris (DNUSD), Reweti Wiki (BHC), Melodee Fugate (DNCCC), Doreen Wells (HELP), Delfie Danner (HELP), Connie Gilman (DNUSD), Angela Glore (First 5), Amira Long (FRC of the Redwoods), with the support of the Building Healthy Communities' School System Implementation Team and ThinkPlace New Zealand and Australia.

Parent Insights

We want our child to succeed in school but we don't know how to support them to get there.

Our view of literacy can be very different from other families.

We do not have a shared understanding of what it means to be prepared for kindergarten.

I can put a roof over my child's head but I can't give them the time they need.

I feel isolated and can't get timely access to the support I need.

Please take the time to know and respect us for who we are.

It's rush, rush, rush.

Our overarching focus is on active prevention, not educational enrichment.

I perceive barriers that prevent me being involved in my child's education.

We want our child to succeed at school but we don't know how to support them to get there.

I want my child to be successful and have a better life. I don't always know what that looks like or how to help them get there. Even when I know how to help my child, I don't always have the time or resources to help them.

“They have a clear list of skills kids should have to be prepared to start school, but we don't really know what they are.”

“Early Head Start prepares the kids for school, but there is no support for parents to know what they are doing.”

“I need specific things that I can do to help him function in school.”

It's Rush, Rush, Rush

Our day starts very early and ends very late. We rush around all day trying to juggle the needs of our children, our jobs, and our other responsibilities. We are time poor and feel guilty for not having quality time to spend with our children to help them learn and grow.

“I feel like between work and getting my family ready, I only see my daughter a few moments before school and when I put her to bed.”

“I wear so many hats that I feel like I just don't have anything left.”

“I feel like I'm depriving them but I just can't...I feel I can't overwhelm myself with trying to do one more thing.”

I feel isolated and can't get timely access to the support I need.

We feel so isolated from support networks and resources. We don't have family to support us or if we do have family locally, we don't feel comfortable exposing our children to their influences. We need more support and access across the system – schools, the medical profession, financial, community services, and transportation.

“I work. My husband works. We really try and it's not happening. We don't qualify for anything because we work.”

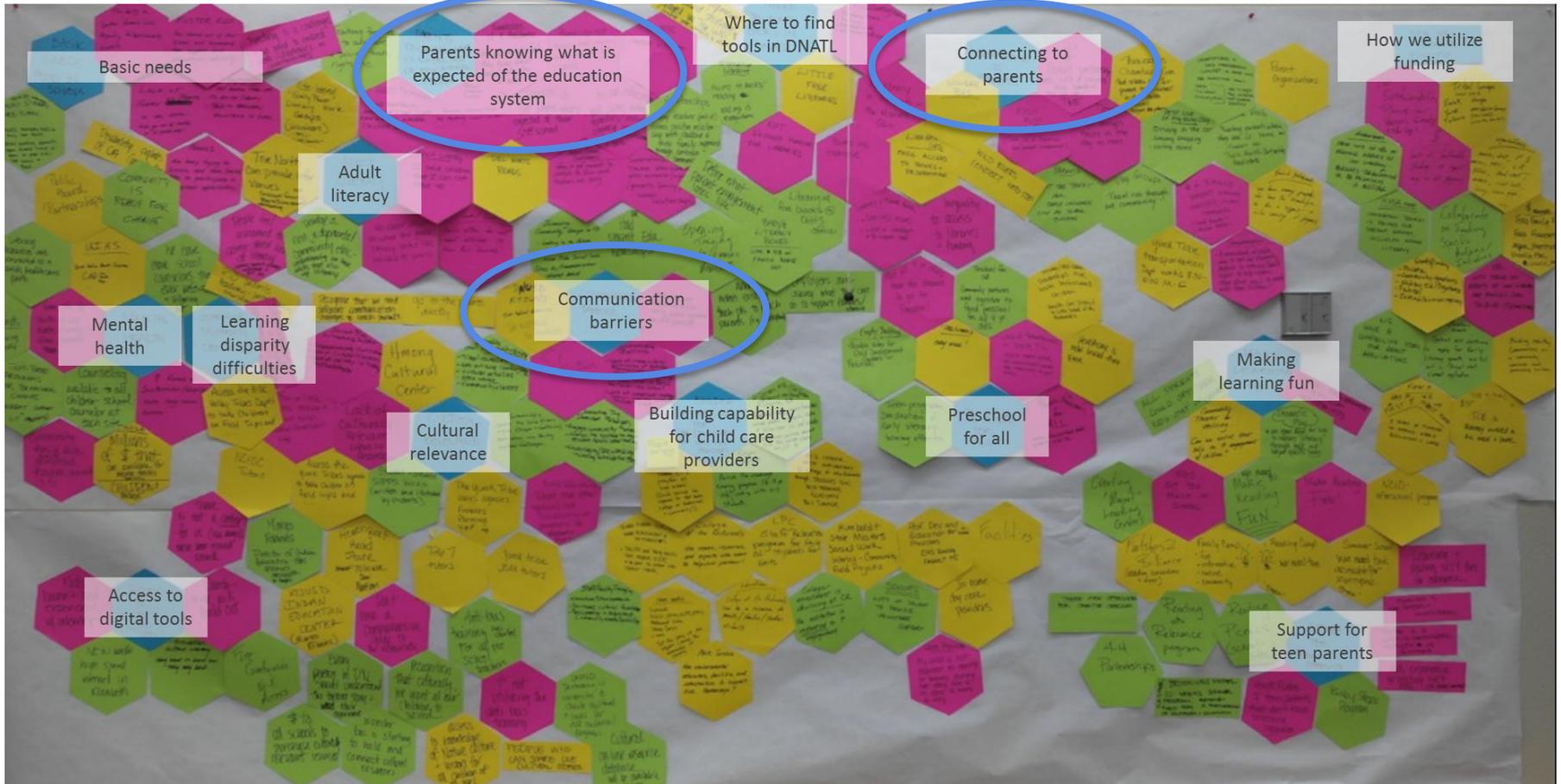
“We have family here, but because of mental health and addiction I can't rely on them or feel safe leaving my kids with them.”

“I don't have a big family. I rely on myself. I have friends, but they all work. It's hard to find a babysitter if the kids are sick.”

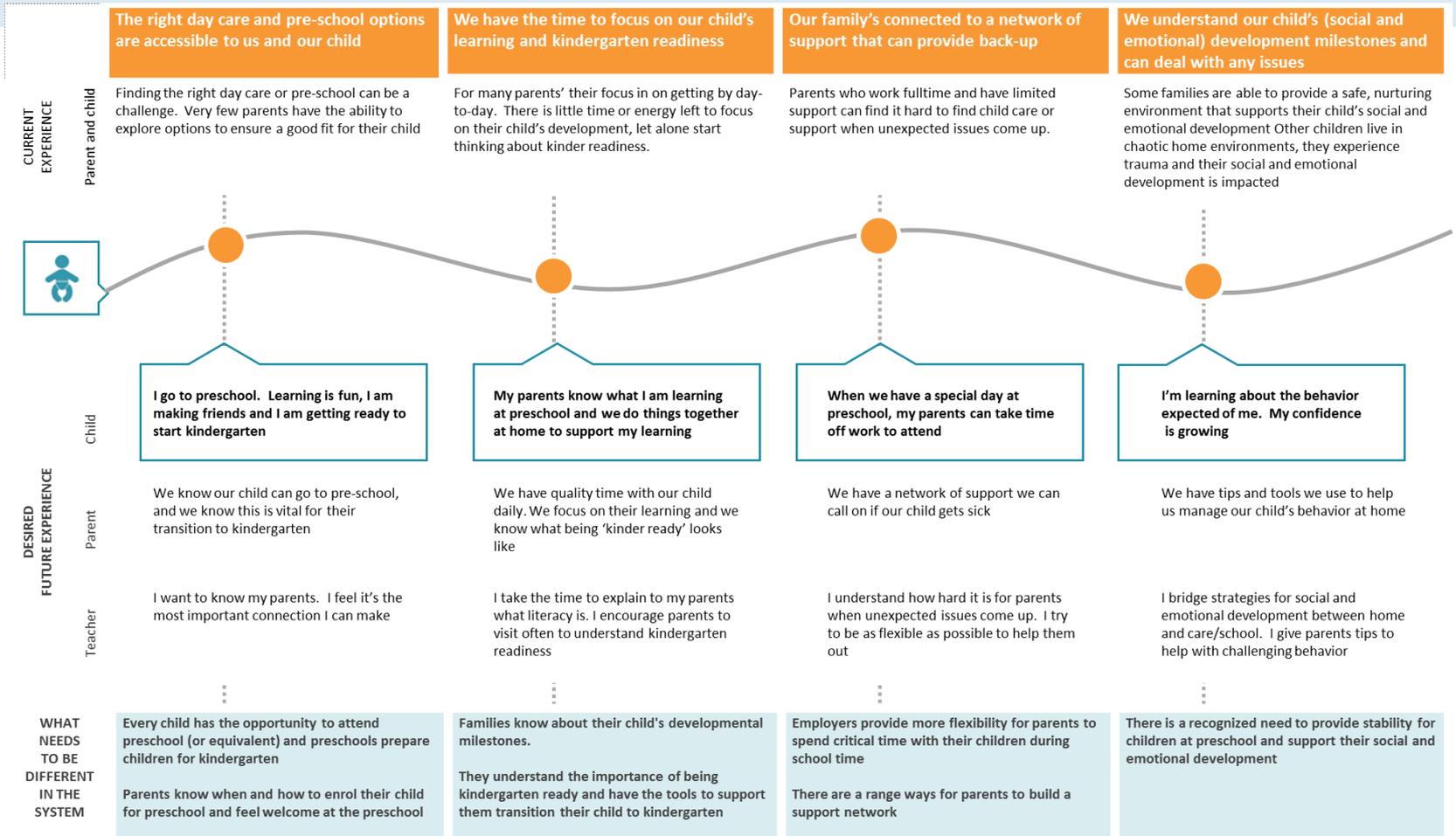
Emerging Ideas



Systems Mapping



Desired Futures: Ages 3 - 5



Every child has Access to preschool

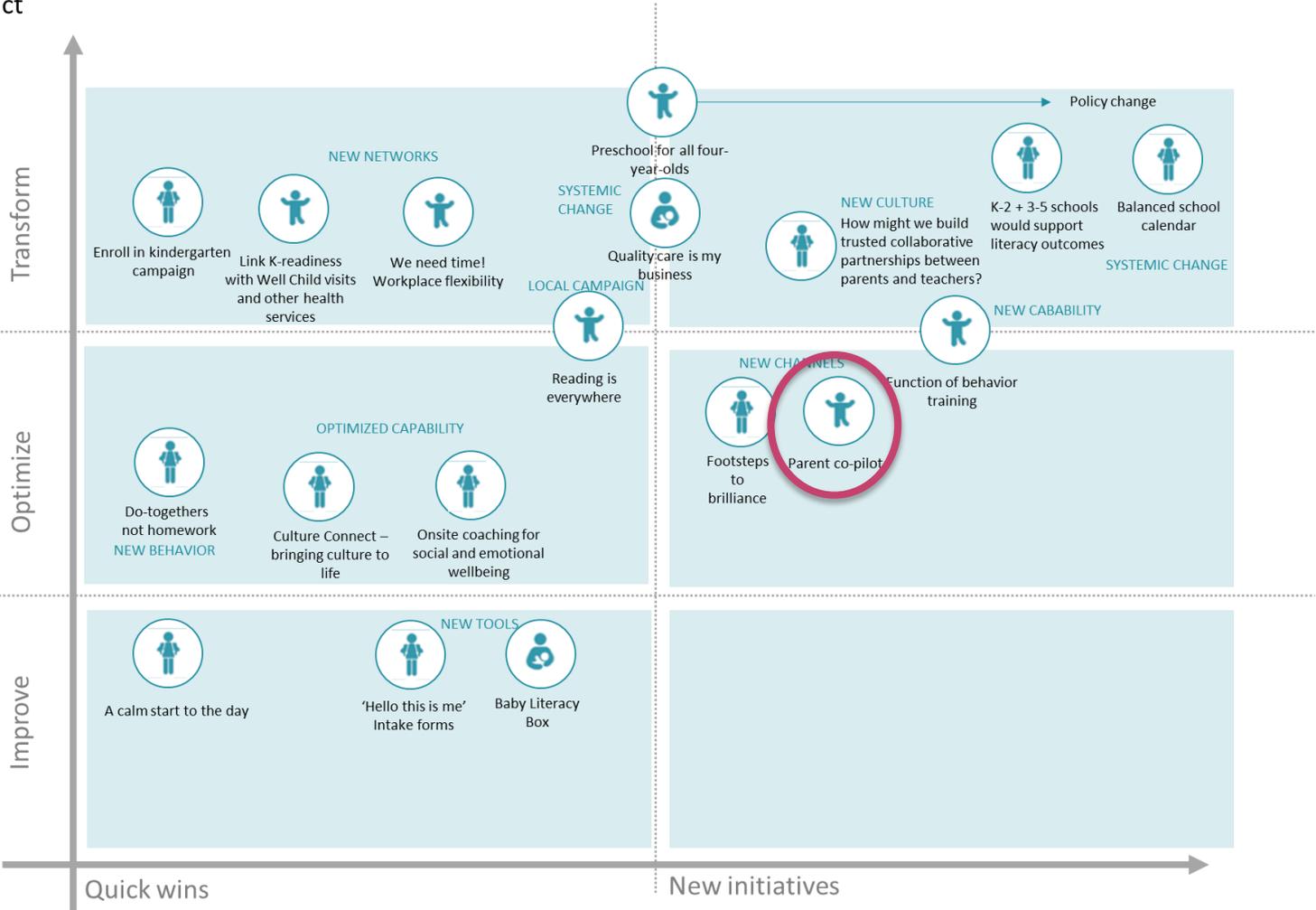


Preschool Participation



Parents know what kindergarten readiness is

Impact



Transform

Optimize

Improve

Quick wins

New initiatives

Ready4K

**Text messages
to boost your
child's learning.**



Evidence-based text messages for parents

Benjamin N. York, Ph.D., Angela Glore, Ph.D., First 5 Del Norte, Tiffany Graham, M.Ed.
First 5 California - 2018 CHILD HEALTH, EDUCATION, AND CARE SUMMIT (April 11, 2018)
Learning from the Experts: Using Empathy Interviews with Families to Guide Programs and Policy Change

Large systematic differences

- Economically disadvantaged birth-to-two year olds
 - Experience less responsive and stimulating care than their more advantaged counterparts (Bradley, Corwyn, McAdoo & García Coll, 2001)
- From one to three years old
 - One-sixtieth the amount of number talk (Levine, working paper forthcoming)
- By the age of four
 - These children hear 30 million fewer words at home (Hart & Risley, 1995)
- Such disparities exist along the income distribution and in multiple other dimensions

Long-term consequences

- Strong links
 - Children's early experiences at home and their development of motor, social, emotional, literacy, and numeracy skills (Anderson, 2006)
 - Critical for success later in life (Heckman, 2006)

Our approach

- Complement more intensive parenting supports like workshops and home visits
- Break down the complexity of engaged parenting into small steps that are easy to achieve
- Provide helpful information, activity ideas, encouragement and support to parents every week over prolonged periods of time
- Leverage technology to reach as many parents as possible

Text messaging is currently the ideal technology (see Pew Research)

Ready4K

- 97% of American adults under 50 have cell phones
- 98% of cell phone owners can access texts
- Texts have a 98% open rate
 - By comparison, e-mail and push notification open rates are 26% and <5%
- Traditionally under-served adults text with the highest frequency
- Easy to implement and scale
- The 160-character constraint ensures that information is broken down into bite-sized pieces

Texting also has proven efficacy in numerous applications

Ready4K

- Healthcare
 - Weight loss (Patrick et al., 2009)
 - Medication regimen adherence (Petrie, Perry, Broadbent & Weinman, 2012)
 - Glycemic control (Yoon & Kim, 2008)
 - Smoking cessation (Rodgers et al., 2005)
- Education
 - College matriculation (Castleman & Page, 2013)
 - Grade point average (Bergman, 2014)

- Text messaging curriculum for parents
 - Support parents’ default home engagement behaviors
 - Exploit everyday learning opportunities in fun and easy ways
 - Draws on research in child development, positive parenting, and adopting healthy behaviors
 - Well-established curriculum design principles, such as “shaping” and “spiraling”
 - Aligned to the California Infant/Toddler and Preschool Learning Foundations, as well as the California CCSS
 - Supports the whole child from birth to 3rd grade
 - Available in English & Spanish

3 texts per week

Monday:
FACT

Inform and
motivate
parents

Wednesday:
TIP

Activities that
build on family
routines

Friday:
GROWTH

Reinforce,
encourage
and extend

Example week of texts

- **FACT:** Before children can learn to read and write, they need to know the letters of the alphabet. Letters are the basic building blocks of written language.
- **TIP:** At breakfast, hunt for the first letter in your child's name on the cereal box. Who can find it first? Can your child find all of the letters in their name?
- **GROWTH:** Keep hunting for letters to prepare your child 4K! Now after your child finds a letter, ask: What sound does it make? What else makes that sound?

Example “spiral” week

- **FACT:** The grocery store is great for building literacy skills. On the way to the store, ask: If you could only eat one food forever, what would it be? Why?
- **TIP:** When you're at the store, go on a letter hunt. Can your child find an "A" on a sign, box, or food label? What about a "B"? Can they go all the way to "Z"?
- **GROWTH:** Keep preparing 4K at the grocery store! As you walk by the eggs, ask: What rhymes with egg? Leg, peg, beg. Try it with cheese. Bees, knees, please!

Stanford randomized controlled trials (RCTs)

Ready4K

- First RCT study*
 - Half of parents received literacy-focused texts
 - Half of parents received “placebo” texts with general district reminders (one every two weeks)
 - Parents found the texts to be very helpful (0.30-0.60 SD)
 - Parents reported engaging in more home literacy activities with their children (0.20-0.30 SD)
 - Teachers reported increased parental involvement (0.10-0.20 SD)
 - Children gained 2-3 months in important areas of early literacy

Stanford randomized controlled trials (RCTs)

Ready4K

- Second RCT study*
 - Half of parents received literacy-focused texts
 - Half of parents received literacy-focused texts that were personalized to their child's development level (drawing on child formative assessment data)
 - Children of parents in the personalized group
 - 12 percent more likely to reach the district's "Exceeds Expectations" benchmark than control group children
 - 50 percent more likely to advance a reading level than children in the general texting group

Stanford randomized controlled trials (RCTs)

Ready4K

- Third RCT study*
 - Half of parents received literacy-math-sel “combination” texts
 - Half of parents received “placebo” texts with general district reminders (one every two weeks)
 - The program had a positive effect on children’s end-of-year literacy assessment scores of about 0.15 SD on average, with wider-ranging effects than the literacy-only program (in the initial study), and even bigger effects on children below the median of the achievement distribution

Sept. 2016: Let's Do Something Great!

First 5 Del Norte and ParentPowered agree to collaborate on a Ready4K expansion project that will add:

- Program/service and contact information for local programs and services families need (tied to age of child)
- Family strengthening messages based on the five protective factors for strong families and the science of resilience and hope
- Mental health information

First 5's Actions

- Started enrolling families in Ready4K
- Jumped through (all but one) hurdle to access Mental Health Services Act Innovation funds to complete project
- Started working with providers and parents on co-creating messages and content



Ready4K

**Text messages
to boost your
child's learning.**



Research-based text messages for parents

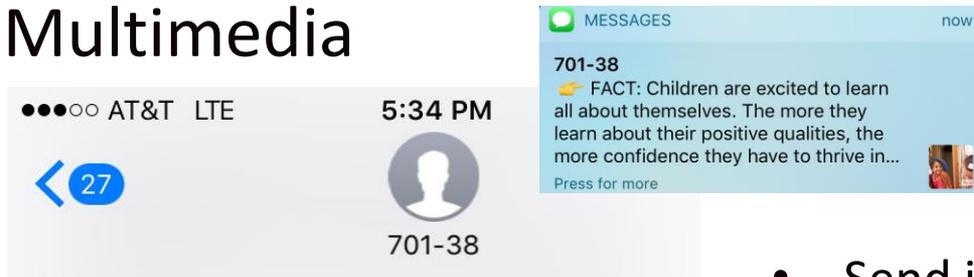
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Impact

- Today, we're texting over 120,000 parents in 40 states
 - 50-60% of parents meet federal economic disadvantage thresholds
- Parents survey results
 - Ready4K activities 2+ times per week: 85%
 - Very helpful or helpful: 90%
 - Very likely or likely to refer another parent: 95%
- To gather additional evidence on child outcomes, we have several more RCTs on-going or planned

Program enhancements

- Multimedia



👉 FACT: Children are excited to learn all about themselves. The more they learn about their positive qualities, the more confidence they have to thrive in school.

- Send image, audio, or video files through our Multimedia Messaging Service (MMS)
 - Text messages with multimedia (MMS) have higher recall rates than Short Message Service (SMS) texts (Wartella, forthcoming)
 - Draw on our library or integrate your own image, audio, or video files

Program enhancements

- Localization

 **GROWTH:** Keep helping your child learn about themselves. As you look in the mirror, share things about your family like where you live and traditions you share.

*Free: To get more ideas, connect with other parents, and for FREE DINNER, go to the Del Norte County Parent Cafe: <http://www.delnortekids.org/programs-and-partners.html>

-Ready4K is brought to you in proud partnership by First 5 Del Norte



Text Message

- Localize Ready4K for increased impact

- Add messages on topics that support your local programs
- Link parents to local events and resources (and get click-through data)
- Use Ready4K to reinforce Help Me Grow, 2-1-1, Kits for New Parents, Home Visits, and QRIS
 - Automatically enroll parents when they sign up for child development screenings or during home visits, or when parents call 2-1-1 or receive new parent kits
 - Invite home visitors to receive the texts too
 - Use Ready4K to support the family engagement component of QRIS
- Send Ready4K messages on behalf of your First 5 Commission (trusted messenger)

Program enhancements

- Drive parent participation
 - Collateral, text-in code, web widget, and bulk file uploads

Ready4K

Mensajes de texto para promover el aprendizaje de su hijo/a.

le invita a participar en **Ready4K**, un programa de mensajes de texto basado en la investigación que incluye DATOS DIVERTIDOS y SUGERENCIAS FÁCILES para estimular el aprendizaje de su hijo. Si bien no existe absolutamente ningún costo por recibirlos en **Ready4K**, pueden aplicarse tarifas de datos y mensajes de texto. **¡Llene el siguiente formulario para inscribirse!**

Sus datos:

Nombre:

Número de teléfono celular de 10 dígitos (p. ej., 650-123-4567):

Use un grado:

Ready4K

Text messages to boost your child's learning.

Sign up today at no cost

Sign Up

Ready4K

Text DEL NORTE to 70138 to sign up today!

Ready4K

Text messages to boost child learning.

Enrolling all of your families in Ready4K is as easy as 1-2-3

Step 1: Parents complete enrollment form
Parents provide basic information, such as their mobile phone number, texting language, child's age, and consent to receive Ready4K text messages.

Step 2: Securely upload data
Your organization's staff enters all parent information into a spreadsheet and uploads the complete list of parents to our secure FTP server.

Sample text messages: 0-1 year old

	FACT (Monday)	TIP (Wednesday)	GROWT
S	FACT: Holding your baby close is one of the best things that you can do as a new parent. Your gentle touch helps your little one feel safe, secure and loved.	TIP: As you gently rock your baby, try placing his/her head right on your heart. S/he'll be comforted by your touch and the soft sound of your heartbeat.	GROWT baby ck bond th how st by strok as you s
gment ps with it of certain istent	FACT: Replying to your baby's babbles is an early way to have "conversations" with him/her. It shows your little one that the sounds s/he makes are important.	TIP: When your child sighs, coos, or babbles as s/he looks at you say: Yes, you're looking at mommy / daddy. Mommy / daddy likes looking at you too. Sweet baby.	GROWT convers. Try aski your ba diaper c Baby ne
ng sounds	FACT: When your baby spends time on his/her tummy, s/he's building the neck and torso strength needed for physical movement. Any time is great for tummy time!	TIP: When your baby is awake and alert, place him/her on a soft blanket on the floor (tummy down). Say: Hello baby, you're on your tummy. Does s/he lift up?	GROWT time. Yo baby's colorful baby's f him/he
on: oping	FACT: Playing pretend with your baby builds his/her	TIP: After a bath, pretend to be an airplane as you fly your baby	GROWT pretend: child's

Ready4K

Sign in to your account

Email:

Password:

Remember me

Log in

Forgot password?

Sign Up

Don't have a Ready4K account yet?

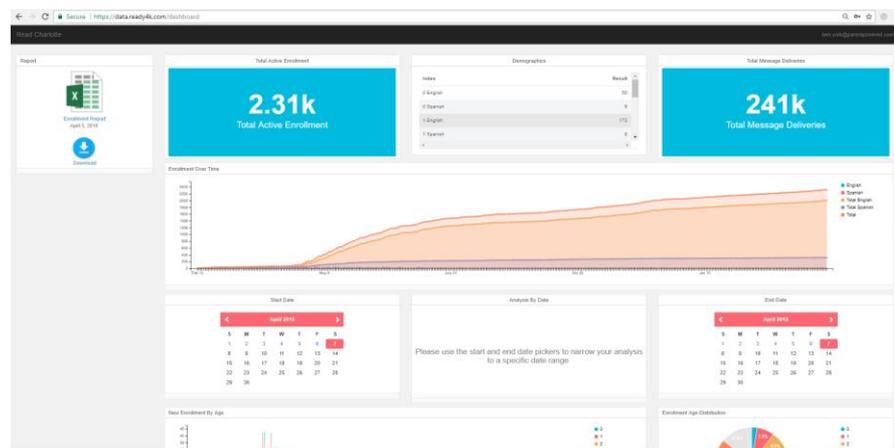
Sign up today to start enrolling your parents into our award winning program!

Create Account

Program enhancements

- Data and analytics

- In-text parent surveys (e.g., on parent engagement and child development)
- Usage data (e.g., enrollment, persistence, message deliveries)
- Click-through data (e.g., on links to local resources)
- On-demand data downloads
- Data dashboard (e.g., automatically sort and graph all data by child age, language, and time period)





Program enhancements

Ready4K

FACT: Children are excited to learn all about themselves. The more they learn about their positive qualities, the more confidence they have to thrive in school.

TIP: In the morning, look in the mirror together and take turns naming your child's positive qualities: You have brown eyes, you are kind, you are smart, you are fast!

GROWTH: Keep helping your child learn about themselves. As you look in the mirror, share things about your family like where you live and traditions you share.

*Free: To get more ideas, connect with other parents, and for FREE DINNER, go to the Del Norte County Parent Cafe: <http://www.delnortekids.org/programs-and-partners.html>

-Ready4K is brought to you in proud partnership by First 5 Del Norte

• Summary

- Include multimedia, which has higher recall rates (Wartella, forthcoming)
- Add messages on topics that support your local programs
- Link parents to local events and resources (and get click-through data)
- Use Ready4K to reinforce Help Me Grow, 2-1-1, Kits for New Parents, Home Visits, and QRIS (easy enrollment options)
- Send Ready4K messages on behalf of your First 5 Commission (trusted messenger)
- Drive parent participation with collateral, text-in code, web widget, and bulk file uploads
- In-text parent surveying (download data immediately)
- Data and analytics dashboard

Long-term vision

- To provide parents with the information, emotional support, parenting resources, and social connectedness to be the best possible guides in their children's lives, with a goal of serving 20 million families by 2020
 - To ensure *equal access* to Ready4K, which is at the heart of our social mission, the core version of the program is free for all parents
 - Please help us reach our goal of serving 20 million families by encouraging your parents to sign up on our website

Thank you!

- Sample birth-to-three texts are appended for those who are interested
 - E-mail Ben York, Ph.D., @ ben.york@parentpowered.com for a copy of the presentation
- Up next: Group activity!

You are the Experts

Rules of the game:

- One idea per post-it
- Use Sharpies and write clearly
- Don't short-hand the idea so much that people have to guess
- No idea is too wild and crazy
- Try for 4 to 6 post-its per question

What programs and services do children, parents, and families need, and how do we connect families with those programs and services?

What information do parents need to understand and support their child's health and development?

Questions? Contacts

Angela: aglore@delnortekids.org

Ben: ben.york@parentpowered.com

THANK YOU!

Ready4K

**Text messages
to boost your
child's learning.**



Appendix: Sample Birth-to-Three Texts

CA Infant & Toddler LDFs	FACT (Monday)	TIP (Wednesday)	GROWTH (Friday)
Social-Emotional Development. Foundation: Relationships with Adults. The development of close relationships with certain adults who provide consistent nurturance.	FACT: Holding your baby close is one of the best things that you can do as a new parent. Your gentle touch helps your little one feel safe, secure and loved.	TIP: As you gently rock your baby, try placing his/her head right on your heart. S/he'll be comforted by your touch and the soft sound of your heartbeat.	GROWTH: Keep holding your baby close. You're building a bond that will last a lifetime. Now stimulate his/her senses by stroking his/her arm or neck as you sway.
Language Development. Foundation: Expressive Language. The developing ability to produce the sounds of language.	FACT: Replying to your baby's babbles is an early way to have "conversations" with him/her. It shows your little one that the sounds s/he makes are important.	TIP: When your child sighs, coos, or babbles as s/he looks at you say: Yes, you're looking at mommy / daddy. Mommy / daddy likes looking at you too. Sweet baby.	GROWTH: Keep having conversations with your baby. Try asking and answering for your baby. Do you need a diaper change? Yes you do. Baby needs a new diaper!
Perceptual and Motor Development. Foundation: Gross Motor. The developing ability to move the large muscles.	FACT: When your baby spends time on his/her tummy, s/he's building the neck and torso strength needed for physical movement. Any time is great for tummy time!	TIP: When your baby is awake and alert, place him/her on a soft blanket on the floor (tummy down). Say: Hello baby, you're on your tummy. Does s/he lift up?	GROWTH: Keep up the tummy time. You're building your baby's strength! Now shake a colorful rattle just above your baby's head to encourage him/her to look up.
Cognitive Development. Foundation: Symbolic Play. The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.	FACT: Playing pretend with your baby builds his/her creative thinking skills and helps your baby discover how the world works. Pretending is also great fun!	TIP: After a bath, pretend to be an airplane as you fly your baby around the room in his/her towel. Buzz, swoosh! Each place s/he lands can be a new destination!	GROWTH: Keep playing pretend. You're building your child's creativity! Now pretend to be a silly elephant as you stomp up the stairs for a diaper change.
Perceptual and Motor Development. Foundation: Perceptual Development. The developing ability to become aware of the environment through the senses.	FACT: Exploring everyday objects helps your baby make discoveries. Babies learn about the world by touching, feeling, and smelling the things around them.	TIP: During playtime, give your child everyday objects to explore. Show great excitement as you give your baby a moist washcloth, scarf, or tupperware lid!	GROWTH: Keep exploring everyday objects. At the store, guide your baby's hand over items you put in your cart like a bumpy orange or cool milk carton.

CA Infant & Toddler LDFs	FACT (Monday)	TIP (Wednesday)	GROWTH (Friday)
Language Development. Foundation: Receptive Language. The developing ability to understand words and increasingly complex utterances.	FACT: Talking to your toddler throughout the day is a key way to build language and comprehension skills. The more words s/he hears, the more s/he'll learn!	TIP: Describe your actions as you go about your day. As you do the dishes, say: Now I'm pouring in the green dish soap. Make sure to use lots of details!	GROWTH: Keep talking and learning! Now describe what your toddler is doing: You are waving the blue spoon in the air. It looks like the spoon is dancing!
Cognitive Development. Foundation: Symbolic Play. The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.	FACT: Toddlers learn through play. It's how they discover the world. When you follow your toddler's lead as s/he plays, you encourage this important work.	TIP: After a nap, offer a block or plastic cup for your toddler to play with. Watch as s/he plays with it in different ways. Now join in and do what s/he does.	GROWTH: Keep playing. You're helping your toddler grow! Now describe what s/he does as she plays: Oh, you're banging the cup. You made a drum! Bum, bum!
Perceptual and Motor Development. Foundation: Gross Motor. The developing ability to move the large muscles.	FACT: Balance and coordination help toddlers navigate the world. They're important for physical tasks like climbing stairs and playing on a jungle gym.	TIP: During playtime, call out "One, two, do what I do." Then stand on one foot. Can your toddler copy you? Try a new move like making a "Y" with your arms.	GROWTH: Keep building your toddler's balance. As you walk down the sidewalk holding hands, try not to step on any cracks. Now try to only step on cracks!
Language Development. Foundation: Receptive Language. The developing ability to understand words and increasingly complex utterances.	FACT: Music offers a lot more than entertainment. Songs build listening skills and help toddlers learn the sounds of language. They're also great fun!	TIP: Adapt classic songs to be all about your child. As you dress your toddler, sing: If you're happy and you know it, put on your [shirt / pants / shoes].	GROWTH: Keep making music to help your toddler grow! Now, as you get ready for bed, sing in a soothing voice: If you're sleepy and you know it, climb into bed.
Social-Emotional Development. Foundation: Relationships with Adults. The development of close relationships with certain adults who provide consistent nurturance.	FACT: Goodbyes can be hard for toddlers. Giving your child extra love and attention when saying goodbye can help to comfort him/her during this transition.	TIP: Try creating a goodbye ritual, like always sharing a big hug and a funny face before you go. Assure your toddler: I will always come back! I love you!	GROWTH: Keep comforting your child during goodbyes. Before saying goodbye, let your toddler choose a book that you will read together when you return.

CA Infant & Toddler LDFs	FACT (Monday)	TIP (Wednesday)	GROWTH (Friday)
Language Development. Foundation: Receptive Language. The developing ability to understand words and increasingly complex utterances.	FACT: Toddlers may be little but they love learning big fancy words. It makes them feel like big kids, motivating them to grow their vocabulary in big ways.	TIP: When your toddler wakes, teach the word gigantic (really, really big). Can s/he give you a gigantic hug and a gigantic smile? How about a gigantic stretch?	GROWTH: Keep exploring big fancy words! Now hunt for gigantic things as you are out and about. Can your toddler find a gigantic truck, tree, and building?
Perceptual and Motor Development. Foundation: Fine Motor. The developing ability to move the small muscles.	FACT: When toddlers try dressing themselves, they build fine motor skills necessary for feeding themselves, drawing, and other fun everyday activities.	TIP: As you help your toddler get dressed, invite him/her to try buttoning a button or snapping a snap. Can s/he do the Velcro on his/her shoes too?	GROWTH: Keep building fine motor skills. As your toddler tries buttoning, encourage his/her efforts with positive words: I love how hard you are trying!
Cognitive Development. Foundation: Symbolic Play. The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.	FACT: Toddlers learn about the world through pretend play. As they pretend, they practice new skills, try out different roles, and work through emotions.	TIP: Try opening a pretend store. Add empty food containers to a shelf like an egg carton, cereal box, or berry container. Grab bags and pretend to go shopping!	GROWTH: Keep pretending! Now add props to your store like a calculator and stickers to encourage your toddler to play different roles like stocker and cashier.
Social-Emotional Development. Foundation: Empathy. The developing ability to share in the emotional experiences of others.	FACT: Talking about other people’s feelings helps toddlers learn how to consider others. This makes it easier to form friendships, share, and work together.	TIP: As your child is playing, point out how others are feeling: That boy is smiling, he looks happy to be playing at the park. You are happy at the park too!	GROWTH: Keep talking about emotions. As you read, help your toddler relate to the emotions of the characters: That boy feels sad. Do you feel sad sometimes?
Language Development. Foundation: Interest in Print. The developing interest in engaging with print in books and in the environment.	FACT: Reading together is most fun when toddlers are involved in the story. Best of all, the more they participate, the more they will understand the book!	TIP: When you are reading a book, invite your toddler to be your helper. Can s/he turn the page? Can s/he repeat part of the story? Praise your little bookworm!	GROWTH: Keep making reading time interactive and fun! As you read, pause to ask questions: Where do you think that character is going? What’s she going to do?