

Partnering for Student Success: Making Parent Teacher Home Visits Happen

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Quick Introductions

- Jennifer LaBollita- Assistant Director, Bilingual Education Department
- Francedy Rodriguez-Parent of daughters at Brophy and Fuller

- What is your name, school, role, and what interested you in signing up for this presentation? What is one thing you would like to discuss/hope to take away from today?



Terminology

Family engagement vs parent/family involvement

- What is the difference in these phrases?



Family and Community Engagement

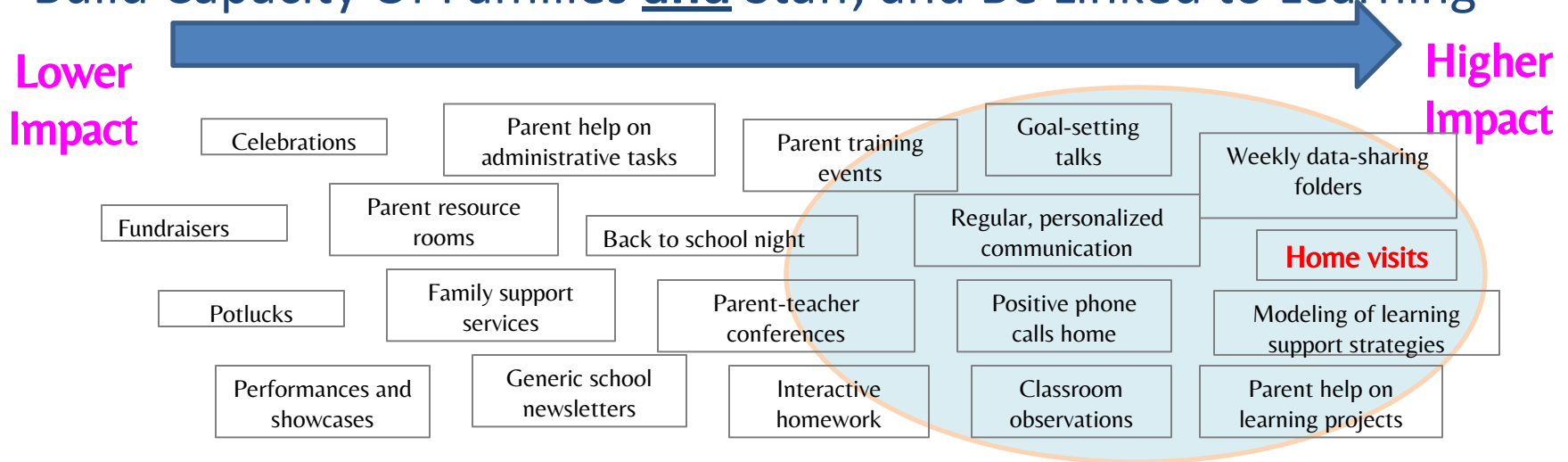
As a whole group, shout out a list of family and community engagement activities that you have been involved in/happen at your schools (currently or in the past.)



High Impact Family Engagement

Dr. Karen Mapp, Harvard

USDOE Framework: Family Engagement Should Be Relational, Build Capacity Of Families and Staff, and Be Linked to Learning



Reflection-turn and talk

- What do you notice about the activities on the higher impact side of the chart? What do they have in common?
- On which side of the chart do the activities we listed before fall?





PTHV and the Home Visits Model

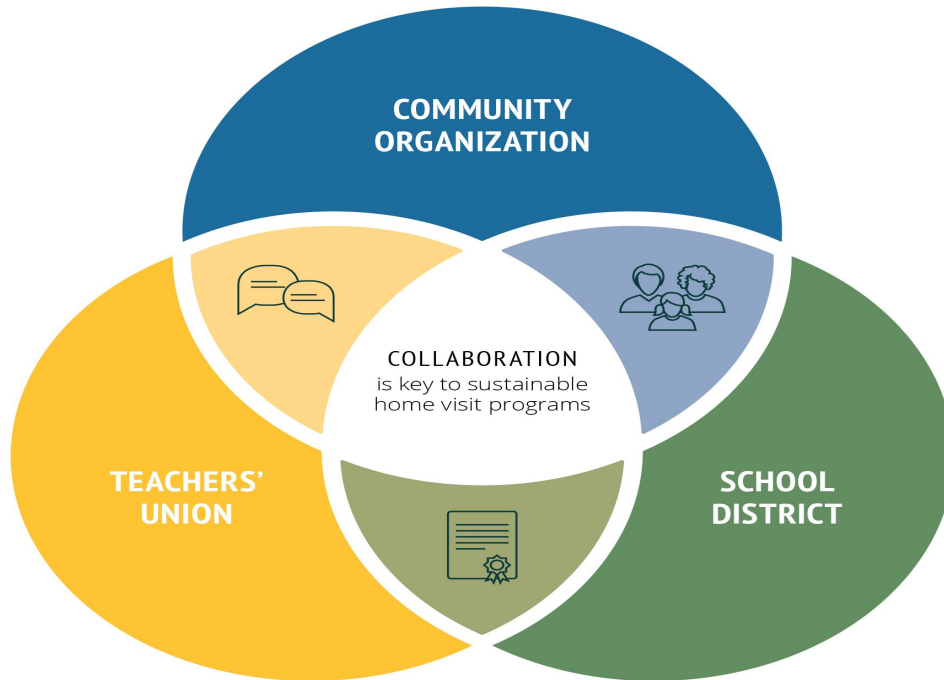


Parent Teacher
Home Visits

Mission:

To increase student and school success by building and sustaining a national network of partners who implement and advance our relationship-building **home visit model** of family and teacher engagement in public schools across the U.S.

History: A Collaborative Effort



- Began in SCUSD in 1997 as a community organizing strategy with Sacramento ACT
- 2 years of focus groups
- Launched pilot project in 1998 with 8 Sacramento schools

From Grassroots to National Model



2015-2016 School Year

- PTHV National Network trained **7,054** staff members
 - We expanded to **over 600** participating schools in **19** states and Washington, D.C.
- Together, we conducted over **51,468** relationship-building home visits
 - **1,500 of these visits were conducted in Massachusetts:**
 - **In Boston, Springfield, Lawrence, and Salem**
 - **And now in Framingham**

PreK – 12th Grade

OUR MODEL



Non-Negotiable Core Practices

1

VISITS ARE
VOLUNTARY FOR
ALL

2

EDUCATORS
ARE TRAINED &
COMPENSATED

3

WE DON'T
TARGET
STUDENTS

4

WE SHARE
HOPES, DREAMS,
GOALS

5

EDUCATORS GO IN
PAIRS & REFLECT

Training: Introduction to Home Visits

The core of our 3-hour training program **prepares and certifies educators for Parent Teacher Home Visits**, *including:*

- Building skills, knowledge, and confidence to conduct relational home visits
- Providing rehearsal/practice in engaging families
- Discussing potential fears (time, safety, mandated reporting)
- Examining culture and cross-cultural connection
- Taking it back to the classroom

PTHV Intro Video



Research-Based Participation Outcomes



Benefits for Students: 2015 Johns Hopkins University Study

Students who received a home visit--

- Had 24% fewer absences in school
- Were more likely to read at or above grade level
- Had more positive attitudes toward school
- Decreased suspensions
- Increased applications to 2 & 4 year colleges

Benefits for Parents:

2014 Landscape Evaluation of PTHVP Model Across the US Hueling

M. Lee, ED. L.D.

Home Visits:

- Increase parent involvement
- Facilitate use of culturally responsive strategies
- Bridge teacher-parent relationships, contact and communication as co-educators
- Promote trust and sense of self-efficacy for teachers, parents and students

Benefits for Teachers: 2014 Goff, Pejsa & Associates

Teachers who conducted home visits reported:

- Increased job satisfaction
- Renewed energy for the profession
- Deeper connections with colleagues
- Increased capacity to better engage students in academics

Benefits for the District

- Helps ensure success of subsequent interventions to close achievement gaps
- Provides an opportunity for teachers to increase evidence for DESE Standard III: family and community engagement
- Promotes cultural proficiency between schools and the communities they serve
- Strengthens positive parent engagement and advocacy



The Framingham Experience

Creating a Home Visits Program from the Ground Up



Some Pictures from FPS Home Visits 2016-2017

Framingham Public Schools Student Demographics

8,545 K-12 students in 9 elementary schools, 3 middle schools, 1 high school

Our students speak **70** different languages (including English) and come from **69** different countries (including the US)

53.9% of all FPS students speak a language in addition to/other than English at home

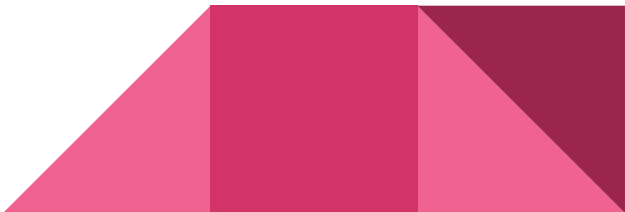
2,000 English Learners (23.4% of district) **619** Former ELs-years 1-4 (7.2%)

1,412 ELs are in K-5 (31.3% of K-5 enrollment)

*As of 5/30/18. From FPS X2. Excludes sped referral, therapy only, outplaced, preschool



How does this connect to home visits/FACE?

- The face of Framingham is changing and we are guaranteed to have students in our classrooms who are very different from ourselves
 - How do we build strong partnerships with all families and students?
 - How do we ensure the growth and success of all students in our classrooms?
 - Neither schools nor families can do it alone!
 - Home visits and other high impact family engagement strategies are ways for admin/teachers/staff and families to connect, learn about and from each other, and work together to support their child/student
- 

Home Visits pilot timeline 2015-2016

May-June:

- ESL teachers attended MATSOL conference and saw a presentation about home visits from another MA district. They expressed interest in starting a program next year.
- Bilingual Dept. received powerpoint/materials from presenter and began to research and discuss possible funding sources and pilot program design.



Home Visits pilot timeline 2016-2017

September:

- Met with Roberta-MA Hub Coordinator from PTHV to discuss starting a pilot

October:

- Assistant Director and an ESL teacher attended PTHV conference in DC

December:

- Title III grant funds came through to start planning the training and decide on a budget for the home visits
- Reached out to all principals to invite them into the pilot. 5 schools accepted.

December-February

- Wrote MOA with FTA to finalize all details

February:

- PTHV trained about 60 principals, vice principals, district staff, teachers, assistants, guidance staff, and translators
- Created district forms and procedures to keep track of visits

March:

- Identified and met with Site Coordinators from each of the pilot schools to clarify their role and district procedures
- Site Coordinators then met with their school staff who had been trained

April-June


- Visits begin! 23 staff completed 36 visits!!

Funding

- In MA, districts with 100 or more ELs qualify for Title III which are funds that supplement activities/materials/PD directly for ELs and their families
- This is how we funded our pilot as ELs comprise every “category” of student and family
- One school is also using Title I as they are a Title I school and thus every family can be visited




Action Steps to create a Home Visits program

- Met with Senior Leaders and FTA Co-President to propose a pilot
 - Communicated with school leadership and staff to establish 5 pilot sites
 - Wrote Title III Grant to include home visits, monitored budget throughout
 - Coordinated initial training with PTHV and internally with PD office and substitutes
 - Wrote MOA and Site Coordinator Job description with HR & MTA/FTA leadership
 - Created district forms and procedures for keeping track of the entire process on SIS X2 through the document and service tab boxes
 - Created district forms and procedures for home visit process and for stipend payment
 - Monitored post-visit spreadsheet and updated some fields on X2
 - Met with Site Coordinators before pilot to explain procedures, during pilot to problem-solve, and after pilot to debrief and review school reports
 - Created Pilot Survey and analyzed responses
 - Created Final Pilot report and analyzed data
- 

Site Coordinators and their role

One SC per school, initially flat stipend of \$300, this year based on # of visits completed

- Coordinating school-based training and keep records on who has been trained in the PTHV model
 - Ensuring that the program is executed with fidelity
 - Helping district determine the budget/number of visits possible at their school
 - Hold meetings/info sessions at their schools with teachers
 - Matching teachers with their partner/creating a scheduling system
 - Help arrange interpreters if necessary to join visit
 - Overseeing that the billhead/payment process gets completed
 - Collecting data from the visits at their school and compiling a report
 - Bridging the school and the district as a contact point
- 

FPS Procedures

- Site Coordinators reviewed with their staff before visits began.

Home Visits Checklist 2016-2017

Before the visit

- One teacher has called parent/guardian to set a date/time for the visit, told them who else is joining them on the visit, and has let the other teacher know
- One teacher has called the parent the day before to remind/confirm visit
- One teacher has let site coordinator know of the planned visit
- One teacher has gotten an appropriate book from the site coordinator to bring (if applicable)
- Site Coordinator keeps track of books given out

On the visit

- We brought a book for the child (if applicable)
- We have asked the parents what their hopes and dreams for their child are
- We have invited the parent to an upcoming event or made plans for future communication (the “ask”)

After the visit

- Confirm with site coordinator the visit took place
- One teacher/both working together has completed the google forms survey with the info about the home visit (before getting paid)
- If there are issues that need to be followed up on, one teacher makes sure the appropriate person is contacted with the family's permission
- Jennifer-has checked the box on the service tab on X2 and entered the date of the visit
- Site coordinator-has entered a home visits journal entry under documents in X2

Stipend Payment

- Both teachers have filled out an individual billhead with one hour/visit at \$27.13 within 10 days of the visit
- Site coordinator-signed the billhead under “Chair/leader/facilitator”
- Site coordinator-sends Jennifer LaBollita the billhead to process for payment

Data Collection-Post-visit survey

Asks for basic student/visit info as well as:

- Hopes and dreams
- Additional questions or concerns
- Follow up steps to maintain communication
- Any anecdotes or further notes

All results go into a spreadsheet that I monitor. Before billheads (payment) is processed, this survey must be completed to verify visit took place. Most teachers complete day after-no notes in home!

FPS Home Visit Pilot data 2016-2017

This is one place to enter completed home visits. The site coordinator will also enter information into X2.

Your email address (jlabbolita@framingham.k12.ma.us) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Student name (ex- John Doe) *

Your answer

LASID (please double check) *

Your answer

School *

Choose ▼






Date of phone call to arrange visit *

Date

mm/dd/yyyy

Data Collection -SIS

- Checking the box allows me to search every student in the district to see who's received a home visit and when.
- When students go to a new teacher/school the information will not be lost.
- Allows for district oversight/data analysis.

ELL Service	[Not applicable]
Waiver Date	<input type="text"/> 
SLIFE (DOE41) 	<input type="checkbox"/>
SLIFE Entry Date	<input type="text"/> 
SLIFE Exit Date	<input type="text"/> 
Home Visit	<input checked="" type="checkbox"/>
Last Home Visit Date	<input type="text" value="5/6/2017"/> 

Data Collection-SIS documents

- A new space in a document section to record info from the visit.
- Anyone connected with the child can read it and take follow up steps.

	Date	Time	Type	Duration	Reason	Referral	Follow-up	Comment
<input type="checkbox"/>	5/5/2017	11:10 AM	Meeting	50	Home Visit	Other	None	Home Visit conducted on 5/6/17 at 11:10 am -12:00 ...

Date *	<input type="text" value="5/5/2017"/>	Type	<input type="text" value="Meeting"/>
Time *	<input type="text" value="11:10 AM"/>	Reason code	<input type="text" value="Home Visit"/>
Duration in minutes	<input type="text" value="50"/>		

Comment	<p>-They do not feel part of the school community. -They cannot help Richard with homework since they do not know how to read and write English. The older brother has learning disability. -They have difficulty to communicate with the school. They think that a bilingual secretary would be more capable to help the families. "</p> <p>Follow Up: "I will call mom to invite her to schools events such as 5K Fun Day. (Richard needs a lot of support. He is a very sweet boy, however, he needs to practice sports. He needs to be more active and engaged with friends. H school program to help Richard with his homework and physical activities. Our commitment with his family has just started.)" Richard sent home a thank</p> <p>Notes: I helped them to navigate the Framingham Public Schools website, register for buses next year, and even help to navigate the Framingham Park up for sports and activities.</p>
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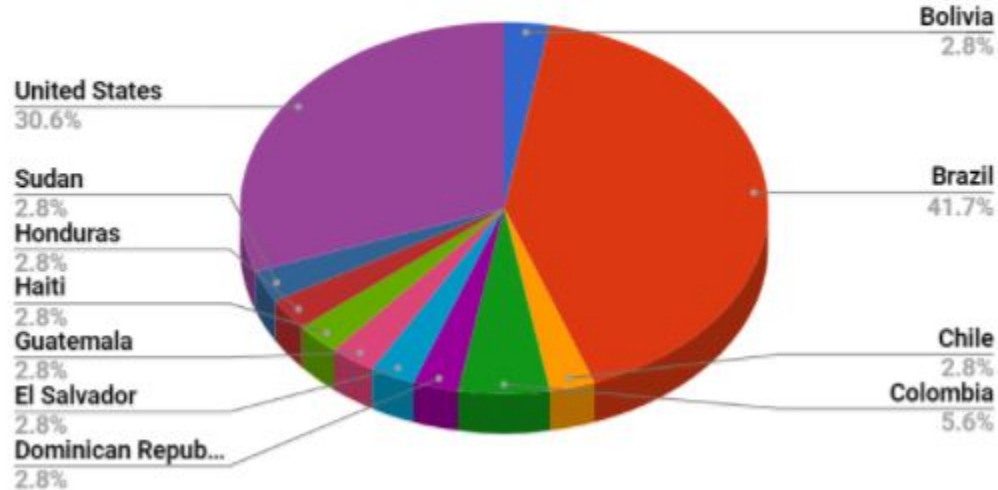
Results of pilot: Who received visits?

The 36 students who received visits are in 5 different grade levels, 3 different EL programs, speak 7 different languages, and come from 11 different countries!

By country of origin:

Bolivia-1
Brazil-15
Chile-1
Colombia-2
Dominican Republic-1
El Salvador-1
Guatemala-1
Haiti-1
Honduras-1
Sudan-1
United States-11

Home Countries of Families who received a Home Visit



Results of pilot: By language

By language:

Arabic-1

French-1

Gujarati-1

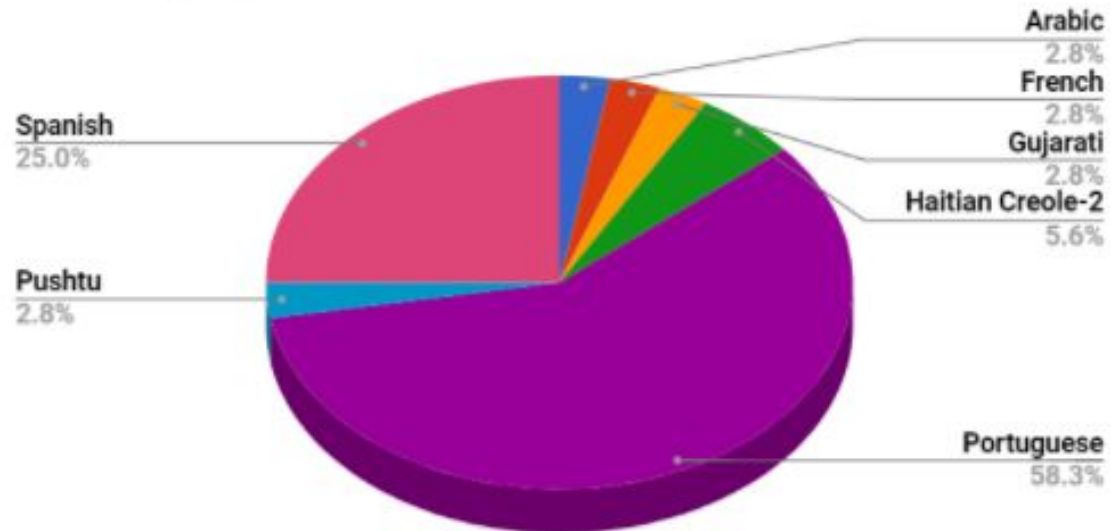
Haitian Creole-2

Portuguese-21

Pushtu-1

Spanish-9

Home Languages of Families who received a Home Visit



Results of pilot: some feedback

- What a wonderful experience to see a mom's expression soften into a glowing smile when the teachers come to talk with her about all of the positive qualities of her son, whose primary contact with the school has been negative!
- It was a fun visit with lots of talking over each other, partly due to the number of people and the sporadic translations. We laughed a lot and <Father> asked us some questions about our own lives-where do you live, do you have children and the like. As a social worker, it felt a little funny to be asked questions about me as my experience with home visits has always been one-sided and purposeful. It was great to relax and feel welcomed into their home and hopefully they felt comfortable with us as well!
- Hopes and dreams: to attend university. Student said she wants to study medicine and Mom said she has had this goal for her whole life
- Student's mother would like to see her son develop healthy relationships/friendships with his peers, go to college, and have a fulfilling life. She said that when she asks him what he'd like to do in his future, he always says he doesn't know. She reported that he loves music and computers. She also said that he is a very good goalkeeper in soccer, and that he enjoys sports. His mother would like to support her son's development in whatever way she

Reflection


Think to yourself, then share with the group:

- What could be the impact on your practice of having this experience or learning this kind of information about your students and families?



Results of pilot: School leadership and staff survey

Sent out a google survey to School leadership and teachers-14 responses

- I feel home visits should continue in 2017-2018 at my school: **100% YES**
 - A home visits program is an effective way to promote family and community engagement in my school: **100% Strongly agree or Agree**
(Strongly agree-11 people-78.6%; Agree-3 people-21.4%)
 - I feel home visits should expand to other schools: **100% YES**
 - Most challenging aspect: **scheduling** with partner teacher and families
- 

Results of pilot: Personal reflections

- Tony Marin, Site Coordinator and Teacher-Fuller Middle School
- Francedy Rodriguez- Parent



Coming together
is a beginning;
keeping together
is progress;
working together
is success.

Henry Ford

jenifer scott | StudioJRW

After the pilot program, I had experienced that the HVP impacted my teaching in many ways. Also, I found similar experiences with other colleagues as well. In my personal reflection I consider the HVP is


An approach that open doors and creates a world of possibilities...

THE HV PROGRAM IMPACTS SCHOOLS AT DIFFERENT LEVELS

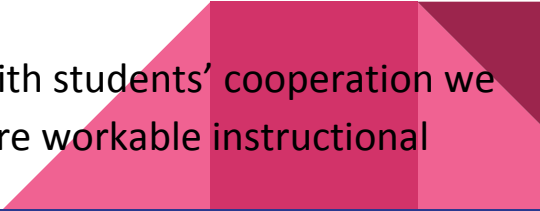
TO THE STUDENTS:

- Increase their rapport, and personal connection with teachers, teams, and school
- Improve their attendance and class participation
- Promote a better student's attitude (toward learning), evidenced in openness and disposition: students become friendlier, reachable, and more willing to work with the teachers and peers
- Increase their willingness to cooperate, participate, and help peers and the teachers in special projects and after school programs
- Increase their motivation, engagement and class performance
- It appears to have a direct correlation with achievement and academic growth.
- It creates more interest in pursuing further education. Students ask questions about college. They express more curiosity in “What is out there...”

TO THE FAMILY:

- Families tend to feel more supported and empowered.
 - Families expressed that their questions and concerns are heard.
 - They learn more about school system and how to reach the staff, in other words, they become more proactive and responsive.
 - They find different and or alternative ways to get involved with the school.
 - They tend to be more attentive in what is going on in the school.
 - They tend to support and/or follow up their sons/daughters progress in the school in a more effective way.
 - Throughout this program, Families find further connections with the resources of the community and ways to solve other problems that might have a negative impact in the students' school adjustment.
- 

TO THE TEACHERS:

- The teacher feels more connected with his/her students, being able to establish a better rapport.
 - The teacher becomes more aware and conscious on a particular student's situation and the influence in the student's behavior.
 - The teacher develops a better understanding of the dynamics in his/her students' life (needs, interests, fears, worries, hopes and dreams) and how these personal circumstances impact and climate and atmosphere in the classroom
 - These valuable information and feedback can be utilize in the implementation of more effective strategies for classroom management, class activities, and better instructional practices
 - Overall, the teacher feels less frustrated and more accurate/effective in his/her role increasing the level of satisfaction in the classroom and as a role model who is making a difference in his/her students' life
 - The teacher feels and experiences higher levels of productivity (with students' cooperation we can accomplish more) and more prompt to try innovative and more workable instructional practices.
- 

Never underestimate the difference YOU can make in the lives of others. Step forward, reach out and help. This week reach to someone that might need a lift.

WWW.FEELMYLOVE.ORG

Thoughts? Comments? Questions?



Ticket to Leave

On one side of the index card, please write 1 or more takeaways from today.

On the other side, please feel free to write any additional thoughts, comments, or questions you may have. (If you would like a response, please leave your name.)

