

THE RESEARCH AND THEIR STORIES



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AGENDA

- Value of family engagement
- Value of home visits External
- Home visit challenges

- Your insights

- Parent Teacher Home Visit Project(PTHVP) Model
 - PTHVP network site examples
 - Common findings Internal
 - Lessons learned
- Summary

EXECUTIVE SUMMARY

- Family engagement has been heralded as pivotal to student success and student outcomes
- Home visiting is a known and well-documented best practice that creates a strong teacher-parent partnership to effectively support students in their academic pursuits
- However, there are also documented challenges to conducting effective home visits
- The Parent-Teacher Home Visit Project (PTHVP) model, consisting of five non-negotiable factors and two visits, has been demonstrated to be effective and replicable in many districts and sites
- As of today, there are more than 19,000 home visits being conducted across the nation leveraging the PTHVP model – I'll share some best practices and challenges
- The PTHVP network continues to learn and grow – how can you use what they have learned and become a part of this success story?

VALUE OF FAMILY ENGAGEMENT

Engaged parents and families:

- **improves children's academic achievements and social outcomes** (Allen & Tracy 2004, Desforges and Abouchaar 2003; Henderson and Mapp 2002; Jeynes 2003, 2005; Baker, Kessler-Sidar, Piotrkowski, and Parker, 1999; Cotton and Wiklund, 1999)
- **generates more positive student attitudes toward school, promotes healthy learning behaviors, and in turn, improve academic performance** (Allen & Tracy, 2004; Aronson, 1996; Baker, Kessler-Sklar, Piotrkowski, & Parker, 1999; Davies, 1991; Reglin, 2002; Ziegler, 2000;)
- **leads to fewer absences, greater student willingness to do homework, higher graduation rates, and improved student competence and confidence in their abilities** (Flynn & Nolan, 2008; Kelly Lane, 1998)
- improves students success in academic achievements, social behaviors, and **more likely to stay in school and develop into a competent adult** (Brooks 2006; Chapman, 2003; Learning First Alliance, 2001)

...

The earlier parents get involved in their children's educational process, **the better** students tend to do in their overall performance (Shepard, 1995).

US DEPT OF ED: DUAL CAPACITY BUILDING FRAMEWORK

Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships



Stanton Elementary School

2010-2011: 12% parent teacher conferences attendance

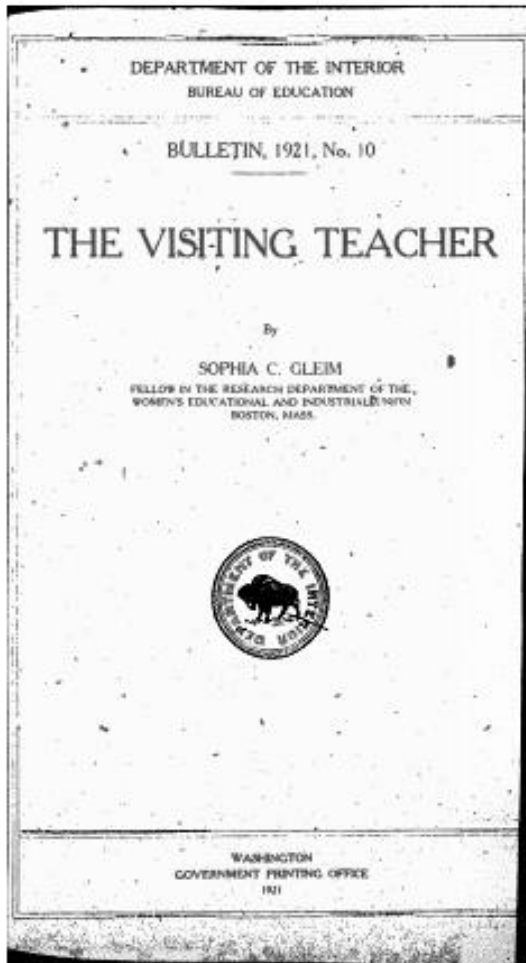
Best Practices

Parent Teacher Home Visits

Academic Parent Teacher Teams

- 2011-2012: ~55% attendance for all APTT meetings
- Math scores: $\uparrow > 18\%$
- Reading scores: $\uparrow > 9\%$

VALUE OF HOME VISITS – DOCUMENTED SINCE THE 1920S



“With the attempt to make the schools more effective for all classes of children, both native and foreign born, and to make the opportunities for education to all children as nearly equal as possible, it has been found necessary to employ many agencies not originally found in the best school systems. As the functions of the school are extended, a need for closer relation between home and school and of a more active knowledge of home conditions than teachers usually have becomes evident. Some states and cities are attempting to meet this need by providing visiting teachers...” [Letter of Transmittal, Washington, September 20, 1920)

ABUNDANT RESEARCH ON VALUE OF HOME VISITS

LITERATURE SCREEN

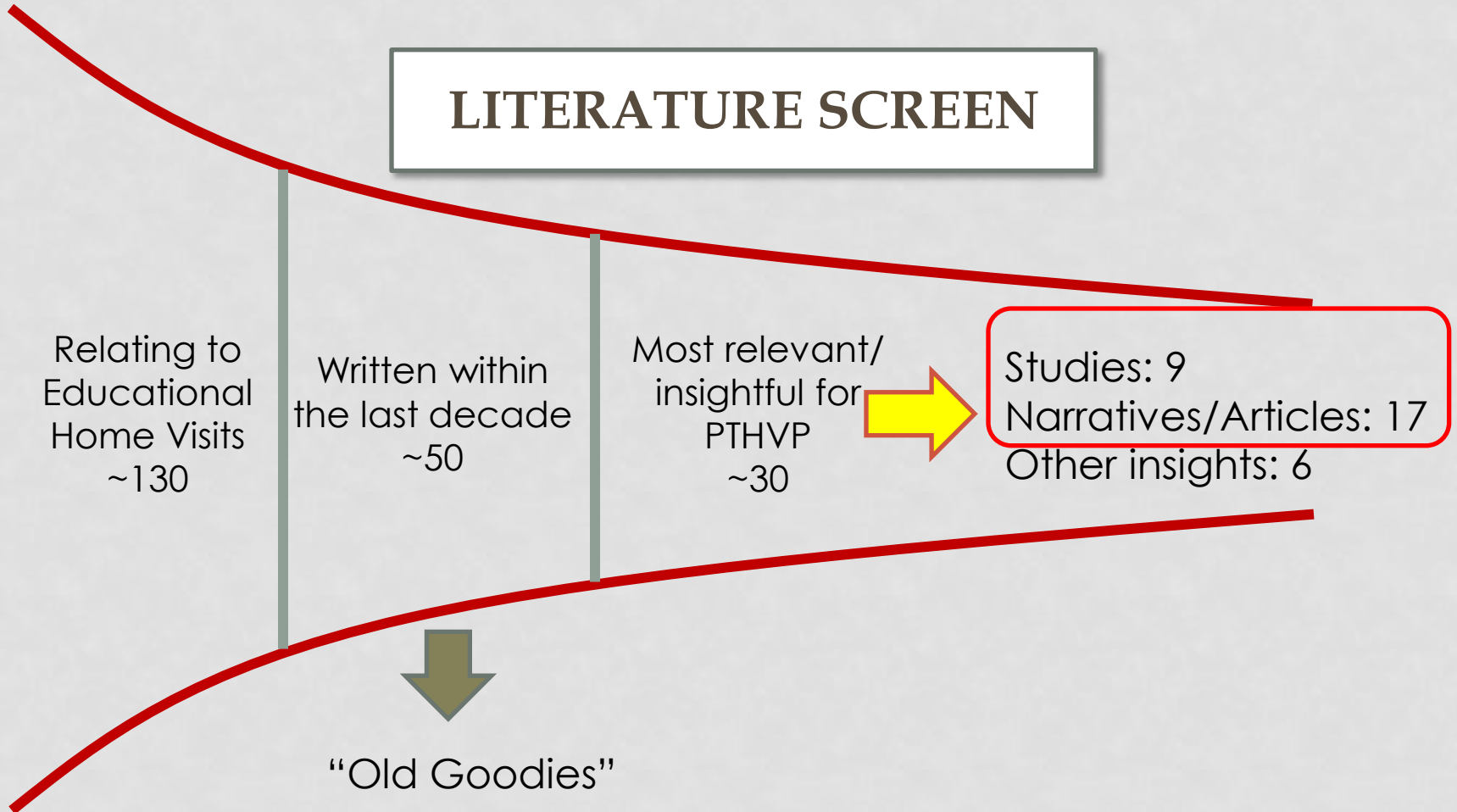
Relating to Educational Home Visits
~130

Written within the last decade
~50

Most relevant/insightful for PTHVP
~30

Studies: 9
Narratives/Articles: 17
Other insights: 6

“Old Goodies”



SAMPLE RESEARCH BY CATEGORY

	Early Childhood	Elementary	Middle	High	All/ Districtwide
General Population	<ul style="list-style-type: none"> •(Lin, M., & Bates, A. B., 2010) 	<ul style="list-style-type: none"> •(Meyer, J. A., & Mann, M., 2006) •(Meyer, J., Mann, M., & Becker, J., 2011) •(Smith, S., 2013) •(Bradley, J., & Schalk, D., 2013) 	<ul style="list-style-type: none"> •(Hall, P., 2012) •(Killefer, T., 2012) 	<ul style="list-style-type: none"> •(Baeder, A., 2010) •(Ferlazzo, L., 2011) •(Rosales, J., 2012) •(Stuht, A., 2009) 	<ul style="list-style-type: none"> •(Henke, L., 2011)* •(Patt, M., 2012)* •(Elish-Piper, L., et al, 2012) •(Hynes, W., 2014) •(Matthews, J. 2011) •(Sawchuk, S., 2011) •(NEA Today, 2009) •(Opening Doors, 2010)
Targeted Population	<ul style="list-style-type: none"> •(Brotherson, M., Summers, J., Naig, L., Kyzar, K., Friend, A., Epley, P., & ... Turnbull, A., 2010) •(Woolfolk, T. N., & Unger, D. G., 2009) 	<ul style="list-style-type: none"> •(Boske, C. A., & Benavente-McEnery, L., 2010) •(Stetson, R., Stetson, E., Sinclair, B., & Nix, K., 2012) 			<ul style="list-style-type: none"> •(Ginsberg, M. B., 2007)
Charter specific			<ul style="list-style-type: none"> •(Stewart, W., 2010) 		<ul style="list-style-type: none"> •(Rix, K., 2012)

SAMPLE RESEARCH BY CATEGORY

“Teaching in high-poverty schools during the past four years, I’ve conducted more than 80 home visits. After these visits, not one of the families missed a parent-teacher conference or failed to return a phone call.”

Elementary

- (Meyer, J. A., & Mann, M., 2006)
- (Meyer, J., Mann, M., & Becker, J., 2011)
- (Smith, S., 2013)
- (Bradley, J., & Schalk, D., 2013)

Middle

- (Hall, P., 2012)
- (Killefer, T., 2012)

High

- (Baeder, A., 2010)
- (Ferlazzo, L., 2011)
- (Rosales, J., 2012)
- (Stuht, A., 2009)

All/ Districtwide

- (Henke, L., 2011)*
- (Patt, M., 2012)*
- (Elish-Piper, L., et al, 2012)
- (Hynes, W., 2014)
- (Matthews, J. 2011)
- (Sawchuk, S., 2011)
- (NEA Today, 2009)
- (Opening Doors, 2010)

C. A., & Nix,

“Today home visits are a cornerstone of the influential Knowledge is Power Program (KIPP) schools Mr Levin ...believes teachers need to reach pupils’ and parents’ hearts as well as their heads to stand a chance of helping those from disadvantaged backgrounds reach their full potential.”

- (Stewart, W., 2010)

- (Rix, K., 2012)

ROLE OF HOME VISITS



VALUE OF TEACHER HOME VISITS



Improve student learning and outcomes

Increase parent involvement

Facilitate use of cultural responsive strategies

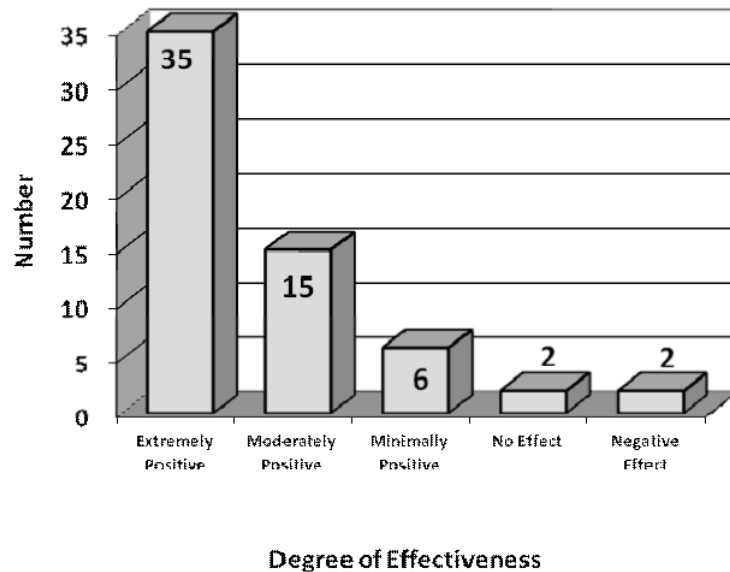
Bridge teacher-parent relationships, contact and communication

Improve teacher-student relationships and communication

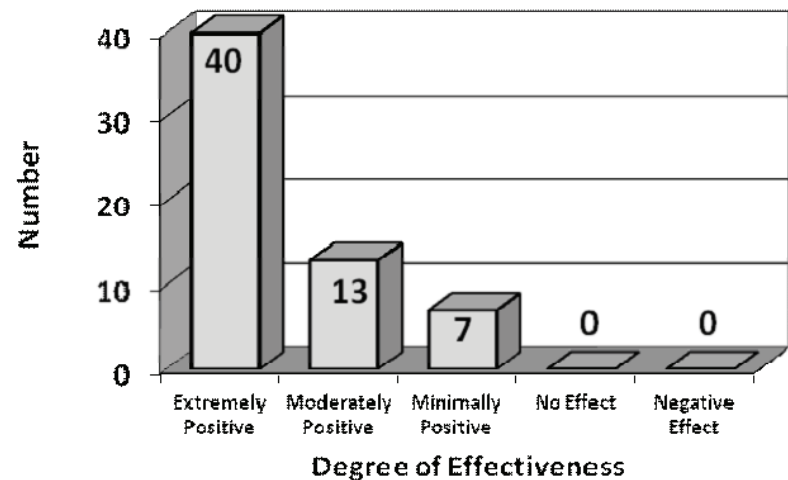
Promote trust and a sense of self-efficacy for teachers, students, and parents

IMPACT ON RELATIONSHIPS

Teachers' Perceptions of Home Visits on Relationships with Parents



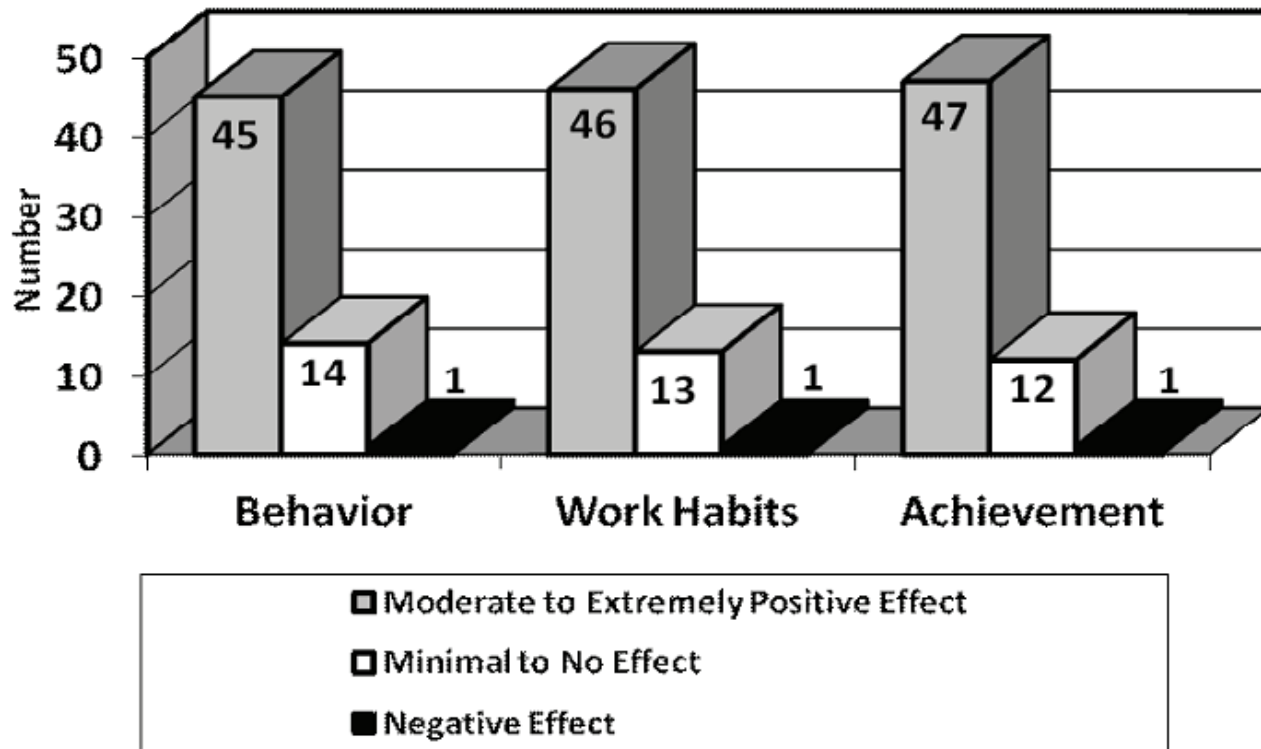
Teachers' Perceptions of Home Visits on Relationships with Students



Source: Stetson, R., Stetson, E., Sinclair, B., & Nix, K. (2012). Home Visits: Teacher Reflections about Relationships, Student Behavior, and Achievement. *Issues in Teacher Education*, 21(1), 21-37.

OUTCOMES ATTRIBUTED TO HOME VISITS

Teachers' Perceptions of the Effects of Their Home Visit on Their Students' Behavior, Work Habits, and Academic Achievement

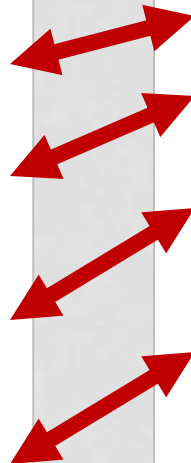


Source: Stetson, R., Stetson, E., Sinclair, B., & Nix, K. (2012). Home Visits: Teacher Reflections about Relationships, Student Behavior, and Achievement. *Issues in Teacher Education*, 21(1), 21-37.

REPLICABLE VALUE OF HOME VISITS

2006: YEAR 1

- Initial study of 26 early elementary teachers
- Teacher perception of home visits:
 - ✓ more positive relationships with children and their families
 - ✓ improved communication with parents
 - ✓ better understanding of the child
 - ✓ better understanding of the impact of the child's home environment as it relates to school performance



2011: YEAR 5

- Five-year follow-up study of 29 early elementary teachers
- Teacher perception of home visits:
 - ✓ beneficial relationships
 - ✓ better communication with parents, a better understanding the child's behavior in school.
 - ✓ more appreciation of the influence of the child's home environment related to school performance
- Plus,
 - ✚ Impacts school success (i.e., school attendance, academic performance, parent engagement)

SACRAMENTO INSPIRATION: DISTRICTWIDE IMPACT SAMPLES

Sacramento, California

3 Year Evaluation Study Results:

- ✓ Better student performance: 4th grade Stanford Achievement Test
 - + 6.5 reading percentage points
 - + 9.8 math percentage points
- ✓ Increased academic performance on exit exams and graduation rates
- ✓ More positive parent and student attitudes towards school
- ✓ More effective communication between parents and teachers
- ✓ Altered teacher perspective of student
- ✓ Adaptable to secondary level



Mason County, Kentucky

Review of home visits after seven years (Patt, M., 2012)

- ✓ District ranking moved from 126th to 30th on statewide academic assessments, making it one of only 22 districts in Kentucky that met all NCLB targets in 2011
- ✓ Increased graduation rates to above state average
- ✓ Reduced discipline referrals significantly
- ✓ Total adult volunteer hours soared from 9,000 to nearly 80,000 annually



Maplewood Richmond Heights, Missouri

Three year review of home visits (Henke, 2011)

- ✓ District reversed enrollment decline, low test scores, and high drop-out rates; discipline referrals declined by 45%,
- ✓ Increased parental school involvement by 20%
- ✓ Improved teacher parent communications and teacher empathy
- ✓ **Reviewed data and readjusted strategy to better engage with and include African American families**

NEED FOR CULTURAL COMPETENCE



- **Relevance of backgrounds and preferences:** Establishing meaningful relationships with students and families from diverse backgrounds to bridge home and school requires understanding and developing effective interactions based on people's backgrounds, educational philosophies, and dispositions. (Boske & Benavente-McEnergy, 2010)
- **Debunking assumptions:** Woolfolk and Unger (2009) advise against forming assumptions and call for visitor ability to recognize differentiated needs amongst mothers of the same race and class, noting differences in visit focus due to mother agency and her perceptions of the home visitor and home visiting services.
- **Value of training and guidance:** Guided home visits allowed participants to better understand children and their families from historical and cultural perspectives, enabling teachers to create a more multicultural learning environment and lesson plans for their students, thereby shifting their teaching beliefs and practice. (Lin & Bates, 2010)

NEED TO FOCUS ON RELATIONSHIPS AND PROVIDE INCENTIVES



Focus on relationships

Hope for the child ... contributes to the formation of an emotionally supportive partnership. (Brotherson et al, 2010)

Need for additional incentives

- Teachers reported being apprehensive about participating in a home visit the first time and approached it with hesitation, intimidation and, in a few cases, fear for their safety. Parents admitted that they felt intimidated and sometimes suspicious about the teacher's request for a home visit and assumed their child must have been in serious trouble. (Stetson, R., Stetson, E., Sinclair, B., & Nix, K., 2012)
- Visitors need to be flexible to accommodate family availability and should be reimbursed for the time needed to conduct outreach (Woolfolk and Unger, 2009) community organizations wrote grants to help pay for the extra time teachers spend in training for and conducting home visits (Delisio, 2008)

DISCUSSION: BARRIERS & STRATEGIES

Challenges/Barriers

- What are the barriers in conducting or growing home visits in your school or district?
 - Adhering to the process, fidelity
 - Money
 - Staff support
 - Consistency, when champions leave
 - Keeping momentum
 - Voluntary nature of the program – can't have mandates
 - Many trained, but minimal in implementation, can't spread
 - Parents are standoffish
 - Want to make it mandatory

Potential Strategies

- What strategies have worked for you to overcome some of the initial barriers?
 - Go slow to go fast
 - Part of the accountability framework
 - Site coordinators
 - Voluntary for families and teachers
 - Multi-level buy-in (top down and bottom up)
 - Teacher advocacy and leadership (persistence and resilience)
 - Establishing systems of support and accountability

RELATION TO PARENT TEACHER HOME VISIT PROJECT MODEL

Parent – Teacher Needs

- ❑ Cultivate cultural diversity competence
- ❑ Mitigate teacher anxieties and fears for personal safety
- ❑ Dispel parental suspicions and fears of teacher judgment or intimidation
- ❑ Initiate and develop genuine relationships

Established PTHV Protocols

- ❖ Staff trained
- ❖ Visits In Teams Of Two, Staff Compensation
- ❖ Voluntary For All
- ❖ Across the Board (Not Targeted)
- ❖ Relational (Hopes and Dreams)



PARENT TEACHER HOME VISIT PROJECT MODEL

PTHVP Characteristics:

- Voluntary For All
- Staff Trained And Compensated
- Visits In Teams Of Two
- Relational (Hopes and Dreams)
- Across the Board (Not Targeted)

Two Visits In School Year

Visit 1: Relational

Building Trust
and Opening
New Lines of
Communication

30-40 minutes

Visit 2: Informational

Academics
and Capacity
Building

30-40 minutes

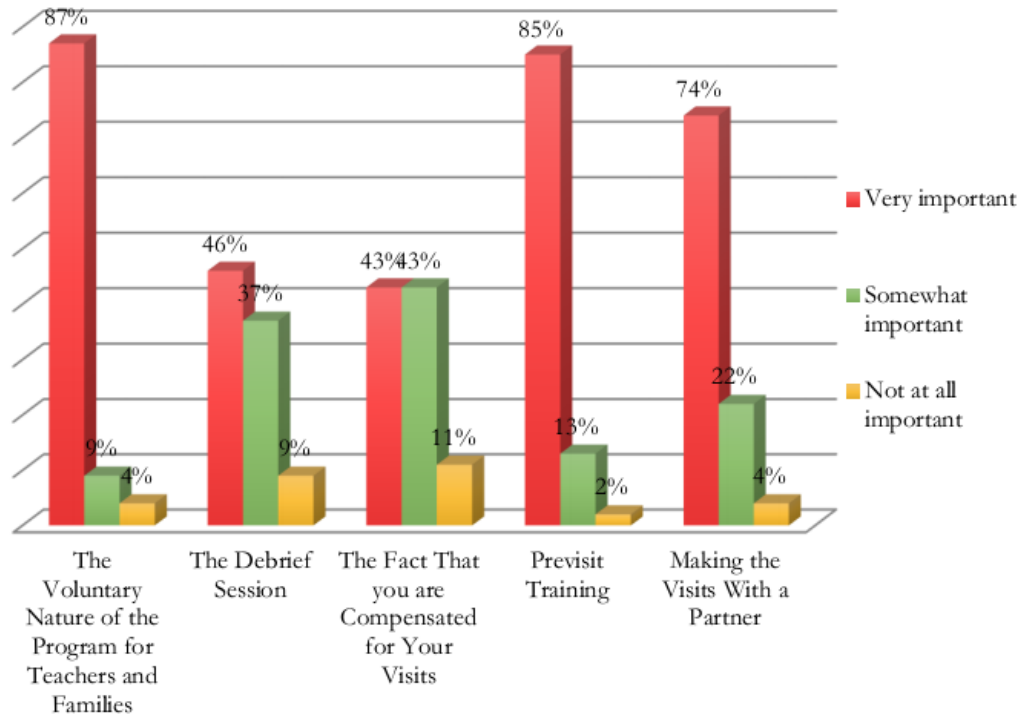
PTHV NETWORK SAMPLE SITES

Sacramento	Washoe County	Montana (8 districts)	Denver	St Paul	Washington DC
<p>2012-2013: 5,886 visits 3,078 students 36 school sites</p> <p>12 schools piloted APTT</p>	<p>2013-2014: 12 schools 218 staff 1,251 visits</p>	<p>2013-2014: (6 districts including Helena & Great Falls) ~1,300 visits 26 schools (~70% incoming kinders)</p>	<p>2013-2014: 800 teachers 47 schools 5,081 home visits</p> <p>2014-2015: 59 schools 1100 staff trained</p>	<p>2013-2014: 85 teachers 450 home visits</p> <p>Home visits facilitated by the St Paul Federation of Teachers</p>	<p>2013-2014 24 schools 91% teacher participation 5,187 students</p> <p>As part of school partnership supported by Flamboyan Foundation, not including DCPS and teacher preparation partnerships.</p>
<p>Mixed methods approach by collecting fiscal, interview, survey, programmatic, and student level data</p>	<p>Participation logs, 85 visitor survey responses, end of the year staff reflection meeting</p>	<p>No formal data evaluation due to insufficient resources</p>	<p>Surveys from 400 parents and 300 teachers</p>	<p>Mixed methods: 46 teacher surveys (>50%); 5 family interviews; observations of teacher debrief sessions, training sessions, and home visits</p>	<p>Internal: Implementation database; quality exercise; mid-and end-of year teacher survey; principal survey, teacher working groups; parent surveys/focus groups External: Descriptive (completed), quasi-experimental (2015), and randomized control trial (2019)</p>

Six sites conducted over 19,000 visits combined

VALUE OF GETTING IT RIGHT: ST PAUL

How important were the following elements of the home visit program to your experience?



Teachers' Top Ten Home Visiting Words & Phrases

1. Relationship/partnership
2. Connected/connection
3. Fun
4. Awesome/love/wow/
favorite part of year
5. Beneficial
6. Positive
7. Respect/respectful
8. Eye-opening/enlightening
9. Necessary
10. Meaningful

Words and phrases most used by teachers to describe home visiting during debrief sessions.

“You don’t get a second shot at a first impression.”

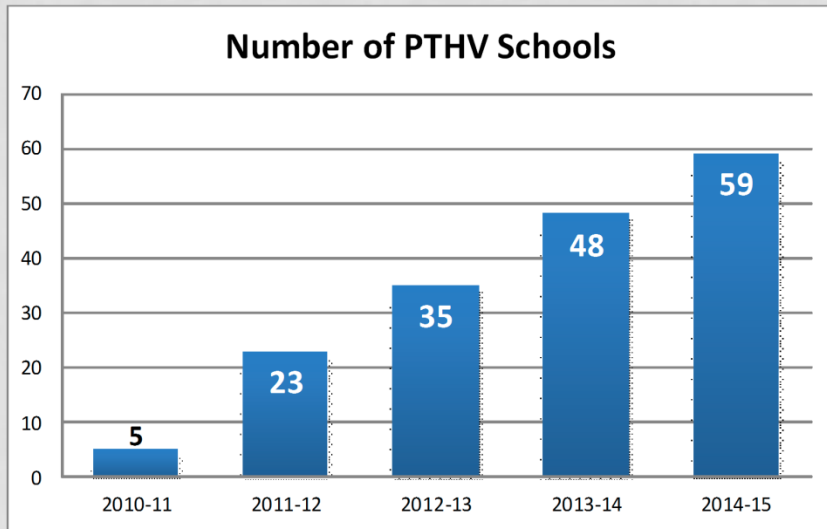
BOTTOM UP AND TOP DOWN: MONTANA

- No evaluation
- No formal tracking system
- Unanimous Helena board support
- Helena Superintendent interest for positive story
- Teacher driven: dynamic duo



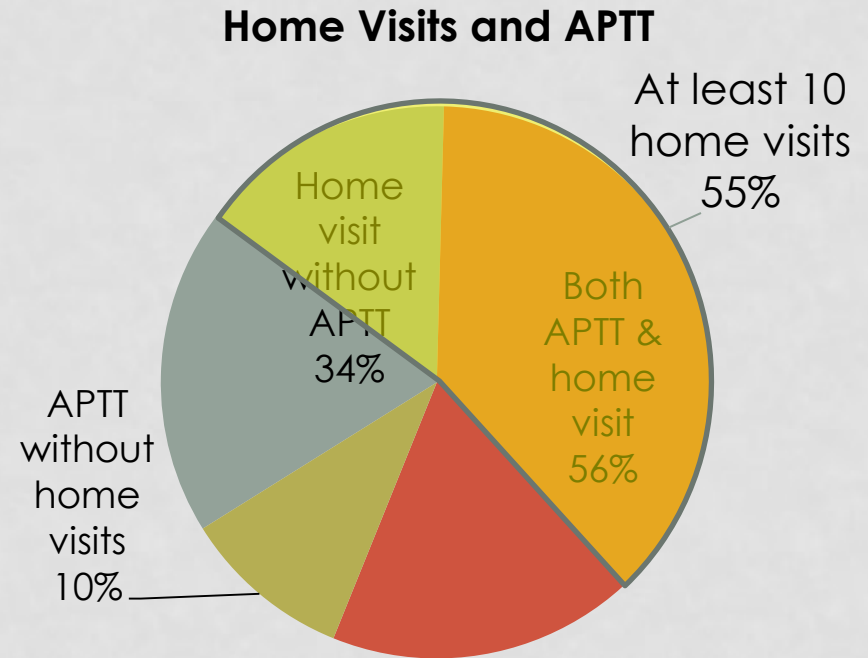
SAMPLE GROWTH MODELS: DENVER AND WASHINGTON DC

Denver Model



District integration through Infinite Campus (student information system)

Washington DC Model



n = 213 teacher surveys

PTHVP NETWORK FINDINGS

	Sacramento	Washoe County	Denver	St Paul	Washington DC
• Implementation fidelity and effectiveness	++	++	++	++	++
• Bridge teacher-parent relationships, contact and communication	+++	+++	+++	+++	+++
• Improve teacher-student relationships and communication	+++	++	+++	+++	+++
• Increase parent involvement	+++	+	+++	++	+++
• Promote trust and a sense of self-efficacy for teachers, students, and parents	+	+	++	++	+++
• Improve student learning and outcomes	+++	+	++	+	+++
• Facilitate use of cultural responsive strategies	+	+	++	+++	++
• Improve school culture and teacher job satisfaction	+	+	+	+	++

+: Future Consideration

++: In progress

+++ : Assessed

LINK TO ACADEMIC PARENT TEACHER TEAMS (APTT): DC & SACRAMENTO

TEACHER AND PARENT PERCEPTIONS

Teacher

preferred over traditional approach to parent-teacher conferences

69%

increased families engagement in their children's education

90%

Parent

preferred APTT meetings to traditional parent teacher conference

87%

improved understanding of how to monitor child's academic progress

95%

increased understanding of grade level foundational skills

97%

increased confidence in their ability to support their child's education

92%

encouraged them to be more involved

95%

improved how parents help with schoolwork

94%



Sacramento Findings



DC Findings

NETWORK LESSONS LEARNED

Washoe County

- PTHVP training
- Availability of site support
- Guidelines developed through cross-school and teacher collaboration

St Paul

- Union leadership for consistency
- Positive sibling side effect
- Apprentice model for training

Helena, MT

- Multi-tiered leadership support
- Contract variance to delay kinder start date
- Funding and scheduling

Denver

- Best practices for scaling home visits
- Electronic collection of visit data
- Mid-year review meeting

Washington DC

- Parent engagement ecosystem
- Network effect
- Teacher leadership, school support, and district ownership

Sacramento (Parent Teacher Home Visit Model)

- **Positive impact on student outcomes and parent teacher relationships**
- **Training – replicable results when scaled**
- **Adaptable to the secondary level**
- **APTT attendance DOUBLES after home visits**
- **Value of adding APTT for student & parents**
 - Increase in parental empowerment, connection, and communication
 - +21 average points in math
 - +32 average points in fluency

HOME VISIT SUMMARY

Initiating

- Provide training on PTHVP model to include non-negotiables and two visits

Implementing

- Ensure consistency/fidelity in implementation
- Review best practices to improve outcomes

Growing

- Review implementation to solicit additional areas for improvement and growth

Consider exploring the following:

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• Teacher union leadership• Apprenticeship model for the pairing process• Importance of parents and teachers in the training team• Multi-tier support | <ul style="list-style-type: none">• Sibling side effects• School-wide network effects• Policies: contract variance• Data collection: inclusion into the Student Information System | <ul style="list-style-type: none">• Co-create home visit goals with families• Adding APTT to the home visit sequencing• Network with adjacent home visitors for full-support of families |
|--|---|--|

IMPLICATIONS FOR RESEARCH

What research is needed to gain buy-in and momentum?



What research is needed to get funding and investment?

Balancing Act

- Recognize that student outcomes are lagging indicators, but are the interest of funding sources
- Need robust and rigorous examples
- Need consistency in implementation across schools, districts, and/or sites to enable common measuring

PARENT TEACHER HOME VISIT PROJECT MODEL

PTHVP Characteristics:

- Voluntary For All
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- Relational (Hopes and Dreams)
- Across the Board (Not Targeted)

Two Visits In School Year

Visit 1: Relational

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Visit 2: Informational

Academics
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Building

30-40 minutes

QUESTIONS/SUGGESTIONS?

IMPACT SUMMARIES

- Although teachers were apprehensive about participating in a home visit the first time and approached it with hesitation, intimidation and, in a few cases, fear for their safety and parents were often hesitant, the outcome was overwhelmingly positive, such that the large majority of the 60 teachers reported improved relationships between the teacher and parents, teacher-student relationships, student behavior, work habits, and academic achievement. (Stetson, R., Stetson, E., Sinclair, B., & Nix, K., 2012)
- A study of 26 early elementary teachers examining teachers' perceptions of home visit suggests that the benefit of home visits is a means of strengthening home school partnerships where teachers perceive home visits result in more positive relationships with children and their families. Further, the teachers believe that the visits lead to improved communication with the parents, better understanding of the child, and better understanding of the impact of the child's home environment as it relates to school performance. (Meyer, J. A., & Mann, M., 2006)
- A five-year follow-up study of teachers perceptions of home visit benefits replicates prior findings that teachers associate home visits with beneficial relationships and better communication with parents, more appreciation of the influence of the child's home environment related to school performance, and a better understanding the child's behavior in school. In addition, teachers identified a connection between the home visits and variables related to school success (i.e., school attendance, academic performance, parent engagement). (Meyer, J., Mann, M., & Becker, J., 2011)

DISTRICT IMPACT STUDIES

- In the seven years since Mason County School District introduced its home-visit strategy to develop strong relationships between teachers, administrators, students, and parents, the district has enjoyed multiple payoffs: moving from 126th to 30th on statewide academic assessments, making it one of only 22 districts in Kentucky that met all of their NCLB targets in 2011. Graduation rate is above the state average. Discipline referrals are much lower. And total adult volunteer hours have soared from 9,000 to nearly 80,000 annually. (Patt, M., 2012)
- By focusing on establishing relationships with families through home visits, a small district with more than half of its students living in poverty was able to reverse its enrollment decline, low test scores, and high drop-out rates. Home visits exceeded expectations such that parents who had never set foot in school were suddenly coming for conferences, participating teachers found it much easier to make sensitive phone calls after establishing positive relationships with parents, and raved about how quickly they were able to establish classroom routines in the fall following summer visits. Data on visits were used to recognize and address the initial mistrust based on stereotypes between its white faculty and African-American families, to establish cooperation and collective educational effort that led to significant district improvements. (Henke, L., 2011)

REFINEMENT POSSIBILITIES

- Based on a 2-year study, home visits could be leveraged to build a stronger, more impactful learning community for all stakeholders using a "funds of knowledge" stance to investigate how school leaders and teachers redefined their roles to engage with their school community. Findings indicate that people's backgrounds, educational philosophies, and dispositions are critical influencers and that educators must develop effective ways of interacting and working with students of diverse backgrounds in order to build bridges between school and home and establish meaningful relationships with students and families. (Boske, C. A., & Benavente-McEnery, L., 2010)
- Interviews of early interventionists and family members who participated in home visits indicate that the types of emotional needs experienced to one degree or another by both families and professionals include a need to have hope for the child, a sense of urgency to provide interventions, a feeling of being challenged by multiple issues, and a sense of overload contributes to the formation of an emotionally supportive partnership. Furthermore, the quality of the partnership was dependent on the degree to which there was a match or mismatch in emotional needs between the family and the professional. (Brotherson, M., Summers, J., Naig, L., Kyzar, K., Friend, A., Epley, P., & ... Turnbull, A., 2010)

CULTURAL RELEVANCE STUDIES

- Qualitative open-ended interviews conducted with low-income African American mothers on relationships developed with home visitors in a Parents as Teachers program indicated that even though the same curriculum was delivered to all parents, there were differences in the focus of the visits due to the mother's efforts to steer the conversation towards her parenting needs and perceptions of her home visitor and home visiting services. Implications are provided for enhancing the responsiveness of home visiting programs to the diverse needs of parents and for conducting program evaluations in ways that assess home visiting programs in the context of these diverse relationships. (Woolfolk, T. N., & Unger, D. G., 2009)
- A study of guided versus unguided home visits indicated that home visits enabled participants to see the families and children that they work with from a different and more positive perspective where guided home visit questions allowed participants to better understand children and their families from historical and cultural perspectives. Furthermore, participating teachers were better able to understand families' lives and the academic, emotional, and social, needs of the students more, enabling them to create a more multicultural learning environment and lesson plans for their students - shifting their teaching beliefs and practice. (Lin, M., & Bates, A. B., 2010)