

Parent Teacher Home Visit Project Evaluation Report 2017

June 30, 2017

Prepared by

Elizabeth Christiansen, Ph.D.

Kelly Morning, M.P.H.

Center for Program Evaluation

University of Nevada, Reno

Prepared for

The Parent Teacher Home Visit Project

Washoe County School District Family School Partnerships



Center for Program Evaluation
Community Health Sciences
University of Nevada, Reno

Parent Teacher Home Visit Project Evaluation Report 2017

The Washoe County School District Parent Teacher Home Visit Project (PTHVP) is based on the nationally recognized and research-based program modeled from Sacramento and supported by the Family School Partnerships Department and ACTIONN. The goal of the PTHVP is to build positive relationships with families and strengthen their capacity to effectively engage in their child's education at home and within the school environment. The program's primary objectives are to

- Cultivate a welcoming and trusting relationship between families of school-aged children and the WCSD.
- Provide a foundation for engaging parents in their child's education throughout their child's academic career by raising awareness among parents and guardians regarding school policies that relate to their child's academic success and providing families with knowledge, tools, and strategies that will help them engage in their child's education at home.
- Improve the academic achievement of students and thereby improve their chances for college and career success.

The WCSD PTHVP contracted with the Center for Program Evaluation (CPE) at the University of Nevada, Reno to conduct a program evaluation. CPE collected information from both teachers and parents involved with PTHVP. Teachers who had participated in the PTHVP were invited to complete an online survey. Parents from participating schools were invited to complete an online survey available in English and Spanish.

Program Participation

Teachers and staff participants in PTHVP completed logs to document home visits. In 2016-2017, 29 schools participated in the PTHVP, completing a total of 2,208 visits. Across the schools, 701 staff completed visits in 2016-2017. Table 1 shows the number of home visits completed in the past 4 years. See Appendix A for the number of visits by school.

Table 1. Number of Home Visits	2013- 2014	2014- 2015	2015- 2016	2016- 2017
Number of Schools Participating	12	20	24	29
# of Visits Completed	1249	1959	2,261	2,208
Number of Staff Participating	193	371	413	701

PHTVP Home Visitor Survey

The PHTVP home visitor survey was administered to teachers and other school staff who participated in the program online in May and June 2016 (see survey instrument in Appendix B). A total of 138 respondents completed the survey—all of whom had completed home visits during the 2016-2017 school year. The majority of respondents were teachers (88%), with 4% counselors and the remainder in other positions such as parent involvement facilitators/family graduation advocate, administrator, and other (Figure 1). The respondents represented all 24 PTHVP Washoe County Schools.

Figure 1
88% of respondents were teachers.

Teacher 88%	Counselor 4%	Other 9%
----------------	-----------------	-------------

It was the first year conducting home visits for 28% of respondents, while 72% had been conducting visits for two or more years (Figure 2). When conducting home visits, all of the respondents (100%) indicated they had brought at least one other person on the visit with them (which aligns with PTHVP visit recommendations). Most (94%) brought one other person with them. The median number of visits was 8.7. The most frequently reported number of home visits conducted this past year was one to five (Table 2).

Table 2. Number of home visits through PTHVP

# of visits (N=135)	%
1 - 5	40%
6 - 10	36%
11 - 15	13%
16 or more	12%

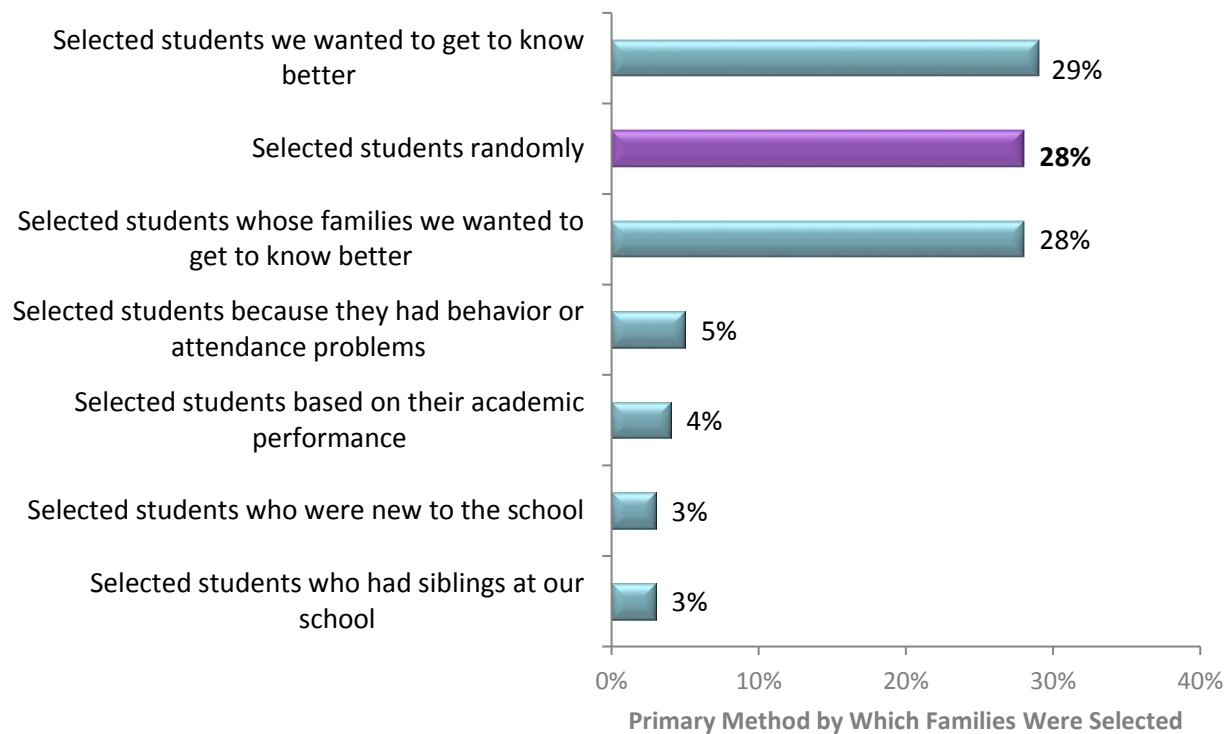
Figure 2
72% of respondents had been conducting visits for two years or longer.

First year 28%	2 years 35%	3 years 27%	4 years + 10%
-------------------	----------------	----------------	------------------

Visitors were asked to indicate the primary method by which their school selected which students' families would be visited (Figure 3). The most frequently chosen primary methods were students they wanted to get to know better (29%), students were selected randomly (28%), and students whose families they wanted to get to know better (28%). Random selection is the method recommended by the program.

Figure 3

28% of respondents' primary selection method was selecting students randomly .



For those who selected students based on academic performance, MAP or DRA scores were used by the highest percentage 60%. Of those who selected based on academic performance, respondents most frequently reported selecting student from a range of achievement levels (86%). With respect to selecting students based on behavior or attendance data, slightly higher than 2015 and 2016 data, classroom observations (76%) were most frequently the source of data used to make those selections (Table 3). Compared to previous years, fewer respondents in 2017 reported using major or minor behavior data or attendance in their selections. However, 10% reported using risk index data compared to zero in 2016.

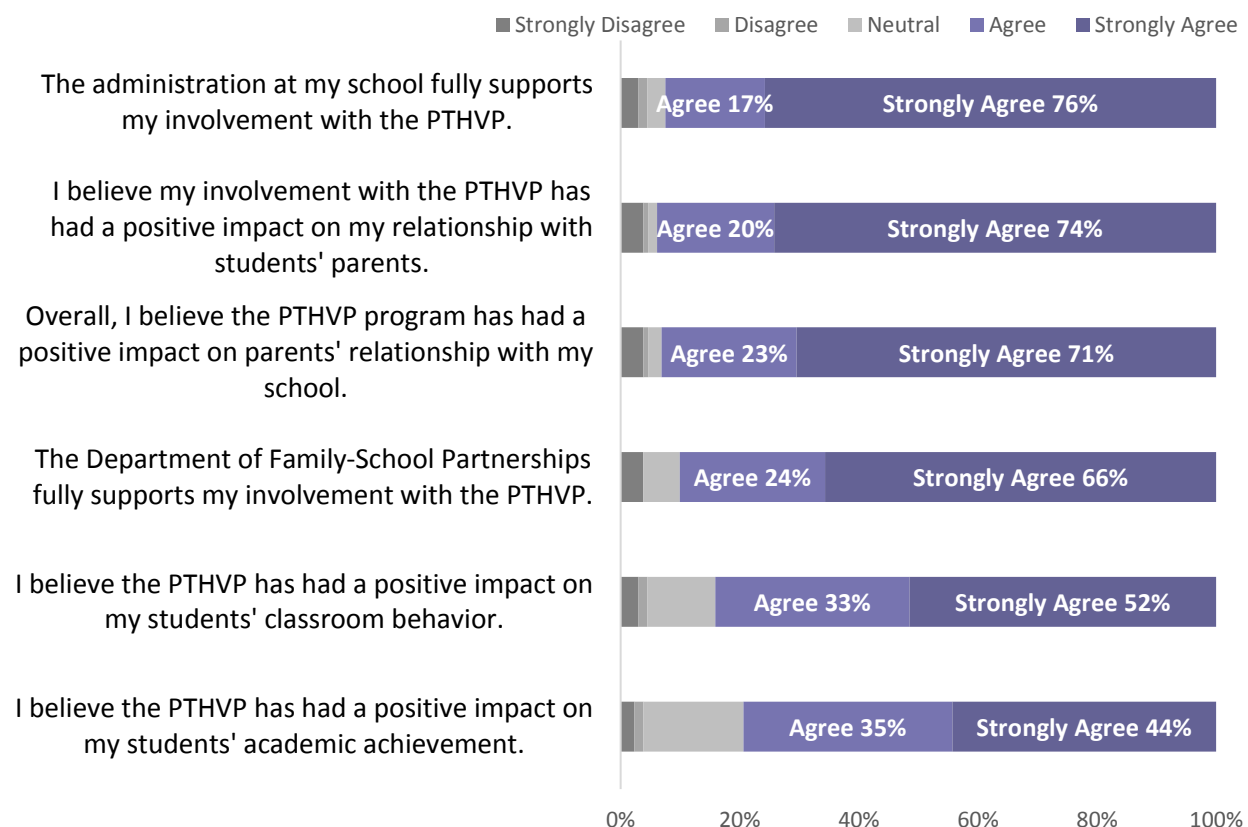
Table 3. Data used to select students based on their behavior or attendance

	2014 (N=22)	2015 (N=97)	2016 (N=47)	2017 (N=29)
Major or minor behavior data	55%	42%	33%	24%
Attendance data	73%	58%	58%	41%
Risk index data	18%	15%	0%	10%
Classroom observations	73%	71%	67%	76%

The highest percentages of respondents *agreed* or *strongly agreed* that they believed the PTHVP has had a positive impact on parents' relationship with their school (94%), it has had a positive impact on the home visitor's relationship with students' parents (94%), and that the administration at their school fully supports their involvement with the PTHVP (93%; Figure 4). Results in 2017 were very similar to those in the past three years.

Figure 4

94% of respondents strongly agreed or agreed that the program has had a positive impact on

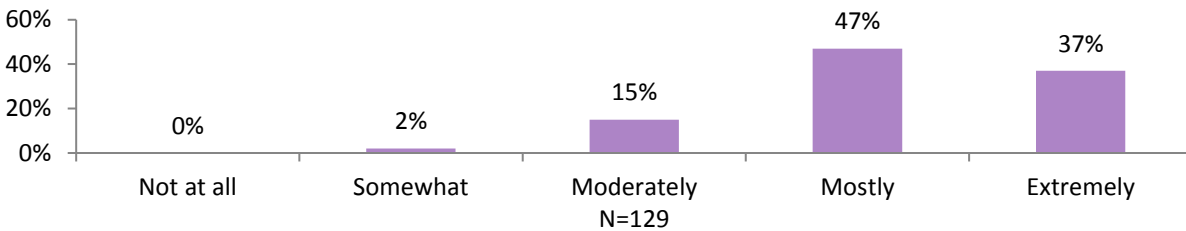


Most of the respondents (84%) found that the PTHVP training had prepared them for conducting home visits *quite to extremely well* (Figure 5). Most (87%) of the respondents thought it was *quite* or *very likely* that they would conduct home visits next year (Table 4).

Table 4. Likelihood of conducting home visits next year (N=132)

1 Not at all likely	0%
2 Somewhat likely	3%
3 Moderately likely	9%
4 Quite likely	23%
5 Very likely	64%

Figure 5. How Well PTHVP Training Prepared Participants for Home Visits



What was Learned about Families

Home visitors reported learning many different things about the families they visited. Commonly, they reported learning about their interests, the culture and values of families, families' needs, and the diversity of home environments. Home visitors noted how hardworking the families were and how invested families were in their children's education. Visitors felt welcomed into homes.

Examples of What Home Visitors Learned about the Families

They are very proud parents and were very welcoming to their home.

Learned about backgrounds, living situations, family values, and student interests.

Learned about family dynamic, challenges at home, parents' dreams for their children, children's dreams for themselves. Got a better idea about what interests and excites student.

From the families I have visited, I have learned many things about their beliefs and traditions. Also, their family structure, struggles, and needs. Learning about these factors was really helpful to understand students' behavior, working habits, lack of interests in school. I could provide better support to my students and their families based on what I have learned from them.

What was Learned about Students

Many home visitors found that the students were very proud to have them visit their homes. Home visitors reported learning about their students' interests outside of school, their home environments, the responsibilities they have, and the challenges they face. Some home visitors noted that seeing a student's environment gave them insight into why they had trouble completing homework. Other home visitors noted that they saw how loved the students were at home.

Examples of What Home Visitors Learned about Students

They were very excited to see me and liked to show off their home.

My highest achieving girl is overwhelmed with homework.

I was able to establish relationships with the students on a different level. I learned what types of activities the students did outside of the classroom as well.

Most of the students I visited allowed themselves to be vulnerable during the visit which helped me see into their child-like personalities and struggles; thus, allowing me to connect with them better.

Topics Discussed at Home Visits

Home visitors reported discussing a variety of topics and questions with families during the home visits. Some of the most frequently mentioned topics were parents' hopes and dreams for their child, the child's interests and home life, homework, how to support their child's learning at home, school activities, and referrals to community resources. Some home visitors mentioned that they focused on hopes and dreams, family life, the child's interest and such topics at the first visit, and then changed the focus more to academics at a second visit.

Examples of Topics Discussed at Home Visits

Mostly, it was a lot of getting to know each other. Hopes and dreams for their children's future.

Many parents asked about homework and how to support their students from home.

For many of our visits, it was more of a therapy session for the parents. We learned of their hardships and successes and their concerns and goals for their kids.

Information Provided at Home Visits

Home visitors frequently reported providing families with their contact information, information about school events and activities, and community resources. Many provided contact information for their school counselors and PIFs (Parent Involvement Facilitator). Home visitors also frequently invited parents to specific upcoming events at the school, such as data night, math night, or multicultural night.

Additional Supports Needed to Conduct Home Visits

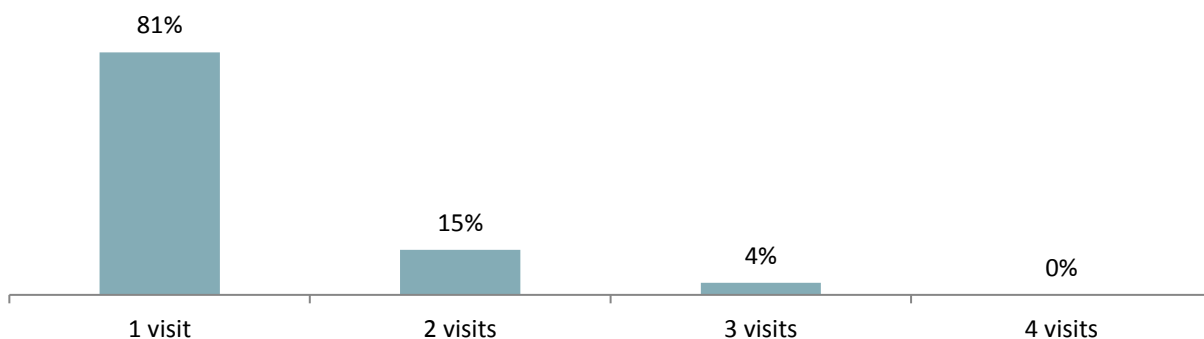
Some home visitors provided some suggestions for additional supports they needed to conduct home visits. One of the top needed supports was for translators as there is a shortage of Spanish-speaking teachers and staff to assist with home visits. Another suggestion was help with setting up the meetings as this tended to take more time than anticipated. Some home visitors expressed a desire for more trainings on how to engage parents and interact with them during the visit. Various respondents mentioned difficulties with the restrictions on classified staff participation in home visits. Lack of time to conduct the visits also was frequently mentioned. One respondent suggested the idea of bringing a small gift to the homes visited.

Parent Survey

Parents with email addresses were invited to complete a parent survey online. The parent survey was completed by 105 parents. Respondents represented a wide range of PTHVP schools. A full list of respondents' school association is included in Appendix A. The majority of the parents completed the survey in English (87%), while the remainder (13%) answered in Spanish. Parents reported having between one and three home visits during the 2016-2017 school year. Fifteen percent of the respondents had two visits this past school year, while 81% had one visit (Figure 6). This year's survey was administered earlier in the year (February and March) than past years, so a comparison of the number of visits this year with past years is not valid.

Figure 6

81% of parent respondents had one visit this year (from fall through February/March).



Perceived Positive Outcomes Due to Home Visits

Parents were asked to rate their level of agreement with statements about positive outcomes they and their children had experienced as a result of the home visits. Most of the respondents (90%) *somewhat* or *completely* agreed that they felt comfortable having the teacher visit their home. Sixty-nine percent or greater of parent survey respondents *somewhat* or *completely* agreed that as a result of the home visit:

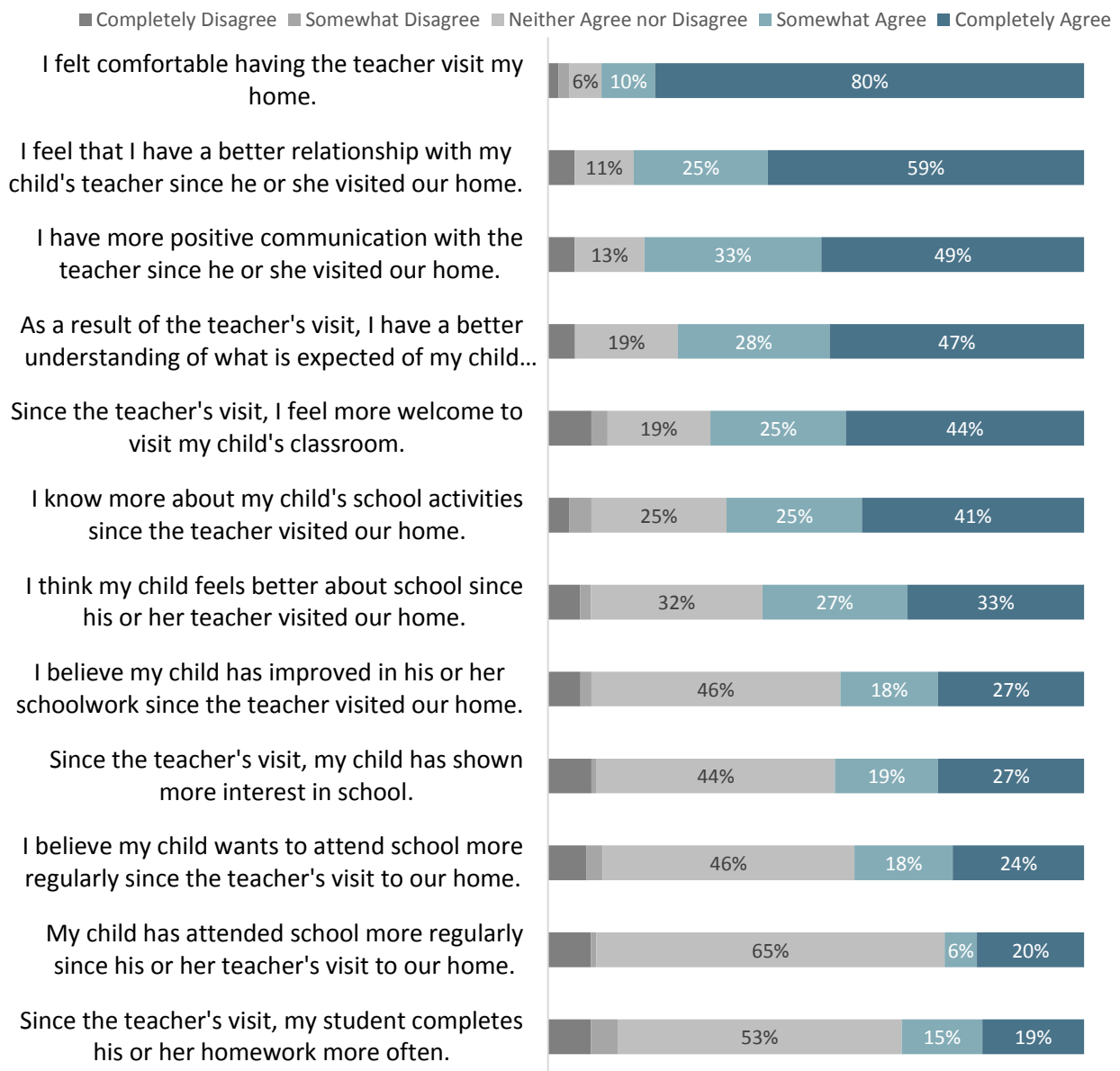
- they had a better relationship with their child's teacher (84%);

- they had more positive communication with the teacher (82%);
- they had a better understanding of what is expected of their child in school (76%); and,
- they felt more welcome to visit their child's classroom (69%).

Over half of parents *somewhat* or *completely* agreed that, since the home visit, their child felt better about school (60%). Just under half reported their child has shown more interest in school (46%; Figure 7).

Figure 7

90% of parent respondents strongly agreed or agreed that they felt comfortable having the



What Parents Liked about Home Visits

Parents described what they had liked about having their child's teacher visit their home. Several parents mentioned they liked the getting to know the teacher and being able to have an open line of communication. Many also reported that their child was excited and proud to have his/her teacher visit their home. Parents described how having home visits improved confidence and helped build a stronger relationship.

"My child was excited that his teacher came to the house to visit him. He opened up more to them in his own environment and felt more comfortable with them. The teachers get a better idea of the child's home routine.." – PTHVP Parent

"This allowed my child, who is apprehensive about others, to feel more comfortable and trust her teachers at school. I felt that my daughter is truly cared about at school. I feel that she is more happy being at school now." – PTHVP Parent

"Allows development of personal relationship (child feels more connected to teacher). Allows teacher to see some of children's home life.." – PTHVP Parent

Parents' Suggestions for Home Visit Changes

The majority of parents said they wouldn't change anything about the home visits, while a few suggested changing the length of the visit, having the teachers go themselves without having someone else go in his/her place, and having more clarity about what is expected.

"I would not have changed a thing, the visit was perfect the way it was." – PTHVP Parent

"The visit was too short. Not all the teachers came home. It should be required for teachers."–PTHVP Parent

Conclusion

Evaluation results for the PTHVP demonstrate progress towards the programs goals. Both the home visitor survey and the parent survey results provide evidence that the PTHVP in WCSD has been successful in building strong relationships *between families of school-aged children and the WCSD* at the schools in which has been implemented. Both teachers and parents perceived

improvements in the parent-teacher relationship. Teachers reported being welcomed into the families' homes and parents reported being comfortable hosting the teachers. Furthermore, both the surveys show that home visits contributed to *providing a foundation for engaging parents in their child's education throughout their child's academic career by raising awareness among parents and guardians regarding school policies that relate to their child's academic success and providing families with knowledge, tools, and strategies that will help them engage in their child's education at home*. Teachers mentioned sharing information about how parents could support their child's learning at school and become involved in school events and activities. Parents noted learning more about what was occurring in the classroom and how they could support their children's education at home. Furthermore, both parents and teachers observed the students' positive reactions to the home visits.

Appendix A
Participation Log Detail by School

2016-2017 Home Visits

School	# of Visits
Alice Maxwell Elementary	37
Alice Smith Elementary	166
Bailey Charter School	21
Bernice Mathews Elementary	83
Desert Heights Elementary	67
Dilworth STEM Academy	120
Dodson Elementary	30
Elmcrest Elementary	13
Grace Warner Elementary	32
Greenbrae Elementary	40
Hug High School	72
Innovations High School	22
Washoe Inspire Academy	43
Kate Smith Elementary	45
Katherine Dunn Elementary	110
Lemelson STEM Academy	119
Lemmon Valley Elementary	134
Libby Booth Elementary	70
Lincoln Park Elementary	49
Palmer Elementary	47
Rita Cannan Elementary	96
Robert Mitchell Elementary	93
Sparks High School	57
Sparks Middle School	56
Stead Elementary	10
Sun Valley Elementary	123
Traner Middle School	187
Turning Point	5
Vaughn Middle School	53

**Survey Participation by Parent:
2016-2017 Home Visits**

School	# of Parent Responses	% of Parent Responses
Alice Maxwell	4	5%
Alice Smith	8	10%
Bailey Charter	0	0%
Desert Heights	6	7%
Dilworth MS	6	7%
Dodson	0	0%
Elmcrest	1	1%
Glenn Duncan	0	0%
Grace Warner	1	1%
Greenbrae	2	2%
Huffaker	0	0%
Hug	0	0%
Inspire	0	0%
Jesse Hall	0	0%
Kate Smith	1	1%
Katherine Dunn	1	1%
Lemelson	2	2%
Lemmon Valley	15	18%
Libby Booth	2	2%
Lincoln Park	3	4%
Mamie Towles	0	0%
Matthews	3	3%
Palmer	1	1%
Rita Cannon	4	5%
Robert Mitchell	4	5%
Sparks HS	0	0%
Sparks MS	0	0%
Stead	2	2%
Sun Valley	5	6%
Turning Point	0	0%
Traner	5	6%
Vaughn MS	2	2%
Washoe Innovations	0	0%
Whitehead	0	0%

Appendix B

Survey Instruments

Home Visitor Survey

Parent Teacher Home Visit Project Evaluation Survey 2017

Parent Teacher Home Visit Project (PTHVP) Evaluation Survey

Please take a few minutes to complete this survey about your experiences with the Parent Teacher Home Visit Project this year. The Department of Family-School Partnerships has contracted with the Center for Program Evaluation at the University of Nevada, Reno to evaluate the program. Your feedback will help staff strengthen and improve the program for upcoming years.

If you have any questions about the survey, please contact Elizabeth Christiansen, Center for Program Evaluation, University of Nevada, Reno, elizabethc@unr.edu

1. At which school are you located?

Other (please specify)

2. Which of the following best describes your role?

- ☐ Teacher
- ☐ Parent Involvement Facilitator or Family Graduation Advocate
- ☐ Interpreter
- ☐ Administrator
- ☐ Counselor
- ☐ Other (please specify)

3. Did you conduct any home visits this year?

- ☐ Yes
- ☐ No

Parent Teacher Home Visit Project Evaluation Survey 2017

4. What was the biggest barrier preventing you from conducting home visits this year? (Choose 1 answer)

- ☐ Lack of time
- ☐ Lack of funding
- ☐ Lack of training
- ☐ Not comfortable going to homes
- ☐ Changed to a school where the program is not offered
- ☐ Not having someone else to go with you on visits

5. Have you ever conducted home visits?

- ☐ Yes
- ☐ No

6. How well prepared do you feel to conduct home visits?

- ☐ 1 Not at all
- ☐ 2 Somewhat
- ☐ 3 Moderately
- ☐ 4 Mostly
- ☐ 5 Extremely

7. How likely is it that you will conduct home visits next year?

- ☐ 1 Not at all likely
- ☐ 2 Somewhat likely
- ☐ 3 Moderately likely
- ☐ 4 Quite likely
- ☐ 5 Very likely

8. What, if anything, might prevent you from conducting home visits next year?

Parent Teacher Home Visit Project Evaluation Survey 2017

9. How many years have you been conducting home visits through the PTHVP?

- ☐ This is my first year conducting home visits through the PTHVP.
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5 years
- ☐ More than 5 years

10. When you went on home visits this year, how many additional people did you usually bring on the visit with you?

- ☐ Usually conducted visits by myself
- ☐ 1 other person
- ☐ 2 other people
- ☐ 3 other people
- ☐ 4 other people
- ☐ Other (please specify)

11. How many home visits did you participate in so far this year through the Parent/Teacher Home Visit Project? Enter a number only in the box below.

12. What was the primary method by which your school selected which students' families would be visited through the PTHVP this year? (Choose one answer)

- ☐ Selected students based on their academic performance.
- ☐ Selected students because they had behavior or attendance problems.
- ☐ Selected students who had siblings at our school.
- ☐ Selected students who were new to the school.
- ☐ Selected students we wanted to get to know better.
- ☐ Selected students whose families we wanted to get to know better.
- ☐ Selected students randomly.

Other Selection Process (please specify)

Parent Teacher Home Visit Project Evaluation Survey 2017

Selection Process Continued

13. If you selected students based on their academic performance, what data did you use to identify students, if any?

- ☐ MAP or DRA scores
- ☐ Risk Index/Early Warning System scores
- ☐ Credit Attainment Data
- ☐ Grades or GPA
- ☐ Kindergarten Portfolio
- ☐ Unit tests or other classroom assessments

Other (please specify)

14. What type of students did you primarily select for visits?

- ☐ Higher achieving students
- ☐ Lower achieving students
- ☐ Mid-range students
- ☐ Selected students from a range of achievement levels

Other (please specify)

Parent Teacher Home Visit Project Evaluation Survey 2017

15. If you selected students based on their behavior or attendance, what data, if any, did you use in the selection process?

- ☐ Major or minor behavior data
- ☐ Attendance data
- ☐ Risk index data
- ☐ Classroom observations

Other (please specify)

Parent Teacher Home Visit Project Evaluation Survey 2017

16. Please rate your level of agreement or disagreement with each of the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The administration at my school fully supports my involvement with the PTHVP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Department of Family-School Partnerships fully supports my involvement with the PTHVP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my involvement with the PTHVP has had a positive impact on my relationship with students' parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I believe the PTHVP program has had a positive impact on parents' relationship with my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the PTHVP has had a positive impact on my students' classroom behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the PTHVP has had a positive impact on my students' academic achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. If you received training from the Parent Teacher Home Visit Project, how well did it prepare you for conducting the home visits?

1 Not at all	2 Somewhat	3 Moderately	4 Quite	5 Extremely	N/A, did not receive training
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. What else, if anything, could have been included in the training to better prepare you to conduct home visits?

19. How likely is it that you will conduct home visits next year?

☐ 1 Not at all likely ☐ 2 Somewhat likely ☐ 3 Moderately likely ☐ 4 Quite likely ☐ 5 Very likely

Parent Teacher Home Visit Project Evaluation Survey 2017

Reflection on Home Visits

For this last series of questions, please reflect on how your home visits have gone this year.

20. What have you learned about the families that you visited?

21. What have you learned about the students whose homes you visited?

22. What were some of the main questions, comments, suggestions, or discussions you had with parents during your visits?

23. What contact information or invitations to participate in school activities did you provide to families, if any?

Parent Teacher Home Visit Project Evaluation Survey 2017

24. What, if any, additional supports (professional development, administrative support, etc.) do you need to conduct home visits through the PTHVP?

Thank you for completing this survey!

Parent Survey

Parent Survey-Parent Teacher Home Visit Project 2017

Please answer these questions about your experience with home visits from your child's teacher this school year.

Si prefiere tomar la encuesta en español, por favor, use este enlace web: [Encuesta en español](#)
([Survey in Spanish](#))

1. How many home visits did you have during this school year (August 2016 to now)?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more visits

Parent Survey-Parent Teacher Home Visit Project 2017

2. Thinking about the child whose teacher visited your home, how much do you agree or disagree with each of the following statements?

	Completely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Completely Agree
My child has attended school more regularly since his or her teacher's visit to our home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt comfortable having the teacher visit my home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since the teacher's visit, my student completes his or her homework more often.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since the teacher's visit, I feel more welcome to visit my child's classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of the teacher's visit, I have a better understanding of what is expected of my child in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more positive communication with the teacher since he or she visited our home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have a better relationship with my child's teacher since he or she visited our home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my child wants to attend school more regularly since the teacher's visit to our home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since the teacher's visit, my child has shown more interest in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know more about my child's school activities since the teacher visited our home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think my child feels better about school since his or her teacher visited our home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my child has improved in his or her schoolwork since the teacher visited our home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parent Survey-Parent Teacher Home Visit Project 2017

3. What three things did you like most about having your child's teacher visit your home?

4. What are three things you would change about the home visits?

5. Which school did your child attend this school year (August 2016-June 2017)? Please choose the school for the child who had the home visit.

Other (please specify)

Thank you for completing this survey!

Appendix C

Open-Ended Responses

Home Visitor Responses

What have you learned about the families that you visited? N=99

- I have learned a lot about families and their students. Personal interest's hobbies, living situations and challenges. This is helpful to me meeting student needs in the classroom.
- How much they want their children to succeed.
- Regular people trying to figure out life
- Parents really care about student's education.
- They have a lot to share.
- struggles and challenges the family went through
- Their jobs, interests, met non-nuclear family
- About what is important to their family and what values they instill in their child.
- They love when we, as teachers, are willing to come into their territory and visit with them about things other than academics.
- That we all want the same things for our children and families.
- I have learned some of the struggles my families face and possibly the reason some behave the way they do.
- How they live, who they live with, what their home life is like.
- They want to be involved and help but they aren't sure how. It is nice to make connections with them.
- Most families truly want their children to succeed.
- The families I visited were caring and supportive of their child's education.
- Each of the families is different and has a different story. No two families are alike! Overall, they ALL want the best for their student, and for them to have an opportunity to succeed.
- I have learned about who lives in the home, what they are interested in, how they spend their free time, how they celebrate holidays, what challenges they face, where they work, how long they have been in the area, and much more
- We share similar goals for their children
- That they care about their student's education.
- All the families I have visited have been welcoming and very supportive of their children's school participation.
- Their expectations of their children and of school
- Their personal struggles, relationship dynamics, family history (divorce, death, etc.)
- They genuinely care about their children and are invested in their education!
- They love their kiddos! Their home organization systems for homework & events. About their jobs & work schedules. Desires for their children.
- I have learned that getting to know my families at their homes makes for better relationships with the family
- What their core values are.
- They want to be engaged in their child's education.
- The hopes and dreams they have for their child.
- Health issues and custody problems.
- These are some great people with stories to tell and dreams for their family.
- Engaging with families is fun
- I've learned about their desires for their child's achievements and their general lifestyle
- They are very passionate about their child's education and success. They care very much and want to be a part of the student's education.
- I learned about the relationships they have with their kids or grandkids. I also learned about some of the hardships they have at home that affect their school lives.
- Family living situations, needs, cultures, interests, educational backgrounds, hopes and goals.
- The diversity of my students. Tough conditions where some of my kids have to live.
- They are interested in sharing with us things about their family and what they hope for their children in the future.
- Financial situation, living situation, what they love most, they are interested in their child's future

- Family values, family's education and jobs, food, animals, how they got married or met, death in the family, accidents, sicknesses, robberies...
- The hopes and dreams they have for their children.
- Some families are afraid of the education system and they appreciate the visits.
- They want to be supportive, but have a hard time with their kids, just like we do
- More about their living situation, home life, personal life, interests, struggles, etc.
- Learned about family dynamic, challenges at home, parents dream for their children, children's dreams for themselves. Got a better idea about what interests and excites student.
- Families are welcoming and thankful for visit.
- parent's goals, student's life, parent concerns, family struggles or schedules an understanding of what their life is like
- Where they are from, what kinds of things they like to do as a family, and hopes and dreams they have for their children.
- What they are interested in and what they like to do.
- I learned about their aspirations for their children.
- They want to help their children.
- I have learned what they do together, places they visit, family in town and out of town. What their hopes and dreams are for their child.
- They need help with their child's routines/behaviors at home.
- They struggle financially and their parenting skills are lacking.
- They're really varied.
- Really have gotten to know the families and the unique situations are students are in.
- Many live on farms. They were happy to show off their animals
- Cultural differences, background of family.
- Diverse lifestyles
- The families have expressed their gratitude for us as teachers. Also, families have provided information about the goals they have for their children.
- More about their home life
- I have learned about family dynamics, expectations, and who students are outside of school within their families. I have learned much about how to support families and their students.
- I like that I get to see where the student lives because it gives me an idea of the student's home life.
- They want to be involved in our school, but they feel inadequate because of language.
- They work several jobs.
- met parents, learned more about their struggles and their hopes. Learned about their successes and what they are proud of.
- I learned about their economic circumstances & a few of the challenges they face.
- I have learned that our families are close to each other; grandparents, aunties, uncles, cousins, siblings were all there. I learned that parents support education and wish they knew how to help their child more.
- That they all struggle in their own way and that they want better for their children.
- Many families care about their child's success at school and they are open to ideas/suggestions for how to support them at home with their homework.
- From the families I have visited, I have learned many things about their beliefs and traditions. Also, their family structure, struggles, and needs. Learning about at these factors was really helpful to understand students' behavior, working habits, lack of interests in school. I could provide better support to my students and their families based on what I have learned from them.
- I learned about students' siblings in the school. I also learned about the expectations of parents in the home.
- Hard working and caring.
- Where they come from and more info about their life
- Their personal feelings about school and the success of their child.
- They are very proud parents and were very welcoming to their home.
- family dynamics, family accomplishments, concerns for students, student interests, family interests
- I've learned their family size, living situation, background, things they like to do
- many different things from backgrounds, who lives with them, things they like to do as a few examples

- Individual families have unique challenges which affect their kids.
- A lot!
- How they live. What it looks like at home. MORE IMPORTANTLY THEY LEARNED THAT I REALLY CARE ABOUT THEIR CHILD
- The relationship between teacher, students and parents get stronger.
- The parents care about our student's future and want them to be successful in life.
- That they want their child to learn.
- Learned about backgrounds/living situations, family values, and student interests.
- It helped me understand why, some students act in a certain way.
- I learned a lot about the families and how they lived, and heir culture.
- Families appreciate that 'we', as teacher care about them and their family.
- Their true living conditions.
- Culture, needs, interests
- I learned a lot about their situations which gave me a better understanding for how my students come to school
- I've learned more about their culture and day to day routines and lifestyle, which contribute to my overall understanding of the student. It also helps to see what the family's expectations are for their child currently and in the future.
- Some hate their own children (!!!). Some families are extremely close (emotionally). Some families are poor. There is no correlation between social economic status and the level of love in the family.
- how their home life effects their education. I have enjoyed seeing their favorite toys, their room, where they sit at the table, and meeting their pets. I work in Early Childhood Special education so these things matter to my kids.
- Past and current experiences that shape who they are.
- I learned about family struggles, and hopes and dreams for their students.
- Parents are very interested in their students' success and are open and interested in sharing home life.
- I have learned an array of information about my families. I learned that they all want the best for their child and I have learned about some hardships that were going on. This helps explain a lot of things that I see from my student's.
- The family is supportive of education.

What have you learned about the students whose homes you visited? N=82

- Some students have some very tough, uncomfortable situations. Some students have a very loving, stable home while others have a chaotic, stressful home. This knowledge helps me to be a positive influence with students in the classroom.
- They are excited to have their teacher as company.
- Good kids, excited to have me there in the home
- Some are very shy!
- Joey likes to do puzzles and build models of famous buildings.
- Favorite things of the student
- Favorite toys/games/interests
- How they interact with others and what behaviors may be due to their environment - i.e. sharing a bedroom might mean they are more prone to declining to share toys at school
- They LOVE when we come into their home. It means so much to them that we come see where they come from.
- I am amazed at the conditions in which some of my students live. I also learned that this doesn't really matter very much in the grand scheme of things. I have more sympathy with some that have a hard time completing homework since they live in a small apartment with multiple family members and don't have a room/ bed/ or place to do work.
- I have learned more about their past academic and social struggles.
- What they do after school
- Their interests in outside school activities which helps make classroom connections with them.

- They are supported at home with care, but may not have the means to be supported educationally at home. This may due to language, education, or behavior support levels at home.
- They live in humble but clean homes.
- They are pleased and grateful to be in the US, and they are happy. (We visit the Newcomers.)
- I have learned what interests them, who they spend their time with, what their neighborhood is like, how they spend their free time, what type of environment they have for doing homework, how much family support they have, and more!
- They like to share their activities outside of school with me
- They are more involved in activities outside of school like martial arts and church
- All the students have been well loved and are overall happy.
- How excited they are to have me visit; they want to show where they live
- Their personal struggles, relationship dynamics, family history
- That they really do love school and what we teach at school is transferring to home.
- Their interests outside of school, pets, siblings, etc. Their personalities when with their families vs how they are at school.
- I have learned that students are very happy to show off their homes, their rooms, and are happy to have us come to their homes
- What home life is really like for them.
- They like it when we show and interest in their lives.
- They are loved, but may live in cramped quarters. All homes I visited were clean and comfortably furnished.
- The student acts different around his family - restless. At school he's more cheerful. His older sister is demeaning.
- We can make connections to the visit when we are back in class. For example, I was having an SEL lesson, including talking about what you are good at. I was able to point to so-and-so and say, "I know for a fact that so-and-so is good at riding his bike because I saw him ride it when I was at his house." The kids are tickled that we come and that we know things about them.
- Learned the environment and parents' concerns or questions if they had any.
- I've learned about their personalities and interests
- I learned what the students like and didn't like. They showed me their room. They told me what they do for fun and where they study and what they need to be successful.
- They have big dreams and goals and our school is really helping them succeed.
- Same
- More of their background.
- They love to have their teachers visit their homes to show us where they live and the toys and rooms they have.
- What they are most excited about, what they want to be when they grow up. How they interact with their families
- They are way more social or shy, favorite toys, chores, care of animals, sports, their room, best friends, bullying, past schools...
- About their interests and home life.
- I no longer give homework to students because many do not have a place in which to study or time to do so.
- Parents are moderately involved
- More about their home lives, personal lives, interests, struggles, etc.
- What is happening at home is not always what I would imagine based on students behavior and performance.
- sports, hobbies, what they do at home who is with them
- They are very proud to show us what their lives are like outside of school
- What they like to do for fun.
- I learned how they act with their parents.
- Who they live with, their pets, their interests...
- They display similar behaviors at home and school, sometimes more at home because they get away with it.
- They were very excited to see me and liked to show off their home.
- They've got stories...
- Have gotten to understand them more in context with their family/their whole lives.

- Many loving families that feel education is extremely important!
- What their home life and routine is like.
- Diverse backgrounds, interests and lifestyles
- I have observed the home life of many students and have learned about their family values.
- More about them
- I have gotten to know my students on a whole new level; building rapport and trust. I have learned some of the specifics that my students need from me as a teacher.
- I see that the parents want what is best for their child and we connect with a better overall understanding between parent and teacher.
- They need more support and they would benefit more if their parents were offered English lessons at our schools site.
- They are very proud of their families.
- Their family role. Many students who hold great family responsibility.
- I learned about students' medical histories & concerns about school.
- They are loved, healthy, and happy. These children are engaged within their communities through sporting events.
- That they are really trying to be successful.
- Most of the students I visited allowed themselves to be vulnerable during the visit which helped me see into their child-like personalities and struggles; thus, allowing me to connect with them better.
- Due to their life situation, I learned that many of my students don't have the social and emotional support at home to function properly at school. Unfortunately, many of them are being raised by their grandparents, guardians, stepparents, or dysfunctional families. this, explains their behavior and students' specific needs.
- I was able to establish relationships with the students on a different level. I learned what types of activities the students did outside of the classroom as well.
- Most were eager to show me where homework was completed.
- Reasons why they act out at times
- My highest achieving girl is overwhelmed with homework
- I was shocked how many of our students live in squalor.
student interests, student after school schedules
- they all love that we come to their house, and they have a closer relationship with me at school.
- all love that I come to their home to see them. They have a closer relationship with me at school and better relationship with the families
- I have learned about the challenges and the resources that they have.
- Quite a bit
- Why some things are true.
- That students see you as a member of their family, not as a stranger.
- Many struggle with trusting their teachers and so they don't feel comfortable asking for support.
- Student sees us as reaching out.
- Learned about backgrounds/living situations, family values, and student interests.
- Some homes were more organized than I expected.
- I learned about their brothers or sisters
- Most students light up to know we want to visit or have actually visited their homes. Most elementary students want to please and excel in academics, especially after teachers have taken time to visit them outside of school hours.
- More about the students' home life situation.
- Ambitions, hobbies, likes and dislikes
- Their family dynamic, day to day life at home, their families hopes and aspirations for them.
- Some of them are much nicer with me than with their parents. Many have "hidden" emotional issues that carry over to school.
- what their animals look like, their rooms, their favorite toys, and especially how much they talk at home vs school
- Many likes and dislikes as well as who they are surrounded by each day.
- Some students have huge families which makes it hard to have a time and a place for school work.

- The students are proud of their homes and families. They are proud of their achievements.
- I learn what they like and dislike. Family pets they have, etc...
- The role of the child in the family dynamics.

What were some of the main questions, comments, suggestions, or discussions you had with parents during your visits? N=59

- Students are concerned with academic progress, behavior, what they can do to help their child at home and about resources our school or community has to offer such as tutoring, after school programs, etc.
- Hopes and aspirations for their child. Ideas for helping out at home.
- Direction of students, direction of life
- Goals for the future.
- Naturally hopes and dreams but a lot of stories of life events.
- How to challenge the student at home and school
- Most parents asked how their students can do better in school
- What they can do for resources (free or cheap) to get materials for their child's success. How to better prepare them for the next year in school.
- For many of our visits, it was more of a therapy session for the parents. We learned of their hardships and successes and their concerns and goals for their kids. What can I do to help you or your child? What would you like to see more of?
- Where do you do your homework? I talk about how important reading every night is. I also ask them if they have any questions or concerns?
- Limit TV or other screen time. Read with your child. What the students wanted to do in the future, what the parents wanted them to do in the future.
- It varied with each family, sometimes about work, other siblings etc.
- At the first visits we talked about hopes and goals for the students. This brought up further education through high school and college. We spoke about interests and possible avenues for bringing those interests into their education.
- We mainly visited about the holidays coming up and what family traditions they had for Christmas.
- Infinite campus, registering for next year, free or reduced lunch, inviting them to events at our school, and uniforms.
- We usually discuss the child. Most visits are fairly lighthearted and fun. We often tour the home and talk about the child's history at home and their plans for the future. We also talk a little about the child's academics and behavior at school. Parents often share things they are struggling with that that wouldn't usually bring up at school.
- We covered many concerns and questions about the school and next year's possibilities
- What the student likes to do, what family does together, info about their families and jobs. Info about how long they lived here and where did they live before.
- Discussions were about student's participation in school activities, what the student likes to do outside of school, etc.
- behavior and "how are they doing??"
- Hopes, dreams, likes, wonders, reading, going to the library, behavior management
- What are the students reading? What do they do after school? What activities do they do as a family?
- Questions about families' interests, academic achievement, attendance issues, variances, questions about next year
- Grades, behaviors
- The level of involvement that the students have experienced since enrollment with Innovations. How can we help you, help them? Does he/she have a specific place in which to do their homework?
- Who will the child be staying with when he leaves his temporary home? Where will the sister go?
- What their child likes to read, who they hang out with, how the siblings interact with each other, their soccer games, where they came from in Mexico, that they crossed the border illegally.
- What will their child's progress look like. How well their child is going to do, strengths and weaknesses. Getting to know each other
- We discussed their family and daily lives

- Parents wanted to know how they could help their children in reading and math.
- What are your hopes and dreams for your scholar? What, if anything, can we do to better accommodate your scholar at school?
- Overall conversation about success and life challenges we all face sometimes it
- What they want for their children's future, how they can help their children, things they are doing well at, college savings programs.
- How they can help their child. What we are doing to help their child. Look at number 16 and 17, I ask get to know you questions.
- First visit is informal so lots of personal, appropriate questions.
- We always talk about the dreams that they have for their children and ways in which to accomplish those dreams.
- How to help their kids
- Reading with students at home (in any language), discussing math at home.
- What are your dreams for your child? Talked about what motivates their children. Asked what questions they have about what we are working on at school. Mostly informal chat...kept it positive.
- How can they help their children
- They have asked how to help their children on school skills at home
- About the kids interests, such as sports, reading, etc.
- Parents wanted to know about grades and behavior although I was visiting just to get to know families.
- I always ask what the family likes to do together either on the weekends or over vacations. I also ask what an evening looks like for them. This tells me who helps with homework, what time dinner is at, and even when bedtime happens.
- Behavior at home, how can I help with behavior or communication at home.
- None.
- Just general talk about your family things...
- Parents are all usually nervous about a school visit at first; we spent time at each place assuring parents this is not a 'bad' thing.
- Behavior, expectations
- What are the aspirations parents have for their students this year. What is the student's favorite subject. What would the student like to do when they grow up.
- Just questions used to get to know them and the students more (likes, dislikes, goals, etc).
- Many parents asked about homework and how to support their students from home.
- It was either having to do with questions but mainly we focused on the good things the student is doing and make small suggestions to improve the students need to help family.
- Student interests, family dynamics, parent's personal goals and desires for their families
- Future hopes for their children.
- Hopes? Dreams? Frequent conversations about the families' struggles and successes (Parents want to tell us how far they've come, even when they're not happy with where they are right then, they take pains to ensure we know their family is better than it could have been). We ask What questions do you have about school? How can we help? Often would have some conversation about school communication, infinite campus, grades, upcoming events, school processes (signature academies, course requests, etc).
- How IB works.
- Mostly, it was a lot of getting to know each other. Hopes and dreams for their children's future.
- How are they behaving in class?

Me: What is your child's routine at home? Does your child help out at home? Chores? What does he/she want to be when all grown up? What do you want for your child? How can we help? Parents: How to help with homework? How do other students behave at Traner? How often is there homework? After-school programs? Tutoring services?

Some of the questions that were really interesting to discussed with them were: How can I help my child at home?

I don't understand math, how can I help my child? Parents were happy to be informed that we provide extra support at school, and that they can help at home just by making sure their students go to bed early. I also put emphasis on making sure that they know that, as parents, they are also part of the team with us.

Communication was another important topic discussed with parents.

- Much of the discussions with parents had to do with how my students and their siblings feel about school. We also discussed the activity students take part in outside of the classroom and what parents' expectations of school were.
- Connections, bonding. Parents felt much more comfortable communicating with the teacher throughout the year!
- Concern over homework
- They wanted to share their successes of their child.
- What is the purpose of the visit? family interests, student interests, family dynamics
- why were their hopes and dreams, parents asked why we do the home visits.
- What are your hopes and dreams, what would you like to see from school this school year, if you need anything to keep in contact with me, how to get on DOJO and why it's used
- The first visit is just getting to know the kids and their families, and how they interact...no prodding questions or suggestions just a friendly visit with interests and opportunities in the discussions.
- Preparation for high school
- Parents want to know what they can do to help.
- How is my son/daughter doing at school? Will my son/daughter be ready for next year? What can I do to make him/her be better?
- The student's interests and family relationships outside of school. Also, tips for the parents to support their children at home.
- How can we help your child more? What questions do you have for us? What else would you want done for your child?
- Parents wanted to know how they could better support their children.
- Academics, family
- what a great student they were.
- Emphasis to read; engage in less video games, provided lists of learning websites for those with internet.
- What the student likes to do during their free time? What do they do together? What can the school do to support you? Future plans?
- What questions they have for me. What goals have they set for their child, How can I help them, Set up phones for infinite campus
- Help with new math curriculum,
- Mostly referring to my response for question 15-16.
- goals, dreams, aspirations
- what next year looks like, how are they doing in school, any advice we had on working at home
- Concerns considering classroom behaviors and involvement in academics.
- We discussed what the students like to learn about, and what they might do as an adult. We also discussed the entire family make-up.
- Aspects of home life. Parent aspirations for their students.
- The parents always ask how their child is doing in class even though i try to stay away from the academics during the first initial visit. A lot of parents want to know why we are doing the home visits because a few are very uncomfortable with it. We discuss many things.
- grades, activities, safety

What contact information or invitations to participate in school activities did you provide to families, if any?
N=82

- I communicate with my families through Class Dojo, e-mails and text. I inform families about Bingo night, Science Night, Movie Night, Math Night, vacation schedule, conference schedule, tutoring, field trips, upcoming assessments and any questions they may have.
- Whatever was happening in the time frame of the visit, always send home flyers..
- Newsletters
- Form at the beginning of the year
- Email and phone number

- About family nights for our department. Or upcoming field trips.
- Family STEM Nights, APTT meetings, parent-teacher conferences, volunteer opportunities
- We send home flyers and do connect ed calls
- I provided them with my email address again.
- upcoming events from the school calendar.
- A handout at the start of the year with how to participate, I got a lot of feedback
- We provided parents with the information on after school programs, sports, clubs, tutoring. We also let them know about parent support in the school, and always an open invitation to come in.
- none
- IC help and invitations to events at our school.
- I usually try to mention the next family night we have coming up at school.
- Information about on-going school activities
- volunteering in class, harvest festival
- Family letters for interest, emails, phone calls
- card with my email and school phone number

Family nights, field trips, Cell number, class dojo

- N/A
- School flyers, class newsletters, Class Dojo messages
- School phone number and email
- Come check us out, this is what we do! Talked about our calendar and activities and let them know they were welcome to join us.
- Family Engagement Night and STEM Family Night
- My email, school phone number, open door policy.
- We invited them to talk to us about any concerns they have with their child, either in person or email. This actually is an issue--parents don't often email or talk to us in person at our school.
- Reading night, PIF information, parent classes.
- A paper invitation to each family in my class
- Reading tips.
- We give them our email addresses and phone numbers, as well as invite them to any upcoming events.
- PTHV letter
- I don't recall any of these.
- I don't recall specifics but we did inform them of events and resources
- No, I just want to build a positive relationship without any school stuff unless they ask.
- My personal cell phone number and an open invitation to contact me for anything they need.
- we refer them to the school's social workers, the programs set up for IC, the people in the office that may have more information that each individual family needs
- Phone calls
- none
- flyers, connect ed calls
- I did not conduct invitations; the classroom teacher sent invitations and spoke to parents about the program during parent teacher conferences. I am a special ed teacher and participate as a 2nd participant. This has been wonderful for me as it allows me to create relationships with students sometimes outside of my immediate caseload.
- I provide form for the public library, information about IC, the school online schedule.
- None provided
- all
- None.
- There was an invitation letter for parents to fill out.
- Upcoming school events, our contact info.
- School email, phone, flyers
- Parent teacher conferences. APTT nights, STEM night Fall Festival.
- Infinite campus instruction, family engagement nights, sporting events, etc.
- None.

- helping in class, took a survey of how many parents would be willing to come to English classes. 100% said yes.
- Family Nights, Parent University, Teacher Conferences, Classroom visits/volunteering.
- Invitation to next family event? Invitation to contact me or my partner directly with questions about anything school related.
- Family STEM night, grade-level STEM day in a classroom, and general warm welcome to Greenbrae El.
- Email and school phone number, info/invite for upcoming events (family nights, sports tryouts, etc.),
- I provided the families with the monthly calendar, just to make sure they understand that there are many activities at school during the month and they can benefit from them. I also provided information about resources in the community that they can benefit from during the school breaks.
- Math clubs (after school programs).
- Person paper invitations then followed them up on class dojo
- called home
- School flyers
- verbal communication
- emails
- helped them get onto class dojo; reminded them of the weekly newsletter and the weekly folders
- How to use DOJO weekly newsletters conferences parent university classes
- A summary of how our school invites families to events to build our school community.
- An open door policy to come in at any time
- I give them my cell number to text with questions at any time during the year.
- Family Nights, Literacy Events, Public Library
- An initial letter at the beginning of the school year.
- My school phone number.
- Provided information depending on inquires
- N/A
- they were invited to our class anytime.
- School-wide letter explaining the program and intent furnished by school counselor sent to all students.
- We provide the parents with direct contact to our teachers and administration.
- flyers, post cards
- A letter home to invite and explain the home visit/process as well as verbal invitations during pick up/drop off and conferences.
- After-school programs (homework club), class visits, e-mail and phone contact.
- whatever I had when we would visit.
- Anything coming up, the second home visit, and any after school/before school activities.
- In addition to regular school notices, I use the Class Dojo app to keep my parents informed of what is going on at school and in our class. I share photos of the kids as often as possible.
- Invited them to participate in Class Dojo, attend family nights, visit us in the classrooms.
- after school program, IC, activities

What, if any, additional supports (professional development, administrative support, etc.) do you need to conduct home visits through the PTHVP? N=59

- This is an amazing program and I really enjoy the opportunity to meet with families and students outside of the classroom. Further trainings may be helpful to review conversational talking points, questions to ask, possible answer points and exit strategies for an uncomfortable situation. Thanks for making such a great program possible. We really appreciate everything! :)
- None. I really appreciate the opportunity to do this and the compensation is an added bonus! Thank you for this program.
- None
- None
- Spanish class!!!

- There was confusion in regards to classified and certified pay roll, it caused a lot of problems. The communication was not helpful and several staff was locked out of doing visits, which made it difficult for the other staff. I think we need better communication for the home-visit department and maybe a separate training/meeting in regards to the payroll.
- None... it's a great program!
- More time to do the visits.
- none. Just more time to be able to do it.
- The biggest challenge for me is organizing the visits. I love to conduct the visits and meet with the families, but I have a difficult time getting them scheduled.
- Can't think of any. I thought it went well.
- None.
- none
- I'm fine
- N/a
- None. It's been great!
- None
- As an Encore teacher, my difficulty is not having a common prep with any team so that I can join in discussions about students we share. Encore teachers are often left out of the discussions about students.
- I would like to bring a little gift with me at least to the first visit. I have been usually doing this, usually it's a box of colors, but something provided would be nice too.
- None
- None
- Can't think of any!
- None
- None at this time.
- Na
- None
- Schedule them for me haha
- Can't think of any now.
- We need supports for parents who refuse home visits because teachers have visited for the last 3 years.
- clarification on who should be going. We were told that it was great for the teacher to go and then of course any other staff that might want to go or support the teacher as a partner to go with. But we had a teacher who seems to want to go to every home visit, whether it's her student or someone she doesn't even know. Teachers, including me have not been told a home visit was set up with a student of theirs and then were not invited to go. Or I tried to set one up to realize this teacher had already gone with a special ed teacher. It makes it hard and frustrating to try and set up home visits when other teachers are visiting your students homes without the consideration that the home teacher wants to go. I would have gone on more if I felt like I was able to visit my students as opposed to other teachers visiting without me.
- I need more hours in the day.
- none
- none
- As I stated, I think school sites could decide on an agenda of things they'd like to see accomplished (based on the reason for the visit); at least to use as a starting point. I wasn't really sure how what to talk about or how to focus the conversation.
- None
- I have been satisfied with the information I have received. Thank you!
- NA
- English lessons
- Allow classified staff to go on visits and translate while being paid- regardless of time period.
- I think more casual opportunities for parents to visit the school and participate in their child's education would enhance the home visits. It seems that many of the typical occasions for parents to visit are formal, and I think relationships and participation could improve with less formality.

- Administrative support - connect ed calls and more advocacy in staff meetings and on morning announcements.
- I believe that we received helpful information to conduct home visits.
- Just more time
- It would be better to have students selected ahead of time with teams at the very beginning before the first quarter ends.
- Some more suggestions to motivate teachers to attend the mini conference as well as how to complete spring home visits
- none
- none
- Updates and timelines to do the second home visit.
- ? I believe that experience is the best preparation and it is hard to prepare because you never know exactly what to expect
- Trainings in the middle of the year for interested teachers who were not able to get trained in the beginning of the year due to district meetings and trainings.
- A list of questions that can be asked.
- none
- I think I'm good.
- N/A
- Forms electronically
- More Spanish speaking staff that can be trained to go on home visits, to help translate (ex: Zoom assistants, aids, etc. willing to be trained and go outside of contract time).
- Someone to go with me and interpreters.
- none. I enjoy the home visit program
- Help with selecting more students.

Parent Survey Open-ended Responses

What three things did you like most about having your child's teacher visit your home? N=75

- That I understand more what my child does in school.
- That we talk about my child's progress in the school. It is a pleasure to have these visits. Thank you!
- Good
- That the teachers come more than once a year for each student
- The communication, the friendliness, the interest in us and our children and how to help us better.
- My son felt care for by his teacher. I feel they are interested in my son and how he does in school. We could talk about how he's doing in school.
- Get to know the teacher more personally and the teacher gets to know my daughter more outside of school. Talk about school and talk more peacefully about my daughter's education.
- Talk more deeply about my son.
- To be able to converse and get to know each other better.
- To have a better relationship with them.
- I know how my daughter works in school, how she's doing. Get to know the steps to continue her education.
- Works with my schedule, student comfortable & happy.
- Getting to know the teacher better Have my son teacher see each other outside the school just being able to all talk
- it was fun for my son to show off his toys and room. his teacher got to meet his other siblings. it was nice to get to know her better!
- meeting outside of school, meeting on a personal level, interacting with my child outside of school Getting to know teacher. Being able to ask questions
- This allowed my child, who is apprehensive about others, to feel more comfortable and trust her teachers at school. I felt that my daughter is truly cared about at school. I feel that she is more happy being at school now.

- How friendly the whole situation was, how my child had the chance to show his teacher his room and the change of information we had.
- Daughter was happy
- She learned more about Child and family
- Have a face to face
- Allows development of personal relationship (child feels more connected to teacher). Allows teacher to see some of children's home life.
- His teacher got to know him better as a person not just a student, having more time to ask questions about his progress, knowing the teacher has the best interest for my son
- Nothing
- That we were able to form a relationship That my child felt special
- taking the time to learn the interests of my children, showing their interest in their learning, taking picture to display in the classroom
- We established a great relationship with her.
- Meeting them outside of school, getting to talk candidly, allowing the teachers to see my child's home life.
- Her teacher's helper came not her main teacher but I liked the privacy and making my child feel more comfortable with her since she was in her home.
- Learning how she is participating in school, what is expected, and the openness in the teacher
- Being able to share things about my child with her, ie: pictures and stories. Discussing classroom expectations. And getting to know the teacher better.
- My son was happy, get to know the teacher better, and the amazing thing it's the teachers took their time.
- I got to know her better She got to know more about my family My child has the understanding that we are working together
- My child changed his attitude about his teacher for the positive.
- We can know our child's teacher, the communication, the teacher explanation
- Meeting outside of school, having an open conversation, being informed of what's going on in the teacher's world
- Getting to know my child on a more personal level and understand our family dynamics.
- Got to know the teacher better. My child felt special showing the teacher his room and having one on one time.
- The ability for her to see how my child interacts at home. How he responds to instructions at home. That more approachable sense of humanity.
- Teacher involvement, Child empowerment by having teacher involved outside of school setting, personal interaction with teachers on individual level
- Getting to know my child's teacher in a non-school environment was enjoyable. I felt my child's teacher was interested in my child and his family. My child was very excited to have his teacher visit his house.
- That we got to know more about each other. That my child was excited to have their teacher over. That they didn't mind being in my home
- got to know him a little, my son got to see another side of teacher. teacher saw a little of how we live
- The teacher learned more about this child. Likes dislikes, how family can help child grow.
- Being able to talk about non-school related things, feel more open to talk to them, child has more confidence to talk to them
- The excitement of my children to share their home and lives with their teacher.
- Kids loved showing them there life out of school, teacher gets to know student better, and teacher and parents get to know each other better.
- My child was excited about it. I felt it helped the teacher and I to get to know each other better
- I know more about them. I feel sure that my daughter is learning. I know they are doing excellent job.
- It is nice to talk with Teachers out of the classroom in a more casual setting.
- I liked seeing my son excitedly show off things to his teacher. I liked taking to the teachers about noon school related topics. I liked meeting the other teacher that came with my son's teacher.
- Stronger connection with parents, Stronger connection with child, Builds confidence
- Getting to know the teacher and counselor in general Learning more about upcoming events at school, Seeing the caring nature toward my child.

- I was able to meet the teachers.
- He talks more than normal. He feels more accomplished. He likes to do his homework without throwing a fit.
- to get to know them better, child feel comfortable, teacher has the ability to see how each student lives
- The teacher met the whole personally. The teacher got to see my kid's environment. The teacher got to meet our family personally.
- I like most about having them: 1) closeness; 2) commitment; 3) confidence
- We met at the football field, putting a face to the name and communication was opened up with teachers.
- My child was excited that his teacher came to the house to visit him. He opened up more to them in his own environment and felt more comfortable with them. The teachers get a better idea of the child's home routine.
- Show they care about the students. Got to know them better. Talked to my son about options in education
- My child's teacher doesn't just talk about school. He asked about the house hold.
- She showed interest in my child's interests. Also, asked about her religious and cultural values and beliefs.
- I like that we can share our environment with her. With the visit, we are able to understand what is expected of our child in the classroom. And she was able to see how strong a family support our child has.
- Having one on one time with her. Getting to know her a little bit on a personal level. My daughter's reaction to having her teacher visit after school hours.
- That my child could interact with her teacher in her home. That my child was very happy to show her teacher some of the things she does at home. Watching my child explain our home to her teacher with excitement.
- Parent teacher relationship. An idea of me and my daughter's relationship. The welfare of my daughter
- I feel much more comfortable with my child's teacher since the home visit. I appreciated the one on one time with my child's teacher. This experience has helped my child understand that her teacher and I are a team to help her in her school experience.
- that my child had the opportunity to share her home activities. that the teacher got to see how we communicate at home. that we got to have a more one on one visit in the child's comfort place
- friendly, confident & welcoming
- They played with my children and were very interested in knowing about what my children like to do at home.
- My child loves school and always have.
- Teacher got 2 meet my child's family. My son thought it was cool. I got to asks many questions and know what my kid does in class

What are three things you would change about the home visits? N=63

- Nothing. Thank you.
- I wouldn't change anything about this program. It seems fine to me to improve the relationship between student and teacher and the whole family.
- Nothing
- Nothing
- Nothing
- Nothing. I liked it and felt like I was involved with my children's education.
- Nothing
- I wouldn't change nothing.
- None
- Not do them anymore
- nothing
- NA
- Nothing
- More talking
- Nothing
- My son does like this school at all the teachers don't care for there kids my opinion is that they come from low income families do no really cares for them and the teachers don't review homework assignments on time giving the kids low grades my son needs to repeatedly ask them to do there grading kids get up from there set

and do not get in trouble for it no consequences or any discipline I hope and going to do my best for my son not to attend this school next year hope this helps.. Thanks ...

- Allow for casual interaction.
- The teacher should try to communicate with the parents instead of just the child asking about her toys. The teacher was too shy to show any interest in our day-to-day lives or to talk about school. it was very awkward
- There is nothing that I would change
- nothing
- Nothing
- I would have liked her actual main teacher to have come too
- Wouldn't change a thing.
- Nothing everything is ok.
- unsure
- None
- Nothing
- Nothing - sorry it was great.
- None.
- I would not have changed a thing, the visit was perfect the way it was.
- Nothing, it was great
- I wouldn't change anything.
- Nothing
- nothing.