

**RESOURCE**

How to Use

COVID-19 Relief Funding

To Invest in a Parent Teacher Home Visit Practice

To help resolve the myriad crises COVID-19 imposed on American education, Congress has passed multiple stimulus bills providing an unprecedented \$193 billion in relief funding to K-12 schools since March 2020. Schools and districts have significant latitude for using these funds, provided they are in service of addressing students' learning needs and safely reopening schools. Notably, these measures can include initiatives to address social-emotional learning needs, to achieve educational equity, and to create measures designed to improve student learning.

Now is an opportune time for schools to seize the moment to invest in evidence-based family engagement and SEL initiatives, like instituting a Parent Teacher Home Visit practice. This guide provides an overview of available funding and how school and district leaders can leverage these funds for a high-impact strategy that has a proven positive impact on all of these critical areas. Three separate stimulus bills provide emergency K-12 relief funds.

CARES Act,
March 2020

\$13.2 billion

Elementary and Secondary
School Emergency Relief, or
ESSER II, December 2020

\$54 billion

American Rescue Plan (ARP)
Act, or ESSER III, March 2021

\$126 billion

The largest and most recent funding under ARP spells out the current administration's goal to not just reopen schools, but to address widening inequities that were exacerbated by COVID on specific subgroups of students. In addition, the funding is intended to "build back better" by addressing the full range of social, emotional, physical and mental health needs of all students and school staff.

Allowed Uses of Relief Funds

The U.S. Department of Education released Vol. 2 of the *Ed COVID-19 Handbook*, which among many uses, specifically calls for the funding to be used for:

- Addressing the impact of lost instructional time by supporting the implementation of evidence-based interventions that respond to students' social, emotional, and academic needs;
- Addressing the disproportionate impact of COVID-19 on students of color, students from low-income backgrounds, students with disabilities, English learners, students who are migratory, students experiencing homelessness, students in correctional facilities, and students in foster care;
- Providing afterschool, or other out-of-school time, programs that address students' social, emotional, and academic needs;
- Addressing the mental health needs of students, including through using funds to hire counselors and other staff;
- Providing integrated student supports, including through the use of full-service community schools;
- Providing students with evidence-based summer learning and enrichment programs, including through partnerships with community-based organizations;
- Providing for any activities allowed under the Elementary and Secondary Education Act of 1965, as amended (ESEA), the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), and the Individuals with Disabilities Education Act (IDEA).

Home Visit Practices Answer the Call

Parent Teacher Home Visits offers an evidence-based, high-impact family engagement practice that involves teachers and parents voluntarily engaging in relationship-building home visits. They use those gatherings to talk about their hopes and dreams for their children and as a launching pad for developing a trusting, collaborative partnership.

PTHV home visits tie directly to the objectives outlined in the *Ed COVID-19 Handbook*. For example, they:

- **Meet students' social emotional needs** by building strong and trusting relationships among students, families, and educators;
- **Meet students' academic needs** by equipping family members with specific resources and strategies to support their children's learning, which ultimately leads to improved attendance and better student outcomes;
- **Re-engage students** by providing time for regular check-ins with students and their families; and
- **Support educator well-being** by creating a space for educators to connect with families and re-connect with their sense of purpose as educators.

More than five decades of research shows that the influence of families on children's development and academic achievement begins before children start their schooling and

lasts through high school. Families are critical to children's educational success. Children whose families hold high expectations, set goals, monitor progress, and actively assist with learning at home are most likely to do well in school. As researchers continue to study which school practices are most likely to engage families in ways that translate into improved student outcomes, conducting home visits has emerged as among the more promising school practices.

Evaluations of the PTHV model have proven that home visits impact student success by increasing test scores and attendance, reducing behavioral issues, increasing motivation to apply to college, enhancing parent participation in school, and fostering a positive school climate. Home visit practices have also had tremendous influence in crossing cultural and socio-economic boundaries and in improving teachers' cultural competence, which ultimately improves their teaching and student outcomes.

Parent Teacher Home Visits, therefore, represent an ideal solution for schools to meet many of the objectives of the stimulus funding. School leaders are encouraged to investigate its benefits and invest in training for educators to conduct visits. PTHV offers multiple training packages.

Contact Us

To learn more about bringing home visits to your school community and how to align its benefits with the requirements of the stimulus funding, reach out to:



Gina Martinez-Keddy
Executive Director
Parent Teacher Home Visits
gina@pthvp.org